

NEW ZEALAND
PHYSICAL EDUCATOR

Te Ao Kori Aotearoa

VOLUME 50/1
July 2017



Robert (Bob) Athol Stothart
1934–2016

Journal of Physical Education New Zealand



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From PENZ's Chief Executive

This issue of Physical Educator celebrates the wonderful life and contribution of Robert (Bob) Athol Stothart (1934- 2016) to the field of physical education generally and PENZ specifically. While I personally didn't get the opportunity to meet Bob, as CEO, his influence and thoughts continue to impact many of the decisions within the organisation. It's people such as Bob who, with their thoughtfulness, innovation and energy, continue to underpin the success of organisations such as Physical Education New Zealand.



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 will be able to provide PLD to approved schools, kura and COLs (communities of learning) from the MOE's central funding pool.

Susie Stevens our Lead PENZ Subject Advisor – Secondary and Sue McBain – a current Board member, provide insights into understanding the impact of Communities of Learning (CoLs), their growing importance and influence on both professional development and the HPE curriculum within schools.

Rod Philpot also provides some insight into what critical pedagogy is possibly becoming and why this might not be the preferred outcome. Dennis Slade provides some wonderful practical applications for using the TGfU model as a tool to promote kinesthetic awareness and enhance decision making in badminton.

Finally, we have Dr Alison James (GP) who provides two book reviews and, in my opinion, these books should be on your must-read list for 2017. The first review is an incredibly well researched and referenced book by bestselling investigative journalist Ian Wishart, "Show Me the Money Honey" provides a challenging and eye-opening insight into common foods such as salt, sugar and fats. The other book is by Dr Michael Mosley (GP) called "The Clever Guts Diet" which has nothing to do with diets per se but provides a beginner's guide to the growing science of our gut microbiology and how this influences our health.

We hope you enjoy this latest edition and that it triggers some stimulating conversations.

Ngā Mihi

Richard van der Jagt



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Physical Educator - Journal of Physical Education New Zealand Vol 50, Issue 1, July 2017. Publisher's details Physical Education New Zealand, P.O. Box 10203, Bayfair, Mt. Maunganui 3152. Ph 07-543 9279. Email CEO@penz.org.nz. Website www.penz.org.nz.

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When life hands you lemons...

I well remember the phone call that interrupted our summer. It was a call from a local resident who reported to my wife, Dawn, that our local primary school was on fire. As the chair of the Board of Trustees, Dawn immediately raced to the school only to find that the fire had taken hold and would eventually destroy around a third of the classrooms. It is a date that I remember mainly because we had both worked over the Christmas break and were looking forward to being able to relax and enjoy some of the summer. However, with only two weeks before the school was about to begin the new year, Dawn faced managing a catastrophic event that meant any thoughts of taking a vacation quickly disappeared. She immediately stepped into the fray, fronted some interviews for TV, met with staff and Ministry representatives and, along with the Principal, plotted how best to recover. In those initial moments I remember her confidently announcing that "when life hands you lemons, you make lemonade", and this simple cliché framed how everyone responded. Instead of an air of 'doom and gloom', an energy about future possibilities and optimism took over. Prefabricated classrooms were quickly shifted onto the school grounds, the school opened on time, and two years later the Prime Minister opened two wonderful new blocks of classrooms designed as thoroughly modern learning environments. In the end, the cliché had become reality. While unexpected, the school emerged from the fire better off than before, and has done so because of a collective effort led so capably by positive and capable leaders.

So you may well understand my feelings of de ja vu when I received a call last November from Margot Bowes, the President of PENZ, asking if she could co-opt me back onto the Board of PENZ because the organisation was facing a very serious situation. She wouldn't elaborate until I was a member of the Board and I agreed. In my opinion, every PENZ President has some large issue that they need to deal with, whether it is the decision to undertake a major restructuring of the organisation (as Lorna Gillespie needed to do) or replace a critical staff member like the Chief Executive (as myself and Lisette Burrows needed to do). Such events may not always be seen by members or perceived as critical, but they chew up time and require effective leadership to ensure the impact on the organisation is minimised. In Margot's case, she was facing multiple issues. Alongside the fact that there had been a number of changes to the Board mid-term, the Chief Executive had resigned and it appeared that PENZ had lost money through fraudulent activity. It is important to stress that these three issues were not related in any way. However, collectively they were like the perfect storm hitting, and all before Christmas when energies were low and thoughts were turning to a summer break.

One key task was covering for and replacing Ross, the Chief Executive. It's not an easy task coming up to speed with the complexity of this job. The role of Chief Executive has become essential to PENZ as it manages a broad portfolio of contracts, publications, staff, workshops, conferences, and advocacy. The task facing the Board was made a

little more difficult given the fact that Ross left with relatively short notice and there was no obvious successor to step in. The second issue emerged in the week before Ross left when he uncovered the fact that some money had been misappropriated from the accounts. Initially it was thought that this was not a large amount, but to everyone's alarm, this amount grew after close investigation. It became apparent that the future of PENZ was in doubt. Decisions had to be made on how to proceed and it was going to be difficult.

As newly coopted members to the Board, Ian Culpan, Lisette Burrows and I joined the remaining members of the Board. As in any catastrophe, the potential for finger-pointing, blaming, and wallowing in negative angst were all there. Sorting it out was going to take time - the very thing that was in short supply before Christmas when everyone was deep in marking or study. However, Margot quickly stepped up to firmly take control. While there were many difficult decisions to be made, what I remember most was her positive approach and determination to ensure PENZ survived. Sorting this out would take large amounts of her time, energy and, most of all, the ability to channel the efforts of those around her in positive and productive ways.

Being part of the PENZ Board again quickly reinforced to me that the commonly overlooked strength of PENZ is its depth of expertise and leadership. While not undervaluing the contribution of anyone on the Board at this time, credit has to be given to Kane Wilson who initially took on the Chief Executive role to ensure we continued meet our commitments. When Kane

needed to stand down because he was taking on a new job, Margot stepped down from the President's role to become the Chief Executive. Lisette Burrows then stood in as President. Sue McBain also took on the huge role of sorting out the membership database and analysing the invoices sent to members. Our subject advisors Susie Stevens, Sara Hayward and Rochelle Keown also took on a range of extra tasks. In addition, there were offers of help from people, strong support from Sport New Zealand and even donations of support from members to assist the organisation to survive. This demonstrated that PENZ is truly a professional network and community of professionals where being a leader and working to improve the lives of those we work with is the nature of our job. It also demonstrated that PENZ is an organisation that people cared about and refused to let fail.

While the work to rebuild is ongoing, and the suspected fraud is still being investigated, it is important to conclude with some final thoughts. Firstly, we need to be immensely grateful to those members of the Board who unselfishly spent much of their Christmas navigating PENZ through the trickiest of issues. Multiple hours were spent pouring over documents, travelling to and from Tauranga, meeting with lawyers and police, interviewing prospective applicants, and ensuring the business continuing to be managed. All of this as volunteers. Secondly, the strength of our community is built on the commitment and leaders of those who have gone before. In this respect we are greatly saddened to lose Bob Stothart earlier this year. He has been a tireless worker and advocate for PENZ. His knowledge and wisdom will be missed but I know these are very much woven into the ethos of PENZ. Secondly, I would like to acknowledge

the passing of Len Almond, who was a core advocate for Teaching Games for Understanding. I initially met Len in 1979 at Otago University when he was sabbatical and was promoting some new ideas around how to teach games. Since then, our paths crossed regularly and, like Bob, his gentle manner and endless energy ensured that you were always involved.

Finally, we are pleased to welcome Richard van der Jagt as our new Chief Executive. Richard arrives with the energy, vision and skills needed to rebuild our organisation and explore the possibilities that continually emerge in our field. He is joined by Claire Waring as our new office manager. Both come into the organisation knowing its recent troubles, but excited and capable to take the organisation forward. Welcome and we look forward to working with you.



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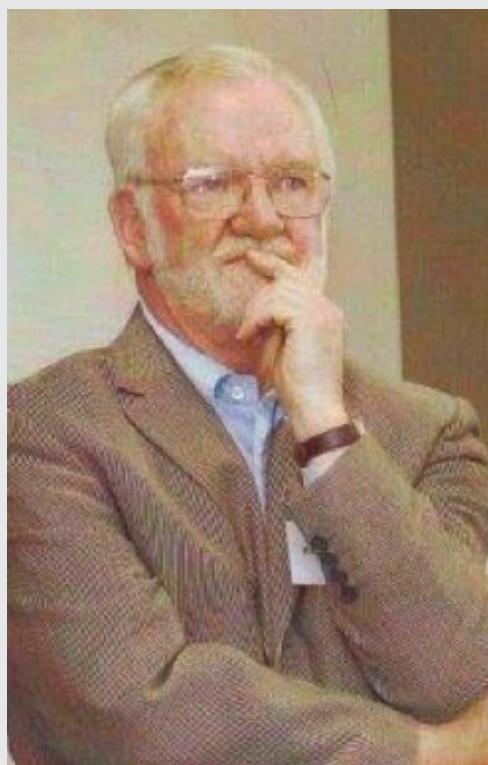
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Robert (Bob) Athol Stothart 1934–2016

In the passing of Robert (Bob) Athol Stothart on 2 November 2016 we lost one of our most respected and admired education identities, someone who, for many years, has been a tonic and inspiration to countless people in physical education, sport, leisure and recreation. Such was his energy and influence it is difficult to find suitable words to pay tribute to this truly remarkable man. Bob was devoted to Margaret, his wife, and very proud and caring of his family. In the work place he demonstrated a very high degree of personal and professional integrity as well as a strong sense of duty. The following tributes are to say thank you and capture some of his qualities and many contributions.

Bob: Can I accept this? I need to think!

A DEAR, LONG-STANDING FRIEND AND COLLEAGUE

Robert A. Stothart – affectionately addressed and no less highly regarded as ‘Bob’ – was, for more than half a century, a prominent figure in education in New Zealand. The foundations for his many successes were laid in his own education at Island Bay School, South Wellington Intermediate, Wellington Technical College, Wellington Teachers College, Victoria University (MA in Education) and gaining a Teachers ‘C’ Certificate endorsed in Physical Education after a year of specialised training at Dunedin Teachers College in 1956. In addition to these early influences, Bob became a Kings Scout at the age of 15 and was one of six chosen to represent New Zealand at a Scout jamboree in Great Britain.

Although his original and sustained commitment was to physical education, his philosophical vision was much wider. His practical focus

was on the imparting of skill and knowledge in one particular field of learning and activity, but he also understood and fostered the fuller scope of meaning in the Latin roots of the terms, ‘educare’ (to train or mould) and ‘educere’ (to draw out that which lies within).

