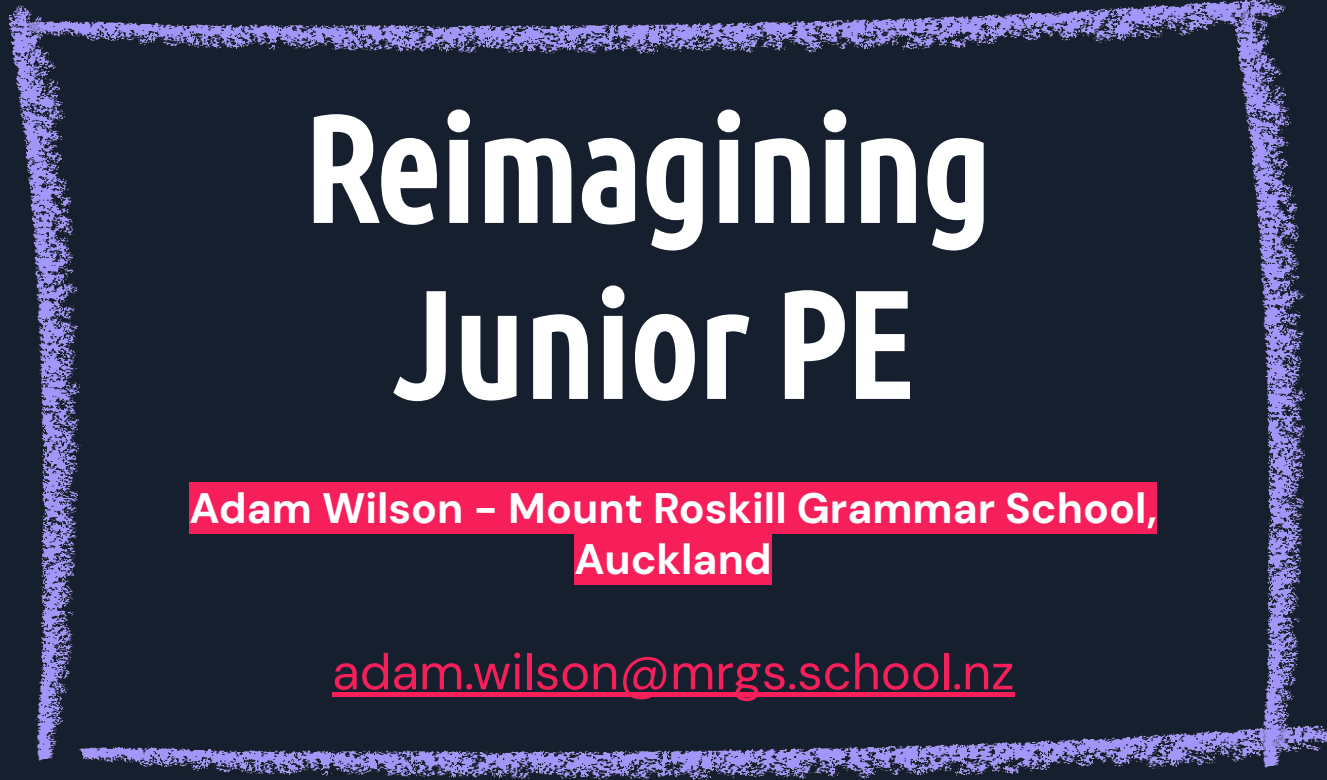
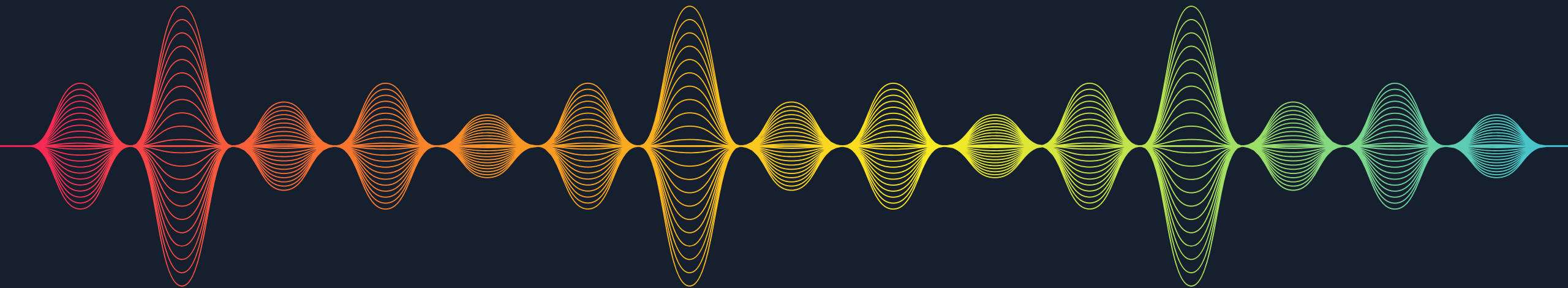


