



Physical Education
New Zealand
Te Ao Kori Aotearoa

Statement of Strategic Intentions

2024 – 2027



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Rāranga Rautaki

Our Strategic Framework

Our strategic framework provides a line of sight between our vision, our mission, and our strategic priorities. It charts a pathway for our intended direction and expresses our commitments.

Underpinning this are our values that are reflected in all that we do, along with the tikanga and kawa of Physical Education New Zealand (PENZ).

As our guiding whakataukī refers to, we are committed to actively gathering and leveraging all available resources, passion for physical education, and fresh ideas that drive innovation in our field.

We aim to nurture the growth and potential of physical education in Aotearoa New Zealand, investing in professional development, curriculum enhancements, and advocacy.

We recognise and celebrate the achievements of educators and advocates as part of our culture of success. Above all, we embrace the ethos that our collective efforts are key to advancing physical education in Aotearoa New Zealand.

We also recognise the importance of being an honourable Treaty partner and operating in a way that minimises our impact on the environment.

By embodying these principles, we seek to promote growth and excellence in physical education across our nation.



Whakataukī

Our Guide

**Hopukina te hau, te koiri, te hou –
Whakatipua,
Whakatuārā,
Whakanuia,
Whakamaioha.
Ei, ko te ao kori e.**

Grasp the source, the sound, the movement –
Expand it,
Champion it,
Celebrate it,
Value it.
Ei, it is alive.

Whakapapa

Our History

Physical Education New Zealand | Te Ao Kori Aotearoa (PENZ) is the national, professional organisation for physical educators in Aotearoa New Zealand.

The organisation formed as the Physical Education Society of New Zealand in 1937 following local initiatives taken by leading personalities (J. Duffy, Ken Reid and Arthur Roydhouse respectively), in Wellington, Auckland and Otago, a couple of years earlier.

The newly formed organisation set up a system of examinations incorporating an Associate Membership by examination and a Fellowship by presentation of a thesis. The examination system served members well until it was gradually overtaken by qualifications offered by universities, teachers colleges and other organisations.



By 1967 the Society decided to change its name to the New Zealand Association for Health, Physical Education, and Recreation (NZAHPER) to embrace the developing profession of recreation and to align itself more closely to international kindred organisations such as AAHPER and ACHPER.

A feature of the organisation was the conduct of national conferences, the provision of in-service training for members, and the publication of a journal (started in 1953 which built on the work of Phillip and Olive Smithells who produced a cyclostyled Bulletin).

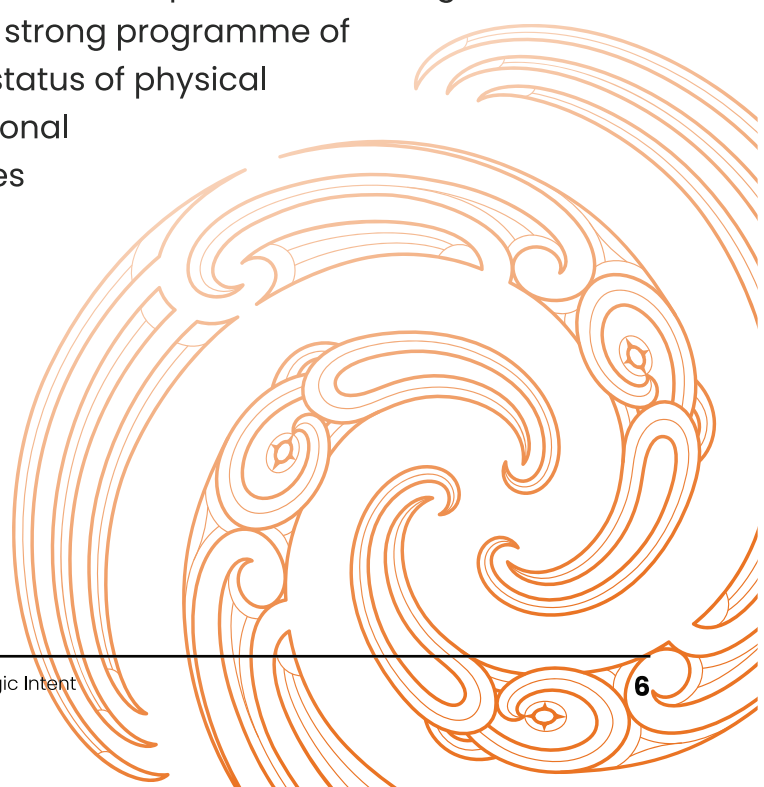
By 1993 a health education organisation had been established for health educators and recreation professionals had set up their own organisation resulting in NZAHPER changing its name to Physical Education New Zealand (PENZ).