In both senses, Bob excelled as an educator and argued consistently for change and innovation. He taught the rudimentary elements of human movement and skilled physical performance, building from his own prowess in pursuits including softball, cricket, badminton, gymnastics, golf, skiing and dancing and using them as the foundation of the practice that he studied and preached as a teacher and in physical education, as a sports coach at national level, as a teacher of teachers at Wellington College of Education and as a university lecturer on a number of campuses, most extensively at Victoria University of Wellington. At all stages of a stellar career, Bob relished seeing people

from all walks of life reap the rewards of his well-honed expertise and generosity.

Bob’s interests, altruism and influence were appreciated beyond the strictly pragmatic and the academic. He provided inspiring leadership and energetic originality for many years as a national president (and honoured Fellow) of professional associations linked to health, physical education, recreation and dance. At the numerous international and national conferences (over 50 of these at PENZ) attended, he was an unfailingly artful and articulate presenter, a stimulant to thinking and provided a refreshing stream of commentary as writer, critic, historian and sage. His experience and judgement were also called on when new programmes and courses were being proposed and assessed in relevant organisations and institutions in New Zealand and beyond. As an example, Bob was influential in the development

of the 1987 *Physical Education Syllabus for Junior Classes to Form 7 with Guidelines for Early Childhood Education*, consulted as an adviser for the 1999 *Health and Physical Education in the New Zealand Curriculum* and served in a similar capacity for the New Zealand Qualifications Health and Physical Education Standards Advisory Group (1994-2000) when revising senior school qualifications. Over the past couple of decades, Bob also chaired many 'expert' panels put together by the New Zealand Qualifications Authority for the prime purpose of considering new degree qualifications proposed by non-University tertiary institutions.

Sometimes Bob's efforts followed from his involvement in chosen pursuits and sometimes from adversity in his own health and in the life and health of the community: for

example, he channelled his passion for the outdoors – the landscape, the flora, the fauna, and the recreational opportunities – into generous service. His love of the beauty, grandeur and long bi-cultural history of New Zealand's National Parks gave rise to his pioneering work as a prime mover in the Tongariro Natural History Society (acknowledged by being made a Life Member) and in progress towards a higher quality of ski patrolling on Mount Ruapehu, in an era before full-time patrollers.

Bob also played a prominent administrative part, over a number of years, in the work of the Cancer Society (Chair of the Wellington Division), and after he was extensively and chronically paralysed as a sufferer from the Guillain-Barré Syndrome, he turned his own set-back into a determination to help and inform others. As a

result, he became a central figure in international efforts to promote understanding of the disease through communication networks and face-to-face conventions involving other sufferers, medical and family care-givers and researchers.

Although the spread of Bob's philanthropic involvements was very wide, it was never shallow: his dedication to causes – and especially to 'the case for physical education' – was always whole-hearted. And his interactions with colleagues and associates were remarkable for their infectious benevolence, optimism and the warmth of the long-lasting friendships they engendered.

Appropriately, the e-mail prefix for Robert A Stothart was 'ihug'

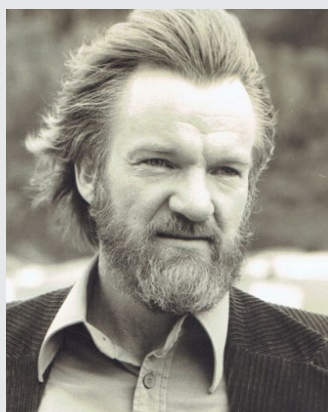
Allan Laidler



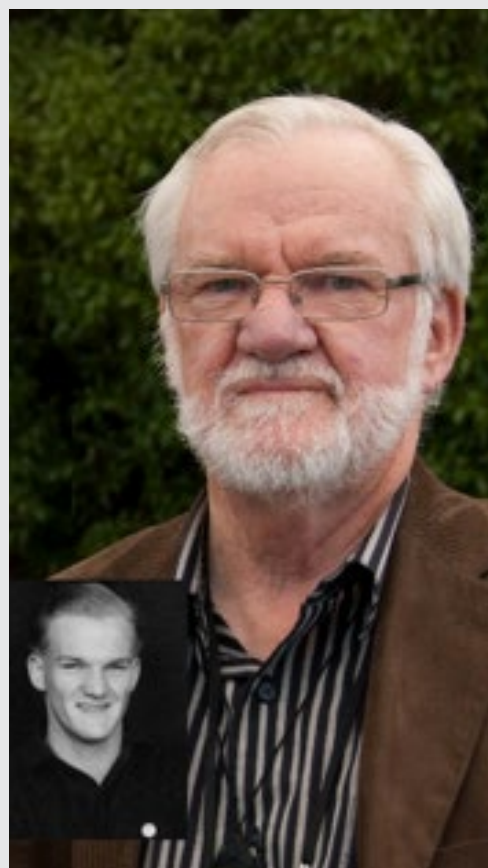
Stalwarts of physical education in New Zealand: Les Bayly, Dudley Wills and Bob



Bob and Margaret.



Bob as a dasher.



Time is so kind: Un-ravaged by time.

BOB IN TEACHER EDUCATION AND PHYSICAL EDUCATION

Bob began his professional career as a teacher educator. Specifically, this involved directly supporting and influencing teachers in schools in Wellington and Wairapa (1957-64) as a Physical Education advisor in the now defunct Advisory Service of the Department of Education (the fore runner of the Ministry of Education). Along with others in the Advisory Service, he contributed to the publishing of many fine, informative, helpful and influential Physical Education handbooks issued to every school.

Bob's expertise as a teacher was recognised with his appointment as a Lecturer and later Senior Lecturer in Physical Education and Health at Wellington Teachers' College (1964-68). At that time the College was renowned for the breadth of vision of its leadership, the excellence of its teaching staff and for the superb quality of its graduates. Bob was no small player in this role and his qualities were such that he secured a position at Victoria University where he was able to impart his knowledge of recreation through a variety of forums. His exuberance for living and love of physical activity was visible for all to see as was his encouragement and the way he empowered others in their quest to seek the joy he knew existed from involvement in an active lifestyle.

His love of education in the school setting however was indefatigable and from 1984-88 Bob accepted a position as Senior Education Officer, Department of Education, responsible for the advisors to schools in all subject areas.

Unfortunately, this position came to an end as the Department was restructured into the Ministry of Education following the reforms of Tomorrow's Schools. Such was Bob's experience and expertise with teacher education that he was warmly welcomed back to the Wellington College of Education as Associate Principal (1990-95) – his last full-time position.

Another contribution to teacher education was Bob's role as Chief Examiner for the Department of Education Trained Teachers Certificate in Physical Education. Additionally, and for many years, he was also an examiner for the New Zealand Association of Health, Physical Education and Recreation (NZAHPER) exams which were a foundation for hundreds of prospective physical educators.

Bob was a voracious reader, an open-minded debater, and questioner as he assiduously sought to widen and deepen his own knowledge, views and attitudes. His own philosophy continued to evolve and this strengthened his views about the importance and place of physical education in the development of children and community. He began writing early in his career, an outlet for his on-going role as a foremost teacher and community influencer – always looking ahead. Being a visionary, it was no surprise that he once wrote of himself - *I have rarely been satisfied with status quo and have argued consistently for change and innovation throughout my career.* He was very much at the forefront of philosophies, trends and practices and regularly contextualised reports and policy for physical education. We

can do better was his mantra.

For over 50 years Bob was an avid conference attendee, presenter and author of numerous articles that were published in the PENZ and other scholarly journals. He had the gift to influence teachers to re-think, debate and practice thoughtfully. At times he reminded us of the past as we've endeavoured to move forward. In this regard, one of his common expressions was - *how do you know where you're going if you don't know where you've come from?* Bob was tenacious in his efforts to ensure the past remained relevant.

At the time of significant curriculum change in the 1990's, Bob was vociferous in expressing concern about and advocating for physical education for he believed it was almost obliterated, or at least being watered down. Arguably, his main concern was how physical education with reduced time and support in schools could adequately address an array of health and social issues whilst trying to advance the learning of movement skills in a variety of settings.

Importantly, Bob's own personal attributes are no mean influencers in the way we see and practice physical education today. For many of us he has been an inspiration, a mentor, a repository of knowledge and wisdom, an active sports person and dancer, a nature lover, a fearless debater, an open-minded committee leader, an expert teacher and most of all a thoroughly honourable person.

Rosalie Mitchell

BOB IN RECREATION

As a young child Bob loved playing in the outdoors at Island Bay, Wellington so it is not surprising that he formed a close relationship with and love of the natural environment. This ultimately translated into him becoming very knowledgeable about and offering strong leadership with regards to protecting and utilizing these spaces. One of his favourite playgrounds was the Tongariro National Park, a place he frequented. Here he was a founding member of the Serac Ski Club (President for several years), avid skier as well as volunteer ski patroller, helper with the DOC summer programme, a member of the Outdoor Pursuits Centre Trust Board, and 'worked' in the Visitors Centre at Whakapapa. But this is only a snippet of his broad contribution to recreation.

From 1968–82 Bob was one of the Physical Welfare Officers at Victoria University of Wellington who offered an expansive and wide ranging recreation programme for staff and students. He believed that recreation and leisure were significant phenomena at the community and national level. While at Victoria, he played an important role in the launching of the country's first degree

programme in recreation as a field of postgraduate study, encouraging students to aim for the most challenging of goals and to persevere even when their motivation might have been at a low ebb. His strong contribution to them flourishing academically and professionally was acknowledged by many MA (Applied) graduates who moved into diverse leadership roles in recreation, tertiary and outdoor education, arts, sport and events management.

Whilst full-time in the above role, Bob's competencies were such that he was a foundation member of the New Zealand Council for Recreation Sport which was an initiative of the Norman Kirk led 1972-75 Labour Government. The Council introduced a variety of innovative national sport and recreation programmes and was the first major legislative/policy initiative of a New Zealand Government in this field. One such development that Bob initiated, as Director of the Council, was the introduction of a Recreation and Sport's Diploma, a qualification sought after by many people working in various forms of community recreation. Bob made a significant contribution to an organisation that was creative across a range of areas, including

education and training, activity and fitness promotion, research, women's recreation, outdoor recreation and leadership.

More recently Bob was appointed as the Chairperson of the Sport, Fitness and Recreation Industry Training Organisation (SFRITO). He ensured that such bodies did not focus exclusively on the needs and demands of elite sport – not that he disliked the artistic beauty and skill level of high performance athletes. His vision for healthy recreational activities was all encompassing and emphasised support for informal family and community involvement as well as for voluntary leaders, no matter what their background or formal qualifications.