Reimagining Junior PE

Adam Wilson - Mount Roskill Grammar School,
Auckland

adam.wilson@mrgs.school.nz



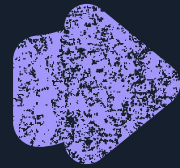
Term 1 Whakatauki (WNA)



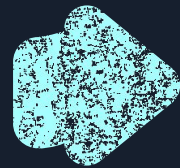
**Ehara tāku toa i te toa takitahi,
engari he toa takitini**

**My strength is not as an
individual, but as a collective**

Session Aims...



What's happening in our own kura – PMI



Learning from others



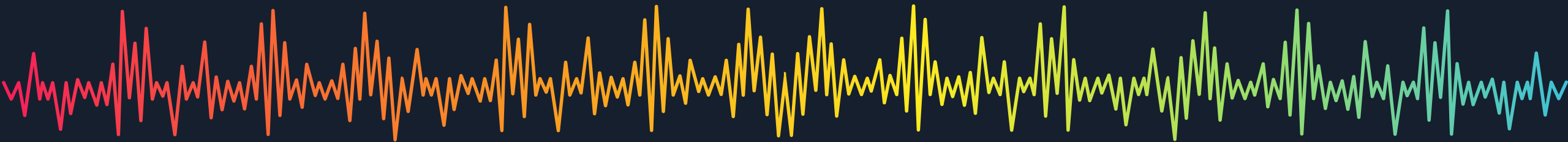
Discover new possibilities

LET'S GET
STARTED!

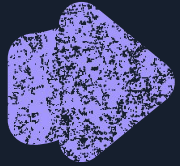
What's on Top?

Thinking about your own kura, AND with the people around you, share some of your own Y9 & Y10 PE programmes:

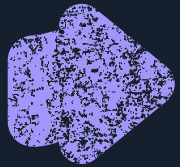
- Plus
- Minus
- Interesting



Questions to consider:



What do we want our students to learn? What is our WHY?



What do you want students to:

- UNDERSTAND by the end of the unit / Year 10?
- KNOW by the end of the unit / Year 10?
- Be able to DO by the end of the unit / Year 10?



PHYSICAL EDUCATION

‘EDUCATION IN, THROUGH AND ABOUT MOVEMENT’

IN

For students to become aware of their bodies, and express how it makes them feel when they move in a certain way.

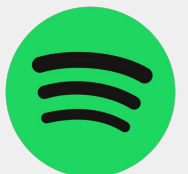
THROUGH

Students will indirectly gain knowledge or understandings as a result of the activity.

ABOUT

Movement as a subject to be studied and covers fields in the areas of “anatomy, physiology, physics, psychology, sociology, anthropology, aesthetics and philosophy”

<https://shorturl.at/Zngl6>



Discover new possibilities - maybe!?!?



On the following slides are some examples of the journey that we have been on within our Department @MRGS. We are definitely not there yet OR finished, as it will continue to keep evolving!!!!