Following the major reforms stemming from the Tomorrow's Schools restructuring of education, PENZ decided to be active in resource production (the "head office" of the physical education branch of the Department of Education having been abolished) and to take a strong lead in the provision of in-service training.

PENZ has been active in the promotion of Te Reo Kori and Te Ao Kori. Strong advocacy for a cohesive approach to Māori movement coordinated by Ra Kohere resulted in the birth of Te Reo Kori, (the language of movement). Rose Pere became a staunch supporter and she advocated a change of name to Te Ao Kori, (the world of movement).

PENZ later adopted the name Te Ao Kori Aotearoa as an extension of it's official name for the organisation, demonstrating a commitment to a bi-cultural approach to physical education and honouring Te Tiriti o Waitangi partnerships.

The professional organisation has campaigned for the provision, as of right, for gymnasiums in schools; it has maintained a strong programme of advocacy to advance the acceptance and status of physical education; it delivers in-service training, national conferences and regional hui and it continues to promote Te Ao Kori.



Moemoeā, Whakatanga

Our Vision, Our Mission

Moemoeā Our Vision

Communities embracing their world of movement.

What we want to achieve

The overarching long-term vision of Physical Education New Zealand is to support communities to embrace their world of movement – a vision underpinned by the idea that embracing movement is fundamental to the wellbeing of individuals, whānau, communities and wider society.

Whakatanga Our Mission

Transforming communities through quality physical education.

How we plan to achieve it

The Mission for PENZ reflects a deep commitment to the transformation of communities by connecting and partnering with them – the aim of this connection is to support communities and individuals to participate in their own movement contexts. The way we achieve this is by championing the provision of quality physical education for all people in Aotearoa New Zealand.

Ngā Uara

Our Values

Values are the core beliefs that govern how PENZ organisation goes about its work – with educators, Iwi, with whānau, communities with individuals, with staff and with stakeholders.

Whanaungatanga

We build community, connections and relationships.

Mana

We lead with courage, integrity and visibility.

Manaaki

We act with humility, care and respect.

Mauri

We embrace, accept and celebrate uniqueness.



Ngā Pou

Our Priorities

Mahi Arahanga **LEAD**

To strengthen organisational practices, partner with others and focus on a sustainable network that advocates for physical education.

Mahi Whanake **GROW**

To support the growth of professional knowledge and the planning, delivery and assessment of high-quality bi-cultural physical education.

Mahi Tauhere **CONNECT**

To inspire communities to connect through the promotion of, and participation in quality physical education experiences.

Priority

To strengthen organisational practices, partner with others and focus on a sustaining network that advocates for physical education.

Focus Areas

- Exploring and formalising meaningful partnerships with others who align to our vision and mission.
- Strengthening organisational practices to endure change and foster evolution.
- Improving organisational recognition, influence and presence within the education sector.

Key Actions

- Forge new formal partnerships that are reciprocal and sustainable.
- Utilise stakeholder feedback, performance review and reflection for continuous organisational improvement.
- Advocate for physical education in educational and political spaces.
- Prioritise sustainability in decision-making and process.

Priority

To support the growth of professional knowledge and the planning, delivery and assessment of high-quality bi-cultural physical education.

Focus Areas

- Supporting the provision of quality bi-cultural physical education for all ākonga in Aotearoa New Zealand.
- Supporting the growth of critical, professional, evidenced-based knowledge of physical education.

Key Actions

- Deliver quality professional learning focussed on developing pedagogical, technological and cultural proficiency in physical education.
- Prioritise the provision of high-quality resources for physical educators.
- Engage with Curriculum and NCEA change processes to provide timely advice and guidance.
- Champion research-informed practices, evidence and innovation in physical education.

Priority

To inspire communities to connect through the promotion of, and participation in quality physical education experiences.

Focus Areas

- Promoting the value and impact of communities to the provision of quality physical education.
- Fostering a model of community that centres on people and place.
- Using storytelling to strengthen our community brand.

Key Actions

- Engage and establish a sustainable physical education community.
- Develop and implement an adaptable multi-year communications plan.
- Use online platforms to support communication, increase accessibility and maintain a consistent and professional presence.
- Acknowledge and celebrate achievement within the physical education community.

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