Although it would be difficult to detail all the contributions of this wonderfully generous, gentle man, we will long remain indebted to one of the early pioneers of the recreation sector in Aotearoa New Zealand. Bob's vision, leadership and unselfish manner in working for the betterment of others will be recognised for years to come.

Robyn Cockburn



Always the skilled performer



Bob in the environment he loved

BOB IN DANCE

I first met Bob at the 1974 Commonwealth Physical Education Conference in Christchurch. At the time I was a young graduate and fortunately we struck up an instant friendship and from that time on, he became an important and generous professional mentor. He was an exemplary physical educator, with a breadth of understanding that embraced cultural and physical pursuits. He was then, and throughout his long and distinguished career, a staunch advocate for the development of modern dance and Te Reo Kori.

Bob always realised the importance of documenting the history of physical education in New Zealand and he did a great service to dance. This is illustrated with his inclusion of prominent dance educators in his various publications, most notably in his writings often in the PENZ Journal about the history of the Physical Education Advisory Services, and a book *For the Record: An Encyclopaedia of Historical Aspects of New Zealand Physical Education*.

Annette Golding who was a pioneer NZ dance educator talked about Bob

with great fondness and gratitude. As a senior staff member and HOD when Bob was a lecturer in Physical Education and Health at Wellington Teachers College, she evidenced firsthand how he was incredibly supportive of the dance programmes. Bob was generous in his support for dance and it never faltered - something I witnessed some years later when following in Annette Golding's footsteps at the College. At this stage of his career Bob was the Associate Principal.

Bob always recognised dance as being a fundamental component of the physical education curriculum and as a leader, he never hid behind the rhetoric. His on-going advocacy ensured there were opportunities for teachers to upskill and advance their knowledge through the many workshops at regional and national events such as the NZAHPER annual conference.

Being a young man at the time when going to the Saturday night dance at the local community hall was the 'thing to do', Bob possibly discovered that he loved to dance. Perhaps this was the inspiration for the time when he was Physical Welfare Officer at

Victoria University and decided to join the university dance club - and then performed with them. Maybe he was inspired to do so by the example set by renowned playwright, Bruce Mason, who in the late 1940s joined the New Dance Group run by Philip and Olive Smithells (he was full of admiration for all three). Whatever the reason, Bob found much kinetic pleasure from his foray into dance whilst extending his personal and professional experiences.

While Bob always embraced dance enthusiastically, when the time came for dance to forge its own path and establish itself as a separate discipline within the arts curriculum rather than physical education and health, he was philosophical and very supportive of this new direction.

Physical education, dance, recreation and sports studies professionals will miss greatly his holistic approach to kinaesthetic learning and the wisdom he shared so generously at numerous professional gatherings over many decades.

Jan Bolwell



Bob and Margaret: Always keeping young



And now take your partners

BOB WITH TE REO KORI: TE AO KORI

In a Māori sense, PENZ is a village, and a village is never without its guardians. Bob was a sentinel, a protector, keeping watch during his time and inspiring those who follow to keep the ahi kaa, the flame, burning in the hearth. He was a strong supporter of education initiatives that encouraged young people who were distanced from their language, their places of tribal connection reunite with their culture.

From his early days in education, Bob became committed to biculturalism as a way of life. This was a trait that was influenced strongly by Philip Smithells. When Philip was Superintendent of Physical Education he required his staff, in their travels around the country, to gather games, songs and dances of the Māori. Bob was intrigued at this attempt to identify and preserve a culture.

Bob was a staunch advocate of having Te Reo Kori included as one of the curriculum themes in the Department of Education's Physical Education: A Guide for Success

(1987) to be taught to all students. Not only was he a key person in supporting this development but led the kōrero trying to convince the Ministry of Education to reverse its decision to exclude Te Reo Kori as a key area of learning in the 1999 Health and Physical Education in the New Zealand Curriculum. Although unsuccessful, Bob's countless and always articulate arguments elevated our credibility and helped save Te Reo Kori. It was subsequently given significant status in Ministry of Education support documents.

For several decades, Bob's mana and leadership were to the fore in helping PENZ become a bi-cultural organisation. The announcement of Rakauoteora Te Maipi (Koro) as the PENZ kaumatua followed by the organization adopting the name Te Reo Kori Aotearoa as part of the PENZ logo and identity, signalled a strong commitment to tikanga Māori. A significant contribution to the acceptability of Te Reo Kori among mainstream physical educators occurred at the regional PENZ conference, Te Hui o Te Reo

Kori in Wellington, 1991. Bob called this a *landmark conference*.

As a background to this development in the 1990s, Bob journeyed to Waikaremoana and re-connected with Rangimarie Rose Pere, leading her to feel comfortable in giving counsel and security to the initiators of Te Reo Kori. With her guidance, along with Bob's enthusiasm and cultural sensitivity, those promoting Te Reo Kori sought to embrace wider movement experiences in order to better represent the reality of Māori needs. Perhaps not surprisingly, Bob's vision, along with his appetite for countless discussions saw the emergence of Te Ao Kori. Without his insightfulness and knowing how to converse with those to be respected, PENZ may never have progressed as far and as fast as it did with these developments. Thanks Bob, and the flame is still flickering.

Kua hinga te totara i te wao nui a Tane – a giant totara falls in the great forest of Tane.

Andy Fraser and George Salter

BOB IN PENZ

Bob delighted in knowing that the physical education fraternity benefited from his well-honed expertise and thoughts – of which many were published. One of his passions for the past sixty years was to record things before they became lost or, more worryingly, forgotten. To avoid this, he was instrumental in collating much of the past in a recent co-authored publication titled *For the Record: An Encyclopaedia of Historical Aspects of New Zealand Physical Education*. As a parting and profound word from Bob who was very passionate about the history of his, and our profession, he recently said, 'this will connect you to the past and is a worthwhile read'. More

importantly, it tells of the enduring richness of physical education in Aotearoa New Zealand, and reflects Bob's epic contribution.

Bob's six decades of membership along with the appreciative accolades from the physical education fraternity during his long and distinguished career are noted below.

Member of:

Physical Education Society of New Zealand 1956 - 1967

New Zealand Association of Health, Physical Education and Recreation 1967 – 1993

President 1977 - 1980

Physical Education New Zealand (PENZ) 1993 – 2016

President 2001 - 2003

Awards included:

1968 Fellow of New Zealand Association of Health, Physical Education and Recreation

1990 Sir Alexander Gillies Medal

1994 Life Membership of PENZ

2011 Te Iho-Takaro Ringawera Award

Bob was a humble and gracious man who valued fellowship over acclaim. In his words '*I was just doing my job*'. This taonga – our highly treasured friend and colleague would typically have said of himself;

E iti noa ana, na te aroha

Though my present be small, my love goes with it.

Arohanui Bevan C. Grant, Ian Culpan & Allan Laidler



What Critical Pedagogy is possibly becoming and why this is not the preferred outcome

Rod Philpot

The introduction of *Health and physical education in the New Zealand curriculum* (Ministry of Education, 1999) signalled the introduction of significant changes to the way physical education was positioned in New Zealand. Notwithstanding the merging of three separate subjects (health, physical education and aspects of home economics) and the introduction of Hauora, a sociological perspective, and health promotion as new underlying concepts, *Health and physical education (HPE) in the New Zealand curriculum* was a deliberate attempt to shift physical education from a technocratic imperative to a focus that privileged a socio-critical examination of the whole movement culture (Culpan, 2000). In the ensuing 18 years, the enactment of the HPE curriculum and the subsequent *New Zealand Curriculum* (Ministry of Education, 2007) has brought concepts such as 'socially-critical pedagogy', 'social justice', 'critical pedagogy' and 'socio-cultural issues' into the everyday language of many New Zealand HPE teachers.

This opinion piece is my attempt to illuminate my own understanding of these concepts. My own engagement started nearly 25 years ago as an overseas trained PE teacher unfamiliar with the concept of 'criticality'; teaching in Auckland secondary schools. In the subsequent years I have served as an HPE faculty head, engaged with post-graduate study, and since 2010 I have worked as a physical education teacher educator. Rather than attempt the impossible, that is, to try and articulate a definition of what critical pedagogy is, I wish to voice my own thoughts as to what critical pedagogy is possibly becoming, and why this is not the preferred outcome.

1. Critical pedagogy is not critical thinking

In education, the term *critical* is used in different ways (Rizvi, 2011) which has resulted in slippage between a critical theorist's understanding of critical and its use in critical thinking.

Critical thinking as disciplined rational thinking evolved from positivist underpinnings that involve high levels of cognition. Arburn and Bethel (2000) suggest that critical thinking is often referred to as "problem-solving, analysis or analytical reasoning" (p. 6). Burbules and Berk (1999) describe critical thinking as the ability to "recognise faulty arguments, hasty generalizations, assertions lacking evidence and truth claims based on unreliable authority" (p.

46). Critical thinking is evident in the curriculum and is used as a process of thinking to critically evaluate HPE contexts in NCEA and Scholarship assessment.

In contrast, critical pedagogy starts with an understanding that all knowledge is socially constructed within a network of power relations. This tradition of criticality is less concerned with assessing knowledge with criteria to ascertain its truth claims, but instead focusing on issues of power such as; 'who benefits from this understanding?' and 'who is marginalised?' Critical pedagogy advocates for *action* when a dominant understanding discriminates and marginalises.

Critical pedagogy relies on high levels of critical thinking to assess how power leads to dominant understanding, how this serves to advantage some while disadvantaging others, and ultimately to taking action for equity and social justice. In contrast, although critical thinking *might* lead to a closer examination of the impact of structures in society, it does not depend on it, nor are actions based on this understanding synonymous with it (Burbules & Berk, 1999).

Critical pedagogy is not an instructional model

While the introduction of 'critical pedagogy' was an attempt to signal the enactment of critical theory to the field of education (Kincheloe, 2008), the word 'pedagogy' may infer a teaching strategy or instructional model that can be learned in teacher education and enacted in schools. Indeed, Culpan and Bruce (2007) may have signalled this by referring to *Health and physical education in the New Zealand curriculum*. (Ministry of Education, 1999) as a "socio-cultural model using critical pedagogy" (p.6). Critical pedagogy is best thought of as a critical perspective (Tinning, 2002) that a teacher brings to, rather than teaches with, in a classroom. A critical perspective is based on the deeply held beliefs one has about equity and social justice. A critical perspective acts like a pair of glasses that enables a teacher to focus on, and see things, they haven't previously been aware of. This improved vision may include the ability to recognise with greater clarity, 'who is benefitting most from the way I teach and the content I teach?', 'who is disadvantaged by my teaching?', and 'what knowledge and skills are privileged through my teaching?' While this critical perspective will undoubtedly lead to changes in *how* one teaches, the critical perspective precedes the teaching strategy.