A little **BACKGROUND - MRGS**

- Decile 4 with a roll around 1900 students.
- Very diverse in terms of ethnicities reflecting the local Mount Roskill community.
- @ both Year 9 and Year 10 we have 2 x 55 minute periods of PE per week
- We also have an option course that runs for 1 semester (half a year) at both Year 9 and Year 10 – Sports Performance

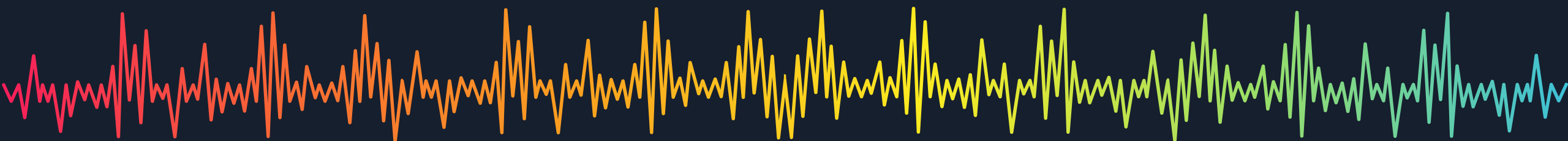
From this Kamar Markbook...

Question to ponder...

HOW WELL DOES OUR
CURRENT REPORTING AND
ASSESSMENT STRUCTURE
REFLECT THE STUDENT
LEARNING WE WANT GOING
ON IN OUR CLASSES?

2020 Example of
9PE Markbook

1	S	9Pretest	Cross Country PRE TEST
2	G	9PED14	Striking and Fielding
3	G	9PED01	Adventure Based Learning
4	G	9PED10	Movement and Body
5	G	9PED28	Cross Country - Perseverance
6	G	9PED12	Beep Test
7	G	9PED07	Minor Games
8	G	9PED02	Cross Country :Timed Run
9	G	9PED19	Aquatics
10	G	9PED06	Interpersonal Skills PRETEST



2025 LOADING...



YEAR 9 & YEAR 10
H&PE YEAR PLAN



Mount Roskill Grammar School

MRGS Purpose Statement for Junior Physical Education

Our Junior Physical Education programme inspires students to value and enjoy movement, fostering skills, confidence, and a positive attitude towards physical activity. Through engaging and diverse experiences, we aim to develop lifelong habits that enhance students' hauora — physical, mental and emotional, social, and spiritual wellbeing. By exploring teamwork, resilience, and self-improvement, students gain the tools to thrive both within and beyond the classroom.

'EDUCATION IN, THROUGH AND ABOUT MOVEMENT'

2025 PLAN FOR YEAR 9 PE

	1	2	3	4	5	6	7	8	9	10	11	
T1	“It’s more than just a game... everyone’s a winner”											
	Factors Affecting Participation - ABL & Invasion Games						Performance Improvement - BYC / Kilikiti				WELLBEING WEEK	
	<i>A2 - Regular Physical Activity</i>											
T2	“Challenge of Activity”											
	Movement Education					Fitness Education					WELLBEING WEEK	
	<i>B2 - Positive Attitudes</i>											
T3	“Celebrating Roskill”											
	Games From Other Nations					Ki-o-Rahi and Festival					WELLBEING WEEK	
	<i>B1 - Movement Skills & B4 - Challenges AND Social and Cultural Factors</i>											
T4	“Kiwi Summer”											
	Invent-a-Game				Kiwi Summer Games							
	<i>C3 - Interpersonal Skills</i>											

2025 PLAN FOR YEAR 10 PE

	1	2	3	4	5	6	7	8	9	10	11
T1	“Mahi Tahī”										
	ABL and Outdoor Education						Performance Improvement - Volleyball				WELLBEING WEEK
	<i>C3 - Interpersonal Skills</i>										
T2	“Sports Unloaded”										
	Teaching Games For Understanding (TGfU)					Sport Performance				WELLBEING WEEK	
	<i>B2 - Positive Attitudes</i>										
T3	“What is the limit of human potential?”										
	Science of Sport					Fit 4 Life				WELLBEING WEEK	
	<i>A2 - Regular Physical Activity & B3 - Science and Technology</i>										
T4	“Kiwi Summer”										
	Leadership and Kiwi Summer Games										
	<i>A2 - Regular Physical Activity</i>										

How did we get to here?

