

DEVELOPING PHYSICALLY EDUCATED STUDENTS #2

A series looking at the Physical Education Big Idea of learning In, Through and About movement

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Big idea: Through movement, we develop diverse capabilities

As Aotearoa | New Zealand secondary schools prepare for the implementation of the NCEA change package, Physical Education New Zealand's key message for physical educators is to ensure movement is the focus of our subject.

The upcoming November Accord Day is intended to give kaiako across the country an opportunity to reflect on their current programmes and, where necessary, to design a local curriculum that centres learning around movement.

Learning In, Through and About movement framework

This Big Idea requires kaiako to understand how these interrelated dimensions contribute to students becoming physically educated in both mind and body.

As kaiako, it will be important to draw upon education 'In', 'Through' and 'About' movement in order to plan for learning experiences that help students to build on their skills and knowledge, and find enjoyment in physical education to benefit their hauora throughout their lives.

Useful links

[Big Ideas and Significant Learning](#)
NCEA Education

[PE as a 'knowledge rich' subject](#)
ImSPORTICUS

So what does knowledge ‘through’ movement involve?

This is possibly the Big Idea that most people would associate with physical education. The concept behind education through movement is that students are participating in an activity, but it is not the activity itself that is the learning outcome. In fact, education through movement is when students gain knowledge or understandings as a result of the process of being involved in physical activity.

Key skills that can be developed through movement:

- Interpersonal and/or teamwork skills
- Thinking processes
- Socio-emotional skills
- Identifying and addressing moral dilemmas.

Education through movement promotes the associated learning that results from the activity or movement.

In summary, knowledge learned ‘through’ movement’ is where meaning is made for the learner.

How can we plan for learning ‘Through’ movement?

Planning for learning through movement supports students to increase their competence and confidence in using key skills that will enable meaningful engagement in movement contexts. You may wish to consider these suggestions as you review your physical education programme:

- Explicitly plan for through movement outcomes. Don’t assume that simply because the opportunity is there for students to demonstrate interpersonal skills, that this will happen. In fact, without explicit reference to the types of behaviours that are desirable, students may be excused for thinking that any kind of interpersonal interaction is worthwhile. For example, a 'loud' student who provides the single voice in a group discussion, may believe that they are showing strong leadership skills.
- Support students to understand how learning through movement can provide ways to explore and better appreciate the Attitudes and Values Underlying Concept of the HPE Curriculum. Plan for activities where students can experience fun and develop a positive and responsible attitude to their wellbeing, the care and concern for the rights of others, alongside developing a sense of social justice (Ministry of Education, 1999)
- Design activities that are inclusive of all learners and that meet their needs. Where you put the focus is where you will get the most ‘bang for your buck’. If your ākonga are not connected as a learning community, utilise activities that require them to consider the needs of others. Don’t shy away from competition but at the same time include constructive challenge and a focus on positive involvement and participation. This approach can create overt links to learning the socio-emotional skills of empathy, manaakitanga, care and concern.