I have come to think that Tinning's (2002) turn towards a 'modest critical pedagogy' was his way of saying we should stop searching for *the* definitive critical strategy and focus more on the modest gains that can be achieved by individuals collectively teaching from the heart with a consciousness toward social injustices. It may be that looking inwards at one's own assumptions and beliefs is far more important than looking for paint-by-number approaches for teaching that occurs in complex and uncertain contexts.

Critical pedagogy is not just a perspective on health

In a previous issue of *The Physical Educator: Te ao Kori Aotearoa*, McIntyre, Philpot and Smith (2016) reported that the six New Zealand HPE teachers in their study were able to articulate critical approaches to teaching health in topics on bullying and drug and alcohol education that included challenging assumptions and helping students to understanding their place and relationship within broader society. A second recent study of 20 New Zealand secondary HPE teachers (Gerdin, Philpot & Smith, 2016) further suggested what while these teachers believed critical pedagogy was valuable in physical education, they were able to provide little detail as to how this was enacted. While I am excited by this uptake in the health context, there is little evidence of critical perspectives in the contexts of movement, games education, outdoor education and sports education. Advocacy for critical HPE is not an attempt to move PE from the fields and gyms into an academic subject that can be taught only the classrooms. I am a firm believer that the future of critical HPE relies on the enactment of critical perspectives *in* movement contexts and not the study *of* movement contexts. This could include the

exploration of equity through creating inequity in games, or democratic ideals through empowering students to make decisions on content and learning options. While our studies have struggled to access some of these practices they are undoubtedly happening. It is my hope that critical pedagogies in gyms, pools and fields are difficult for teachers to articulate because a critical perspective has become a taken-for-granted way of operating. If this is the case, **I would be interested in hearing from you!**

This attempt to describe what critical pedagogy is should not be interpreted as a cop-out, rather a reaffirmation that critical education will always be based on principles of democracy and social justice. While the outcome should be students who can identify inequity and take action for social justice, the pedagogies and teaching strategies that will help this to happen will invariably be based on the social justices specific to individual communities, schools and classes.



Introducing Richard van der Jagt

I'm just over 4 months in the role in but my feet are not getting comfortable under the desk. My role started on 6th of March but remains only part time (three days a week) until our financial situation improves.

Although only part time, much has happened already. Working with the board we have established a new head office, still based in Tauranga but located in the fast growing Tauriko region. Along with the new head office we have also employed a new Office Manager – Claire Waring. Claire has already proven herself a total wonder and has picked up the office administration and management role within PENZ with enthusiasm and total professionalism. Claire also works part time (Monday, Wednesday and Friday) so getting hold of us is best on any of these days.

Since starting, our duties have been very clearly defined as we have picked up annual tasks such as organizing the PENZ conference in conjunction with NZHEA and EONZ. It was wonderful to be surrounded by two very organised conference committees who had things well in hand by the time we arrived on the scene. The local committee lead by Sara Hayward our Secondary Subject Advisor and the team at Papamoa College had most of the venue preparations and Café Crawl under control while the national committee with experienced people such as Libby Paterson and Rachael Dixon made sorting abstracts and organizing themes a straight forward process.

Getting a grip on the organisation's financial situation following the fraudulent events of 2016 was perhaps a less appealing part of the first few months in the job. PENZ is fortunate to have a very committed board who all took on substantial amounts of additional work sorting through documentation and keeping the ship running while new staff were recruited and fraudulent activity was identified and processed. We have appointed new auditors (Ingham Mora) and as I write we are working through a comprehensive year-end financial audit whilst providing a range of different financial documents and reports to other government organisations such as the Charities Commission, Ministry of Education, Sport New Zealand and the New Zealand Police.

Our first journal for the year is somewhat later than normal. This was in part due to the staffing difficulties we faced but also because we thought that one of the best ways we could

honor Bob Stothart was to produce a commemorative journal with a limited-edition print run, which would coincide with our annual conference. Again, we have had so many people willing to contribute to the journal and it's been a pleasure to put together. In the process both Claire and I have met or interacted with many of the contributors.

One thing we can be sure of in the education sector is that there will be constant change and innovation and new challenges to grapple with. Already this year we have had announcements by the Teachers Council on the prospect of changing teacher training and the development of Communities of Learning (CoLs) continues with strategic plans for each CoL being created and learning needs identified. New initiatives such as Play.sport continue to roll out and a review of NCEA qualifications doesn't look too far away. Each of these external initiatives will provide challenges and opportunities for our members. As a long standing professional subject organisation, we have the capability to respond to these challenges directly and with conviction. Our views are increasingly well heard and frequently sought after by government organisations and I believe an increasing part of my role will be advocating on behalf of our membership on these topical issues.

To advocate effectively I need to know what your views are so it's important you continue to be fully involved in the organisation. In simple terms, this could be letting board members know your views, voting at the AGM, writing an article or submitting a question for the journal. If you are keen to be more involved then consider nominating yourself for the board or assisting on one of the many committees we need to run the organisation.

Internally, because of the audit recommendations, fraudulent activity and to become more efficient, we have several new initiatives already underway. These initiatives include the development of new payment portals for online payment, better distribution of our electronic journals, virtual administration support, more frequent but shorter newsletters and we are investigating the possibility of adding an online shopping capability.

Over coming months, I will be out of the office as much as possible and I look forward to talking to you and hearing your views on many of the new initiatives and challenges we face.

Conference Programme 2017

DAY 1	
7.45-8.45	Registration
8.50	Gather for Pohiri
9.00-9.30	Pohiri
9.30-10.00	Karakia kai and MORNING TEA
10.00-10.30	Conference opening by Steve Lindsey, Principal Papamoa College, welcome by PENZ, EONZ and NZHEA, introducing PENZ staff, housekeeping. Introduction of theme with special recognition of Bob Stothart and keynote speakers to follow by PENZ.
	SESSION 1: Keynote in three parts:
10.30-11.00	Keynote 1: Ian Culpan: learning from our past
11.00-11.30	Keynote 2: Cameron Smith: celebrating our current position
11.30-12.00	Keynote 3: Helen Tuhoro: challenging our future direction
12.00-12.50	LUNCH
12.55-1.55	SESSION 2: 60 minute workshops
2.00-3.30	SESSION 3: 90 minute workshops OR 2 x 45 minute workshops
3.30-4.00	AFTERNOON TEA
4.00-5.00	PENZ AGM
5.00-6.00	Free time
6.00 onwards	Café Crawl
DAY 2	
7.45-8.30	PENZ, NZHEA, EONZ Boards Forum
8.15-8.45	Registration
8.45	Housekeeping and introduction of keynote by EONZ
9.00-9.55	SESSION 4: Keynote Dame Susan Devoy: Learning to live together
10.00-10.20	MORNING TEA
10.25-11.25	SESSION 5: 60 minute workshops
11.30-12.30	SESSION 6: 60 minute workshops OR unconference time (semi-structured activities to encourage networking and discussion-University Advisory Group UnConference Time)
12.30-1.15	AWARDS: PENZ, EONZ, NZHEA
1.15-2.15	LUNCH + President's lunch
2.15-3.45	SESSION 7: 90 minute workshops or 2 x 45 minute workshops
3.45-4.15	NZHEA AGM
4.00-4.30	Optional: HPC tour, opt in pre-event for transport & tour numbers /Optional walk up the MT
5.00-6.30	Free time
6.30 to Midnight	Conference dinner
DAY 3	
8.30-8.45	Registration
9.00-9.55	SESSION 8: Option 1: scholarship panel (theatre) OR Option 2: 60 minute workshops
10.00-10.20	MORNING TEA
10.25-11.55	SESSION 9: 90 minute workshops OR: unconference time (semi-structured activities to encourage networking and discussion)
12.00-12.55	SESSION 10: Keynote: Mike King (introduced by NZHEA)
1.00-1.15	Poroporoaki
1.15-2.00	LUNCH and final networking opportunity.



Introducing PENZ Office Manager Claire Waring

I have recently joined the team here at PENZ and am now your main and first point of contact when requiring assistance.

I joined at the beginning of April 2017 and have jumped straight in to assisting with the organisation of this year's Conference which I am proud to say is in the wonderful (yes, I am biased) Bay of Plenty.

In the run up to this event, it has been great to get to know so many PENZ members and I am looking forward to meeting you at the event itself. I am excited about working for PENZ and see there are lots of opportunities and projects on the horizon which we can get behind here as a Head Office team. Physical education and the sports industry continues to be very fluid and dynamic and I look forward to the challenges being part of this sector will create.

A bit about my life before PENZ. I come from an extensive commercial background with 20 years' experience, predominantly in the field of sales and marketing, having

worked in various service industry roles in the UK, New Zealand, Australia and now back here in New Zealand. I have worked across a diverse range of industries including Recruitment, Real Estate and Finance.

I hold a BA Honours degree in International Marketing and Business and have recently completed a Diploma in Digital Marketing through the Chartered Institute of Marketing in the UK. Since this time, I have been heavily involved in Marketing specific roles where digital marketing campaigns have been introduced from the planning phase through to implementation.

If I am not juggling work with looking after my family, I enjoy running and have competed in several half marathons. In addition, I completed my ultimate goal- my 1st Marathon on the Gold Coast in 2015. I hope to continue with running and I am looking to complete the first Tauranga International Marathon in October this year – time for training permitted of course!

Understanding Col's Funding

Susie Stevens susie@penz.org.nz & Sue McBain sue@penz.org.nz

Rationale: Responding to the changing nature of professional learning development and the Ministry of Education's (MoE) future design of PLD across the compulsory school sector. Physical Education Zealand has produced the following overview to guide access to Professional Learning and Development for the sector.

WHAT HAS CHANGED?

1. PENZ is moving away from developing 'generic' workshops and offering these nationally.

WHAT'S NEW?

2. Instead, requests must be made by educators, schools, or communities regarding the PLD they need. This is to encourage a more authentic inquiry based approach and align with the MoE's PLD strategy

WHAT IS THE PROCESS?

3. PENZ will offer two PLD pathways, one centrally MoE funded and the other Individually/School funded.
4. Once we receive requests for either funding method via direct emails or through the website we will contact you to determine how best to support that area of need.
5. We anticipate having both pathway applications available electronically via the PENZ website.