- Identify the Barriers AND Enablers to Physical Education for our Year 9 and 10 students.
- Look at AND develop a PURPOSE, our WHY for Junior Physical Education AND for each Unit of work / Term.
- Look at our HPE Curriculum AND Achievement Objectives and use 'Assessment for Learning' strategies to think about how we wanted to gather evidence of the students learning.

Assessment is 'ideally supposed' to be a reflection / evidence gathering of some of the learning we wanted to take place - Not the other way around

- Then use PL and Department allocated meeting time to work together and brainstorm new possibilities.





Physical Wellbeing / Fit 4 Life

Identified problem:

How well did our current programme reflect the student learning we wanted to occur in our classes?

Plus	????
Minus	<ul style="list-style-type: none">● Student enjoyment, engagement and capability● Teacher understanding / ideas / battles with students● Clarity around what the aim was in such a short window
Interesting	<ul style="list-style-type: none">● Students past experiences and assumptions around 'fitness'● How has being fit evolved? Technology advancements etc
Suggestions	<ul style="list-style-type: none">● If we have to assess, assess against effort / resilience● Incorporate 'Components of Fitness' and link to specificity● Highlight accessible activities (cost and ease)

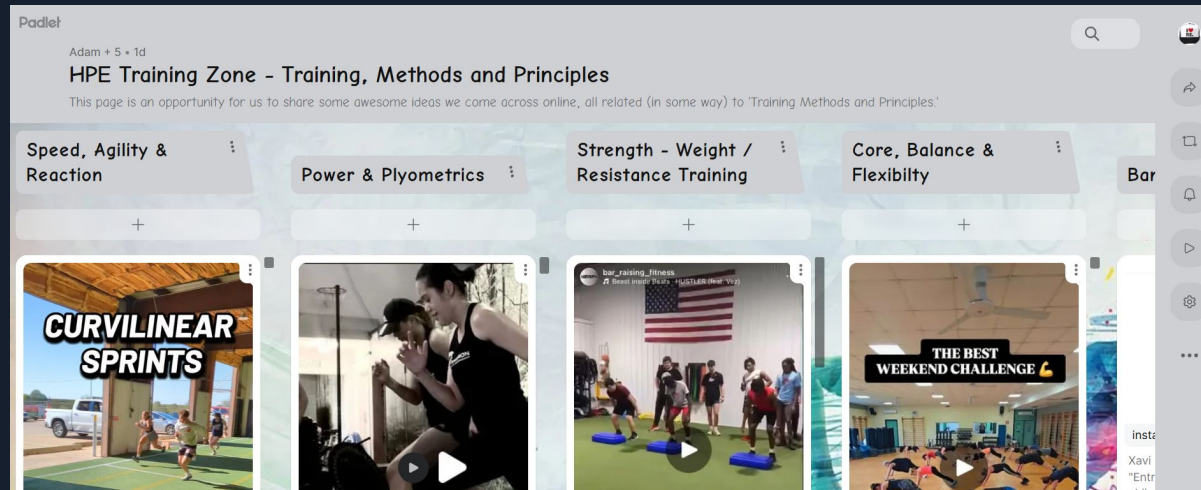
'EDUCATION IN, THROUGH AND ABOUT MOVEMENT'



Physical Wellbeing / Fit 4 Life

Solution:

- To offer a more varied programme to students around the 'Components of Fitness' with the notion that **'being fit is different for all – fit for purpose'**.
- To increase teacher confidence / ideas / understanding use social media to build up a bank of ideas <https://teach.link/NdRRYC>



'EDUCATION IN, THROUGH AND ABOUT MOVEMENT'

EXAMPLE

One of our big concepts @MRGS for PE...

MRGS Performance Improvement Cycle



And something for a bit of fun using AI...

ChatGPT prompt



We are a New Zealand coeducational secondary school and want to design a new Physical Education curriculum for students aged 14 - 15 years old. We operate with 4 Terms of 9 weeks and have 2 lessons of Physical Education each week. We like to use 'big idea' themes for each Term and want to encourage our students to value movement and physical activity in order to maintain and enhance their wellbeing (hauora).

< 2/2 >

Link to the result...

<https://chatgpt.com/share/dba85c85-2ad4-45ee-a723-4b72e76c6ac0>



Thank You