Pathway 1: MoE centrally funded PLD

What is this? This is a government funded application process driven by your school, kura or Community of Learning (CoL). It requires an application but is FREE to you.

Key characteristics:

- Must apply to receive this funding.
- PLD costs are covered by the MoE.
- PENZ will always be delivered by a PENZ nationally accredited provider.
- PLD tailored to the needs of your CoL.

What do I have to do?

- Talk with your departments about what PLD you need (based on inquiry), then talk to regional PENZ groups, CoL's or other schools in your area – are there similar needs?
- Follow the step by step guide from the MoE (see your leadership team for more information).
- Get a contract with a PENZ subject advisor if you need help with this process. (PENZ is aiming to have this application process automated as well).

Pathway 2: Individual/School funded PLD

What is this? This is a school/individually funded application for your PLD needs. It can come from school departments, kura or your Community of Learning (CoL).

Key characteristics:

- Cuts out the MoE application process, but that does mean there is a cost to participants.
- A nationally accredited provider or local presenter would be approved by PENZ to deliver this workshop, depending on cost and location.
- PLD tailored to your learning, financial or logistical needs – e.g. an after-school session, online workshop, all day workshop or half day workshop.

What do I have to do?

- Talk with your departments about what PLD you need (based on inquiry), then talk to regional PENZ groups, CoL or other schools in your area – are there similar needs?
- Get in touch with PENZ via the website request form and we will see what we can do to accommodate your PLD needs. We will work with you to make your PLD happen.

TEACHERS' QUESTIONS ANSWERED

Q DEAR SHAZZA AND BRUCIE

I'm teaching at a secondary school and we have been putting students forward for Scholarship PE every year so why is it, with such a focus on Assessment for Learning by the Ministry, that students don't get their Scholarship reports back? Our students used to get their Scholarship exam scripts back and these were really helpful to understand what the markers were looking for Scholarship and to use as exemplars with students.

Mad about Scholarship

A DEAR MAD ABOUT SCHOLARSHIP

You raise a good question and one that Shazza and Brucie have had from a number of schools. Scholarship is a high stakes assessment administered by NZQA not the Ministry. Unlike the Scholarship exam answer booklets, marking codes are not written on the reports themselves by the markers. Students either print a copy of the report and send it in, or many submit it electronically. The students get back a copy of their cover sheet for their report showing the result for each of the 3 criteria used in marking (0-8) and the total score out of 24. The cut scores and other information are published when results are released. Unlike the exam scripts, students will have their own reports saved electronically so the report is not returned to them. Schools are advised in the submission instructions to retain a copy of students' reports in case there is any issue with the submission. Using the marks on the cover sheet and criteria you should be able to use the report as an exemplar. NZQA also suggests that they hang onto the reports in case a student seeks a reconsideration so that they have the reports onsite so they can get it back to markers quickly for reconsideration. There are very few, if any, changes in results that affect the Scholarship outcome but it does

mean the student may receive the reconsidered result more quickly.

I like your idea of using the reports formatively. NZQA have resources online on their website to help with this. Students can enter part of their report for the Sir Alexander Gillies PENZ Award in September where they will get written feedback.

Q DEAR SHAZZA AND BRUCIE

I'm really confused about the new professional learning and development (PLD) process from the Ministry. I thought the redesigned PLD was supposed to make things easier for schools but the Centrally Funded PLD application diagram has 31 Steps- OMG!! I thought that was a movie of John Buchan book!! Can you please explain how we access PLD funding from now on?

39 Steps

A DEAR 39 STEPS

You are right the diagram produced by the Ministry of Education (MOE), explaining how they allocate PLD from the Central Fund, looks like a complicated version of Snakes and Ladders and your metaphor suggesting that the process with 31 steps is like the cover of Graeme John Buchan's famous novel 'The 39 Steps' is a good one. The MOE is trying to encourage a more authentic inquiry based approach to PLD and align their new strategy to actual needs. Consequently, subject associations like PENZ are having to rethink the way they support schools with meeting their PLD needs. PENZ can offer two pathways to these requests. Your school can still make a request to PENZ for PLD. This cuts out the MOE application process. PENZ can offer workshops with a registration fee for participants with one of the nationally accredited providers, like our subject advisors. The second way is also driven

by your school, kura or Community of Learning (CoL) but, while it is free to you, it requires an application. Best to approach your senior leadership team first - this builds capacity and also complies with any school or kura guidelines that may in place about accessing PLD prior to asking PENZ. PENZ can then help you reduce the 31 steps to just a few. To find out about this contact our lead subject advisor susie@penz.org.nz

Q DEAR SHAZZA AND BRUCIE

What's all the fuss about our senior PE students participating in the Tough Guy Tough Girl Mud challenge this year? Why has it become so tough to use this as a context for an NZQA approved assessment? How do we prepare our students to set goals and to train properly if we do not have an idea of times? We have the students break the times down to see how fast they need to complete each km to achieve the time they are aiming for. They then aim to replicate that level of intensity in their training programme. Should we look to average out the times from the past few years to gauge a rough idea of the times for each level?

Stuck in the mud

A DEAR STUCK IN THE MUD

No need to feel stuck in the mud any longer, nor that the going is too tough for your students to participate in Tough Guy Tough Girl Challenge this year. Your suggestion to use average past times to get a feel for the times is a good one. However, there are still issues of inconsistencies with each course and between courses and the course conditions that need to be resolved when developing the marking criteria. The issue is one of reliability and fairness to all students around NZ, due to varying course and course conditions. The mud run can

still be used, however the process for developing the criteria will be different this year and the criteria will need to be developed AFTER the event. The criteria will be initially developed by the TGTG event management with a lead group of teachers in each region supported by Physical Education New Zealand, PENZ, who will pick this up for members to ensure the criteria are valid and fair for all students between courses and regions. The criteria times for standards 2.4 - 91330 and 3.4 91501 will be published on the website AFTER ALL events have taken place in the regions (Auckland, Hawkes Bay, Wellington and Rotorua) are completed.

Q DEAR SHAZZA AND BRUCIE

I know that the HPE Learning area is well supported by 3 Subject Associations, PENZ, NZHEA and EONZ. Are there many other subject associations and do they ever meet as a group? What sort of things would they discuss? Also, what are RAMPs?

Curious

A DEAR CURIOUS ABOUT SUBJECT ASSOCIATIONS AND RAMPs

Yes Curious, most subject areas have subject associations and 28 of them met in April this year for a 2-day meeting. This is an annual forum of the subject associations coordinated the PPTA. They share matters of relevance that can help subject associations serve their members better and then they discuss current educational matters. This year the forum met in April in Wellington and our lead Subject Advisor, Susie Stevens, represented PENZ. Important sharing and discussion occurred around the Ministry of Education's (MOE) new professional learning and development (PLD) funding model and how Communities of Learning (CoLs) apply for funding.

The forum also discussed the review of NCEA scheduled for 2018 and how the Review and Monitoring Programme (RAMP) reports might impact on this review. NCEA Certificates, as qualifications registered on the NZ

Qualifications Framework, all have a revision date of December 2018 on them. This means that that before then the Ministry of Education, who developed the qualification in 2002, will need to review the standards. The subject associations discussed how broad the review might be and if it would include looking at things such as the multi-field qualifications on the qualification framework, the number of credits, the three certificate levels, the grade levels, literacy and numeracy requirements, credit inclusion and exclusion, mix of internal and external achievement standards, rules about number of standards in an exam and course endorsement requirements.

As part of the preparation for this review each of the learning areas, including HPE, has conducted a Review and Maintenance Programmes (RAMP). Each RAMP had an advisory group who provided expert advice to the Ministry of Education to support the review of fit for purpose senior secondary teaching, learning, and assessment materials for the New Zealand Curriculum (NZC) learning areas. Each RAMP also conducted an overview of the key themes in the research literature for secondary education.

The RAMP literature reviews can now be accessed on TKI at <https://ncea.tki.org.nz/What-s-new/RAMP-literature-reports>. The HPE RAMP Literature Review was conducted in August 2015 by Sally Boyd and Rosemary Hipkins for the NZ Council for Educational Research (NZCER). The RAMP Literature Review consisted of a brief discussion of the structure of the HPE learning area, followed by chapters on Health and PE in the NZC, building understandings about the socio-critical nature of HPE, teaching, lifting student achievement, supporting priority learners to achieve and pathways and futures. The RAMP review of literature concluded by identifying areas where teachers need more support including the need to align teacher training and PLD approaches with the NZC to develop socio-critical HPE teachers.

This predominant focus in the RAMP suggests that the HPE community is still building a body of knowledge about what the changes in the 1999 and 2007 HPE learning area mean for practice.

Overall, the big picture question the HPE community is exploring What does the shift from a 20th century "technocratic" curriculum (skills and content knowledge-focused) towards a 21st century "socio-critical" curriculum mean for curriculum, pedagogy, and assessment practice?

Within this bigger question, a number of sub-questions are a focus for knowledge building, including:

- What are the main perspectives and ideas that are important in a 21st century socio-critical curriculum?
- What does a 21st century socio-critical HPE curriculum, that aims to develop students who are socially critical citizens, look like in practice?
- What does HPE practice look like when it is honouring the Treaty of Waitangi, cultural diversity, and inclusion principles of the NZC?
- How can curriculum, pedagogy, and assessment practices in HPE be better aligned, both within this learning area and also in a way that is coherent with the overall intent of the NZC?
- In what ways can the competing tensions that are surfaced by a socio-critical approach, and within the HPE learning area, be balanced?
- What support or models might teachers need to enact a socio-critical curriculum in practice in ways that enable them to balance the identified tensions?
- What do NCEA assessment practices look like if they aim to support a wide range of learners to document their learning including when aspects of this learning are active and/or performance-based?

- What are the implications of the unique place of the HPE learning area, and its focus on health promotion and the literacies of movement, in contributing to wider well-being and school goals? (RAMP, 2015, p.54).

Looking to the future, a clear theme that emerges from this overview is that teachers require support and resources that assist them to clearly identify the competing tensions in the HPE learning area and show them ways of bringing together aspects of practice that may at first glance appear incompatible. The competing tensions the community are attempting to address are listed below. They are presented as “*ands*” rather than “*versus*” to illustrate the need for balance:

- Physical Education *and* Health and home economics
- HPE *and* other learning areas
- practical learning *and* experience *and* theoretical learning
- mind *and* body
- critical thinking *and* critical action
- biophysical, scientific, or healthism perspectives *and* socio-critical approaches

- honouring the Treaty of Waitangi, cultural diversity, *and* inclusion principles of the NZC and mainstream education
- HPE learning *and* school-wide practice that promotes health, well-being and student agency

(RAMP, 2015, pg.55)

The RAMP has a really good current review of the research literature on secondary teaching, learning and assessment and is definitely worth a read.

Reference:

Boyd, S. & Hipkins, R. (2015). *Review and Maintenance Programme (RAMP) Health and Physical Education: An overview of themes in the research literature*. NZCER <https://ncea.tki.org.nz/What-s-new/RAMP-literature-reports>.



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Applying the TGfU model to promote kinesthetic awareness as a means to enhance decision making and anticipation in badminton.

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

Dr Wayne Smith published an article (Smith 2016), that suggested that in looking at teaching 'basics' or 'fundamentals' in games we should think of fundamental movement skills (FMS) and fundamental game skills (FGS) as complementary pairs and that they should be taught in complementary ways at all stages of skill development. He was suggesting that we need not follow the often adopted practise of teaching FMS to young children and only introduce FGS when they were older.

He also raised other questions in this article as to the logic of assuming that in adopting purely game centred learning practices, where one provided game teaching that focused on tactical appreciation, that 'good technique will emerge as a natural process of adaptive play while playing games' (Smith 2016, p432). In relation to this point he also discussed the issue surrounding isolated skill practice, what some may refer to as drilling and perhaps be dismissive of, because it may appear to lack elements of constructivism or situated learning. Smith makes the valid point in relation to this type of practice that it is not so much the isolated nature of the practice that is the issue, for example working in pairs to develop skills in a team game, but rather the 'restrictively fixed nature of practice conditions and the belief that a single successful pattern is required before applying it in situated contexts.' (p437). He argues that it is possible to provide isolated practices that include some of the contextual demands of a game that lead to technique emerging that can then be incorporated in ever more representative learning designs for developing game skills and enjoyment from playing games and sports.

I previously wrote for this journal an article (Slade, 2014) that included reference to what I call mandate teaching. For me the game or a modified version of it provides me with a pre-test of where the learners are in relation to the game or sport. Sometimes that requires isolated practice and I described this as my 'mandate' to undertake such isolated practice as described by Smith (2016). One could say that in teaching and coaching young people in games and sports we need to work along continuums of FMS to FGS, incorporating them

together as much as we can and not to abandon methods such as isolated practice tuned to include some FGS when they can advance learning. Perhaps crudely and hopefully not at the risk of doing a great injustice to this excellent paper by Smith, I think the message in coaching is not to be ideologically bound to a single method – let's not throw the baby out with the bath water of what is required and works to enhance game learning.

In this example with badminton my intent is take the techniques close to the FMS end of the continuum associated with playing an over-head clearing shot and a drop shot and move them towards a more representative design of FGS through the development of kinesthetic awareness that is enhanced through subtle use of feedback and a fun game activity.

Audience: Badminton players who can hit a shuttle in the manner of an over head clearing shot and a drop shot.

ACTIVITY ONE:

Two players on half a court practice hitting an over head clearing shot and a drop shot from the back of the court.

CONSTRAINTS:

1. Place cones on the side of the courts that equate with good length clearing and drop shots (See diagrams). In the first instance after each player plays a shot the opponent returns it but calls out whether the shot was short, good (in the target zone) or long in relation to the cones.
2. Next, using bandwidth feedback, the opponent only provides feedback on the shots if they are short or long i.e., outside the zone of acceptability for the type of shot.
3. Next, the player hitting the shuttle calls short, good or long. The opponent only gives verbal feedback if the shot is short or long.

GAME:

Area: Half a badminton the court with the cones in place on the side indicating good length shots.

Starting: Three cooperative shots must be played, including the serve, before the match proper begins.

Scoring: First to 30. After the three hits players can score single points in the conventional badminton manner.

SCORING CONSTRAINT:

A player playing a clearing shot or a drop shot from the back of the court may call immediately on hitting the shuttle,

LEAVE if they believe the shuttle would land inside the cone area of what was practiced as a 'good length' shot. The opponent must let the shuttle drop to the court. If they are correct and the shuttle lands in the area they get bonus points but if they are incorrect they lose the equivalent number of bonus points. If the opponent believes the call is not made immediately they can decline to let the shuttle drop to the court and call **'play on'**.

SCORING:

0-10: A successfully hit shot that lands in a good zone = +2 points but if unsuccessful -2 points

11-20: Plus or minus 3 points

21-30: Plus or minus 5 points.

Obviously not all of the components of badminton are in this game, however it helps reinforce player's kinesthetic awareness and decision making in a fun competitive environment. Crucially, as the players improve in their ability to be aware of how well they hit the shuttle they can start to anticipate the likely return shots their opponent might make in response and so move to respond before the shuttle is returned.

References

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Smith, W. (2016). *Fundamental movement skills and fundamental games skills are complementary pairs and should be taught in complementary ways at all stages of skill development*. *Sport, Education and Society*, 21(3), 431-442.

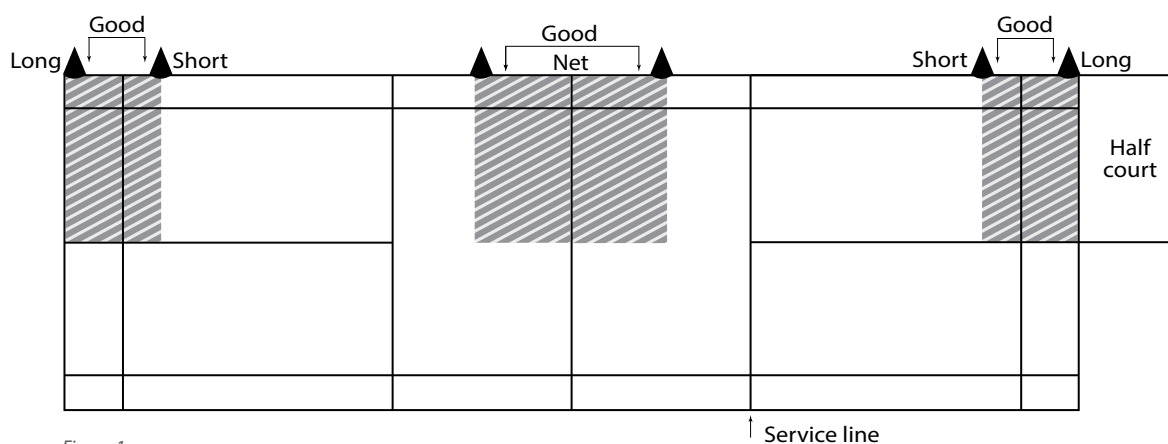


Figure 1

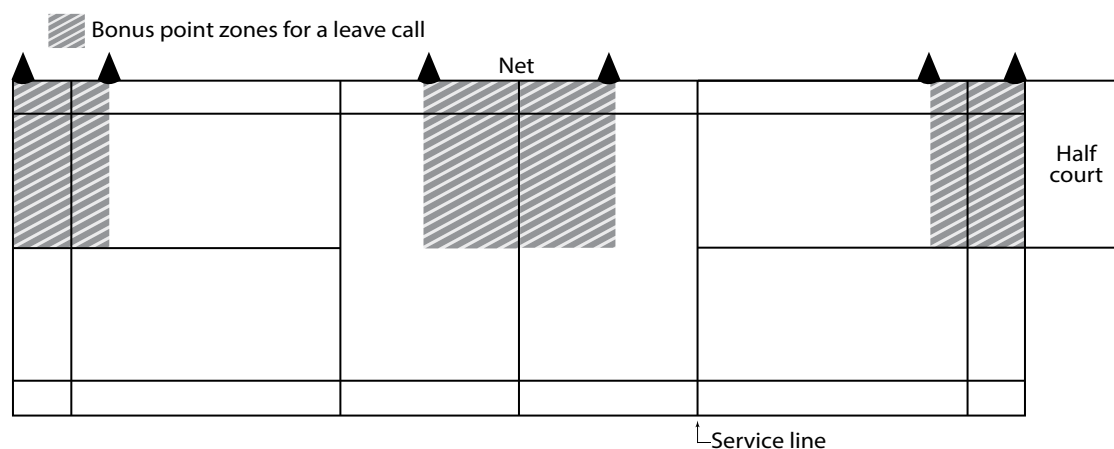


Figure 2

The power of quality PE, physical activity and sport

In March principals, teachers, children, the community, the Prime Minister and the Minister for Sport and Recreation joined Sport NZ chief executive Peter Miskimmin and Sport NZ staff at Upper Hutt's Fergusson Intermediate for the first anniversary celebration of Play.sport. The Waitakere Play.sport schools also celebrated this milestone with an evening event at the Waitemata Rugby club, attended by more than 60 people, where schools spoke of their experiences and learnings over the past 18 months.

There are now 45 schools taking part in Play.sport, reaching 20,000 kids, and helping to create quality and engaging PE experiences in schools that enhance educational outcomes and encourage a lifelong love of sport and physical activity. As the initiative develops, the recent focus has been on how best to support the seven secondary schools that are part of the communities involved.

Among the positive developments from Play.sport is the development of relationships across primary, intermediate and secondary schools regarding student's experiences across physical activity. For secondary schools, the initiative is supporting a 'system build' approach to ensure the wellbeing of all students is enriched and enhanced through this context of physical activity. Opportunities are being developed or enhanced with the school community around PE, sport and more informal physical activity, with a focus on students not currently well catered for.

One of the elements this may include is Sport NZ's Sport in Education (SiE) approach. SiE shares the same underpinning concepts as Play.sport, but is tailored to the secondary school environment, and addresses some of the challenges secondary schools identified, for example breaking down subject silos and encouraging conversations across departments.

Since 2012, SiE has helped 26 secondary schools around the country use the power of sport to help address academic and social challenges, with great success. The SiE "blueprint" is easy for schools to implement and adapt to suit their own community, and is a way to help ensure continuity of quality

experiences developed through Play.sport in the primary and intermediate years through to secondary school.

An evaluation of SiE by the New Zealand Council for Educational Research (NZCER) adds to the growing body evidence that improved PE and sport experiences help kids engage, learn and achieve in all subjects.

A key focus of Play.sport is to support and guide teachers in developing the quality of their PE lessons. In February, the Play.sport workforce, supported by PENZ, ran workshops that brought teachers from across clusters of schools together for a day to share, discuss and learn about what is happening in health, physical education, sport and play.

Feedback from teachers who attended highlighted that, as well as building and strengthening connections across schools, the workshops have empowered them to feel more confident leading in their own schools to encourage deeper thinking about how the PE curriculum is delivered.

The following are three ideas and insights from the workshop that particularly enthused teachers.

Traffic light activity

In this activity, teachers reflected on their practice in regard to the planning and delivery of the HPE Achievement Objectives (AOs) from Level 1-5 across the four strands. They each rated the level of confidence with which they thought their students were learning each AO, highlighting those where they were very confident with green, those where they were somewhat confident with orange, and those where they were not confident with red. They were then asked to look again more critically at the AOs they had highlighted green and ask themselves: how do you know your students are learning the 'green lights' and what evidence do you have of student learning and achievement?

In discussing this, teachers noticed that for many of the AOs that began with 'participate' or 'experience' or 'develop' they could highlight the first half of the AO green because they were providing the opportunities to do the 'active' bit. However, for the second half that might start with 'describe' or 'identify' or 'discuss' they could only highlight orange or even red because they were missing the 'reflective' bit.

Making learning visible

Teachers have identified small but effective changes in their practice to make learning in PE more visible to teachers, learners and whānau. These include displays on classroom walls highlighting the learning that is taking place in PE, taking photos and/or videos of what they are learning in PE to post on SeeSaw (a digital platform that can be accessed by whānau) with comments from the students and/or teachers. Most importantly, teachers are now setting aside time for students to reflect on their learning in physical education, for example through discussion or a short written task (linking to their literacy tasks).

Y-chart to explore and enhance PE teaching success

A Y-chart is a tool for exploring what an idea 'looks like, sounds like and feels like'. A piece of paper is divided into a Y shape and responses to the three aspects are recorded in the three sections of the Y. In the workshops teachers explored what a physically educated student looks like (what we expect them to be able to do), sounds like (what language they use) and feel like. Teachers brainstormed in small sector groups (primary, intermediate and secondary) before reporting back to the bigger group. The resulting discussion was a valuable opportunity for teachers across the different age groups to hear from each other particularly regarding whether success in NCEA Level 1,2 and 3 PE aligns with the messages we give our young people about their level of PE success in years 1-10; and whether what had been brainstormed align with what teacher were explicitly planning for and teaching in PE in years 1-10. Some teachers have gone back to their schools and completed this exercise with their students, as well as their staff.



The Play.sport workforce is connecting schools to traditional and non-traditional providers to provide fresh opportunities for PE and extra-curricular sport, such as the traditional Māori game of ki-o-rahi.



The Play.sport anniversary event was an opportunity to demonstrate the Play.sport approach to visitors including the Prime Minister.

Movements and Promotions



Professor Toni Bruce

The University of Auckland has promoted Toni Bruce to Professor. Toni is the first female Professor in Health and Physical Education at the University of Auckland. Professor Bruce has earned the highest respect from her academic peers for her teaching and she is a renowned scholar in the field of gender, race and ethnicity, national identity and media theory and practice.

Toni is a graduate of the University of Otago and the University of Illinois, Urbana-Champaign, USA. She has taught at universities in the United States, Australia and New Zealand and has demonstrated her leadership as Associate Dean Post Graduate for the Faculty of Education and Social Work and currently as co-leader of the new Bachelor of Sport, Health and Physical Education with Dr Rod Philpot.



Professor Richard Pringle

Monash University in Melbourne has recently promoted Associate Professor Richard Pringle to Professor. Richard will be leaving the University of Auckland this year, where he is currently Associate Dean Post Graduate at the Faculty of Education and Social Work, to take up his new position as Professor of Health and Physical

Education at Monash University.

Richard joined the University of Auckland in 2010 from the University of Waikato (1996-2009) and previously Auckland University of Technology (1992-95). He is a graduate of the University of Otago, University of Western Australia and the University of Waikato.

Richard is a critical qualitative researcher who primarily draws on post-structural theorising to explore socio-cultural and pedagogical issues associated with sport, exercise, health, physical education and gender relations. He also has an interest in exploring theoretical and methodological issues related to critical research. In more recent years he has examined historiographical issues with sport history and the social significance of sporting pleasures. His doctorate (2003) drew on Foucauldian tools to critically examine rugby's influence on masculinities and gender relations in Aotearoa New Zealand.



Associate Professor Alan Ovens

The University of Auckland has promoted Dr Alan Ovens, a stalwart of Physical Education New Zealand, to Associate Professor. Associate Professor Ovens is a Fellow of PENZ and was President of PENZ 2006-2012. He is internationally recognised for his work in Initial Teacher Education Pedagogy and Learning and later in Self-Study and Complexity. Associate Professor Ovens is director of the Richard Tinning Research Unit at the Faculty of Education at the University of Auckland. Associate Professor

Ovens is currently Chair of the AIESEP TGfU Special Interest Group. He is the Programme Co-Chair for the 2018 S-STEP Castle Conference in England. His key research interests are in complexity, teacher education pedagogy and methodologies for self-study research.



Associate Professor Wayne Smith

The University of Auckland has recently promoted Dr Wayne Smith to Associate Professor. Associate Professor Smith is also Deputy Dean of the Faculty of Education and Social Work and is internationally recognised for his work in Skill Learning and Skill Acquisition. Associate Professor Smith has been involved in teacher education for two decades and from 2002-09 was Head of Programme of the Faculty's Bachelor of Physical Education. His research and teaching interests are in socially-critical pedagogy in physical education.



Acting Dean Dr Kirsten Petrie

Dr Kirsten Petrie, our most recent PENZ Fellow, has been promoted to a 2 year appointment as Acting Dean of Health, Sport and Human Performance at Te Whare Wananga o Waikato / The University of Waikato. The University of Waikato is currently changing the

focus of their undergraduate degrees from their well-known Bachelor of Recreation and Leisure Studies to reflect a new focus on health, sport and human performance. Dr Petrie's teaching and research is internationally recognized in the fields of; Physical Education, Schools (Primary/Secondary), Curriculum, Social Issues in Sport, Teacher Education and Teaching and Learning.



Associate Dean Students Rachel Russell

Dr Rachel Russell has recently been promoted to Associate Dean Students at the University of Auckland. Dr Russell joined the HPE team in January 2016 as leader of the Bachelor of Physical Education and later was appointed as co-leader of the new degree at the University of Auckland the Bachelor of Sport Health and Physical Education.

Rachel specialises in educational psychology, student mental health, wellbeing and welfare, and health education and she has a particular interest in the relationship between wellbeing, retention, engagement and achievement. Dr Russell has led institution-wide change towards mental health and wellbeing promotion in higher education settings. Her key projects included: Rachel was also a founding executive member of the Tertiary Wellbeing Aotearoa New Zealand network (TAWN), and currently serves as an external advisor (teaching and learning) for TAWN. She is experienced teacher, who taught physical and health education in primary, secondary and higher education settings prior to moving

from Australia to Aotearoa New Zealand. Dr Maureen Legge replaces Dr Russell as leader of the Bachelor of Physical Education



Senior Lecturer Dr Rod Philpot.

The University of Auckland has recently promoted Rod Philpot to Senior Lecturer in Physical Education, and co-leader of the Bachelor of Sport, Health and Physical Education degree. Rod was awarded his Doctorate of Philosophy in 2017. He began working at The University of Auckland in 2006 after 16 years teaching health and physical education in Auckland secondary schools. His teaching and research focuses on socially-critical health and physical education and health and physical education teacher education.



Christine Maud - Recognised by the Auckland Branch of PENZ

After 24 years of dedicated teaching at Westlake Girls High School, Christine Maud was honoured by the Auckland Branch of PENZ for her contribution to teaching and Physical Education. The award was presented to Christine (Maud as she is affectionately known) by current HOD at Westlake Girls, Michelle Cleaver, in front of 180 staff at Maud's farewell. Maud's contribution to the PE sector spans many years

of attending and presenting at PENZ National Conferences. She is a respected teacher and leader in the field of Physical Education



Board Member Nichola McCall (Ngāti Whātua) Deputy Principal Manurewa High School.

Board Member Nichola McCall (Ngāti Whātua) has been promoted to Deputy Principal at Manurewa High School. Nichola was elected to the position of Māori Representative on the PENZ Board at the AGM in July 2016. Since that time Nichola has been hugely busy setting up the Māori Advisory Group to the Board and assisting the Board with their understanding and practices of Te Ao Māori. This year Nichola was promoted Deputy Principal at her school- a role that she has accommodated with expertise while continuing to support the sub-committees of the Board and instigate the Māori Advisory Group of PENZ.



Board Member Natasha Powell Acting Deputy Principal Linwood College

Board Member Natasha Powell has recently been promoted to Deputy Principal at her school Linwood College in Christchurch. Natasha's portfolio includes coordination of Master planning for the rebuild of Linwood

Movements and Promotions

College and oversight of curriculum and pathways. Natasha leaves the PENZ Board to focus on her new appointment. During her time on the Board Natasha has headed the PENZ Awards committee.



Board Member Kane Wilson Senior Advisor Aktive

Board Member Kane Wilson, formally HOD of Health and Physical Education at Dilworth and acting CEO of PENZ November 2016- January 2017, has recently been promoted to Senior Advisor, Sector Development Spaces & Places of AKTIVE- Auckland Sport and Recreation. Kane brings an enormous wealth of experience to the role from teaching and leading a department and his knowledge of Te Ao Māori. Aktive are strategic partners with Sport New Zealand who are also strategic partners of PENZ. In his role as senior advisor Spaces and Places, Kane will represent PENZ to develop the Auckland Approach for Young People Plan.



PENZ Board Co-Options- Professor, former President and Vice President Lisette Burrows, Professor Ian Culpan and Associate Professor Alan Ovens

Professors and former Presidents of PENZ, Lisette Burrows and Ian Culpan and past president Associate Professor Alan Ovens graciously agreed to be co-opted onto the current PENZ Board to assist with the transition to our new CEO, Richard van der Jagt, and our new Office Manager Claire Waring. During this transition phase Lisette has been acting President for 3 months, while Margot Bowes, current President, stepped into the role of Acting CEO. Huge thanks must go to Lisette for the way she coordinated board meetings and spear-headed the interview panel for the new CEO. Lisette is also to be thanked for taking of the role of guest editor for this journal. Professor Ian Culpan is to be thanked for leading the preparation of the tribute to Bob Stothart in this journal and for his wise counsel to the board during the

transition phase. Both Lisette and Ian are recipients of the Sir Alexander Gillies Medal, the highest PENZ award, and their selfless willingness to assist the board with the transition has been greatly valued. Past President and Fellow of PENZ, associate professor Alan Ovens is also to be thanked for being co-opted onto the board from December 2016 until the AGM in July 2017. Alan has worked with the board to update the Membership database, distribute the October 2016 Physical Educator and to assist with establishing Richard as the new CEO for PENZ.



Trevor Garrett, our Patron, also deserves our thanks for his continued support at Board meetings, assistance with the Finance sub-committee and for interviewing for the new CEO. These passionate and experienced PENZ members encapsulate the spirit of PENZ with their willingness to continue to support the organisation by taking on extra work with the current board. It explains why all of them have been honoured in the past through the PENZ Awards system and why their names sit so proudly, with others on the PENZ honours board on the website.

Movements and Promotions in your area? Please send through information from your area to president@penz.org.nz



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ADMISSIONS INFORMATION FOR 2018

We are making some exciting changes to strengthen our programme, in response to the needs of our students and the career opportunities in the sport/physical activity sector.

Under the proposed changes:

- The 4-year Bachelor of Physical Education (BPhEd) will be replaced with our new 3-year degree qualifications.
- The new qualifications will include a *Bachelor of Science (BSc) in Sport and Exercise* and a *Bachelor of Applied Science (BAppSc) in Sport Development* (subject to final approval in 2018).
- Students will be able to seamlessly transfer into one of our new 3-year degree qualifications even if they enrol in 2018.

To discuss your enrolment enquiries contact:
03 479 8991 or physical-education@otago.ac.nz

Check in with us in October to see how we are progressing.



THE CLEVER GUTS DIET

AUTHOR: DR MICHAEL MOSLEY
PUBLISHED BY SIMON & SCHUSTER

Hippocrates once stated that “all disease begins in the gut” and modern science is revealing that our guts and the food we consume may indeed be incredibly vital to our physical and mental wellbeing. More specifically the 50 trillion bacteria of over a 1000 different species appear to be responsible for a lot more than we thought. This is the subject that Dr Michael Mosley explores in his new book, *The Clever Guts Diet: How to revolutionise your body from the inside out* (Simon & Schuster, \$35). Dr Mosley is an award winning British TV journalist and documentary maker. He starts his book describing the fascinating, albeit slightly disgusting experiment that he partook in when he swallowed a centimetre-long capsule containing a camera which then transmitted pictures of his gut to a live audience. His book then goes on to inform the reader of evidence based science and modern research around the role that our gut biome has in many health conditions.

Far from being a dry stuffy tome the book is very easy to read and is a funny, interesting introduction to this brave new world of gut germs. Until recently this realm was difficult to research as it was challenging to identify the wide variety of bacteria that exist in the intestines, however with modern techniques scientists are able to distinguish the organisms from fragments of their DNA. Dr Mosely even describes a few companies that will provide you with a report on your very own unique bacterial population for a relatively small fee and a sample of your faeces! As a doctor, I was amazed to read the names of species that I had never heard of - Firmicutes, Akkermansia, Christensenella to name but a few. I was then fascinated to read about research on how these species are in fact brilliant chemists and that the way they interact with the food we

eat and then us is highly complex and intriguing.

A healthy biome is key to a healthy you and the book describes how these microbes can influence mood, your weight and how active your immune system is. Dr Mosley describes a study where faeces was collected from 32 children, half of whom were overweight and half of whom weren't and then these samples were given to mice. The mice who got faeces from the overweight kids gained significantly more weight than those who got it from the slim kids, despite eating the same food. The theory explaining this is that the overweight kids have a higher proportion of bacteria in their gut that are more efficient at extracting energy from food than the skinny kid's bacteria. Research like this is undermining the traditionally held belief that weight loss is simply a matter of eating less and exercising more. It's much more complex and part of the reason may be our own unique gut biome.

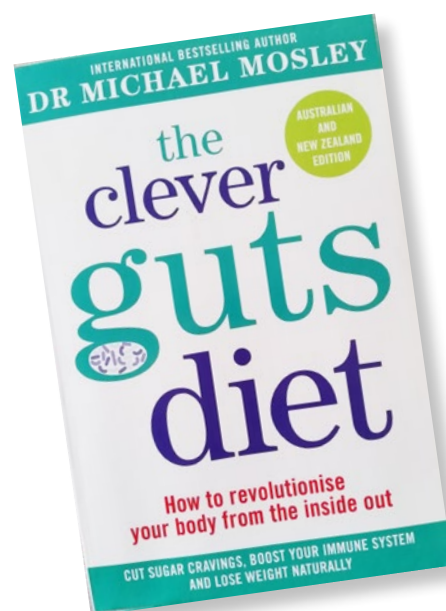
The microbiology in your gut may also influence your thinking! This seems like a fairly radical idea but Dr Mosely details plenty of studies around this. He talks of a review which looked at answering the question “Is eating behaviour manipulated by the gastrointestinal microbiota?!” And the answer was a resounding ‘yes’. Naturally the question at the forefront of my mind following this was ‘can we influence this bacterial population to give more favourable outcomes?’ And the answer given in the book is another ‘yes’. Ultimately by creating a more diverse microbial population we can produce a gut environment which will help us achieve an ideal weight, reduce food cravings and have a well-functioning immune system.

The second half of the book then details ways in which to improve your biome by identifying which foods keep your gut garden in good shape and what you should avoid. There are even recipes of delicious sounding dishes that incorporate the principles which are outlined. The role of pre-

biotics, fermented foods and a good explanation of the evidence for the benefits of probiotics is also given.

As well as food helping to create a healthier biome Dr Mosely describes emerging evidence for the role of exercise in increasing microbial diversity in humans. He details other links with gut bacteria and both stress and getting a good night's sleep.

As a General Practitioner (GP), I see a huge number of patients with bowel related symptoms. One in five people suffer with irritable bowel syndrome. And everyone knows of the tsunami of obesity related medical illnesses such as diabetes and heart disease. I have been aware of the developments around nutritional approaches for these conditions but this book has opened my eyes to the huge volume of emerging evidence around the importance of the gut biome. I agree with Dr Mosely that we may be on the verge of a “whole new way of understanding nutrition and that this is just the beginning - there is so much more to come” (pp10)



SHOW ME THE MONEY HONEY

AUTHOR: IAN WISHART

Ian Wishart concludes the introduction to his latest published book with the bold statement that “if a little knowledge is a dangerous thing this may be the most dangerous (yet liberating) book you ever read” (page 10). He is referring to *Show Me the Money, Honey - The Truth About Big Pharma's War on Salt, Chocolate, Cholesterol and the Natural Health Products That Could Save Your Life*.

Don't let the long and slightly odd title put you off. This is an important and thought stimulating read for anyone who is interested in nutrition and health. The author is well known in New Zealand and abroad as an investigative journalist and talk show personality. His writing is very well referenced, backing up his often-controversial ideas with high quality studies in world renowned journals. I was challenged by his conclusions and it has without doubt impacted my daily work as a family doctor.

So what are his key messages? Mr Wishart tackles quite a few modern day dietary controversies and there is a lot to take in. This must be read and digested in bite sized chunks! His first chapter is on salt and he turns on its head the standard advice on aiming for a low salt diet. He presents high quality evidence on the detrimental effect on people who limit their salt intake to the WHO recommended 2g a day. He claims these people have a much higher mortality rate. How much higher? A staggering 83% increase in risk! Forty-two percent of all heart failure patients placed on low salt diets in one clinical trial were either dead or hospitalised again within the three years of the study. In contrast, only 26% of patients given a *higher* salt intake shared such fates, as reported in the *Journal of the American College of Cardiology* in 2016.

In a similar vein, he discusses recent evidence around cholesterol. He speaks about the paradox that over

the past 50 years the accepted advice has been low fat and high carbs as the 'healthy' option and yet there is a worldwide epidemic of obesity, diabetes and heart disease. Basically, his argument is that we have had got it all wrong. He goes on to cite quality clinical studies that show that people with low cholesterol are much more likely to die of heart disease and to die of cancer. His conclusions are controversial and I would suggest making your own mind up but he certainly goes into quite considerable detail to back up his claims. Some of what he is saying is reiterated by leading cardiologists.

Salim Yusuf, MD, DPhil, (McMaster University), presented at *Cardiology Update 2017*, a symposium by the European Society of Cardiology and the Zurich Heart House. His large scale research found that reducing fats and increasing carbohydrates are damaging and that increasing fats is protective, as long as they are healthy fats. This is much the same advice that Prof Grant Schofield in Auckland is promoting with his work and message of his book 'What the Fat?' It comes down to the right balance of omega 3 versus omega 6 which is another chapter in this book. Times are changing indeed, and I can report that in our household we have re-introduced butter and full fat milk and really lowered our overall carbohydrate load after assimilating all this new information.

We have also taken to having a small quantity of dark chocolate most days and basking in the good news that this is actually benefiting our health! There is an entire chapter on the benefits of chocolate and the cocoa flavonoids it contains. If you're partial to the stuff then I'm sure you'll be delighted to know that regular consumption of dark chocolate improves circulation, helps you to lose weight (yes - you read that right!) and even removes wrinkles.

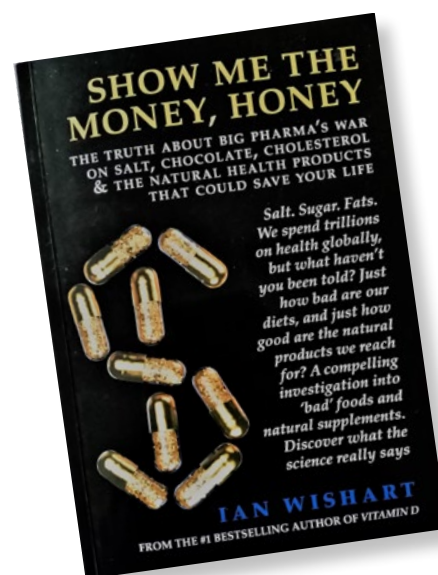
The final section of the book delves into the world of natural supplements. Ian Wishart continues his methodical analysis and examines evidence for

Vitamin D and natural supplements. He has already written an entire book on Vitamin D in 2012. Since then thousands more studies have been published and there is a hint as to the flavour of the conclusions in the title of that former book - 'Vitamin D: Is this the Miracle Vitamin?' I didn't know that England's Public Health agency now recommends all UK citizens take daily vitamin D supplements. He also looks at Vitamin C, Selenium, Multi- vitamins, and Manuka Honey among others.

This is a very interesting read regardless of whether you are a medical professional, health and physical education teacher or just someone who eats! There is much evidence to challenge the established wisdom around diet and the benefits of supplements.

PROFILE

Dr Alison James is a doctor based in Tauranga where she has been a General Practitioner for the past 12 years. She is a clinical advisor for the BOPDHB and is currently a member of the BOP Raising Healthy Kids Steering Committee. She has a special interest in Womens' Health, Mental Health and Quality Improvement.



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