

NEW YEAR, NEW PLAN

VALUES-BASED PLANNING IN PRIMARY PHYSICAL EDUCATION

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As we tie up the ends of 2021, we begin to look forward and consider what shape the 2022 school year might take. New year, new stationary, fresh start!

How might you give your physical education programme a fresh injection? How can you offer holistic learning opportunities that equip students with the tools to thrive in tomorrow's world?

Let's start with your school's values. Your school has identified, established, and elevated a bespoke set of values that reflect your community. Have you ever thought of using these values as the foundation of your planning in physical education?

Advantages of values-based planning in physical education

- Planning in this way allows for the strengthening of school values.
- It allows for students to think critically about the role school values play in their school, whānau and community life.
- It facilitates the development of a localised curriculum (aka 'school curriculum') that meets the needs of individual school communities.
- It supports integration across learning areas.
- It encourages the use of a wide range of learning contexts (games, sports, and activities).

Things to consider

- Quality value-based planning means a move away from context (game/sport) led planning
- Some teachers may be unfamiliar with this approach to planning and may need support. Who will be the teachers to champion this approach in your school?
- It does not mean we repeat the same values unit each year – rather that we plan fresh each year and think about the new class of students and their needs, and how best to meet them through this learning .

Useful resources

- MoveWell <https://penz.org.nz/movewell/>
- Planning Questions to Consider, page 35 in *Implementing Physical Education in Practice* <https://penz.org.nz/pe-resources-for-primary-school-teachers/>
- *Understanding Health and Physical Education in the New Zealand Curriculum* <https://penz.org.nz/pe-resources-for-primary-school-teachers/>
- New Zealand Curriculum Health and physical education learning area <https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education>

Note: Schools may use a range of terms to identify what is important for their community. They could be values, or principals, or a vision. We have used the term values, but the article would apply to any situation.

What might this look like in physical education?

Value: Unity/Kotahitanga

Big Idea: 'being united or joined as a whole' / 'of being together, lifting each other up'

Possible Learning: Strand C Focus:

- Understanding the nature of relationships
- Increasing understanding of personal identity and develop sensitivity to, and respect for, other people
- Use interpersonal skills effectively to enhance relationships.

Possible contexts:

- Playground games, for example, tag, hopscotch, duck-duck-goose
- Co-operative games, for example, MoveWell cooperative games section
- Adventure based learning activities, for example, human knot, balloon up, hoop the hoop, traffic jam
- Exploring your local area, for example, getting to know and own parts of your school environment, walking the local area to explore and connect
- Outdoor education, for example, overnights, camps, day trip to rock-climbing or other venues

Final thoughts

- Is repeating the same units of learning in physical education year in and year out growing your practice as an educator? Is it doing justice to the students you teach?
- Is it time for "New year, new stationary, fresh start?"

How to get started

1. Identify a value to focus on for the beginning of next year
2. Identify what your students needs' are based on that value. What do they need to learn and show?
3. Consider what is happening in other learning areas for the planning window (unit/term/semester/year),
4. Consider what schoolwide events are in the calendar and look for ways to connect the dots.
5. Use the curriculum to support your identified learning. What strands and AO's from the curriculum will support the needs of your students? Just choose a couple and make it manageable.
6. Consider a context for learning. Why not try something new? Have you played ultimate frisbee with your students? Have you thought about exploring cultural games from across the world? Don't be afraid to learn alongside your students and offer them a fresh new context they can get excited about.
7. Plan what the learning and assessment will look like.
8. Review at the end. Ask your colleagues what worked, what impact did this make on the children's understanding of the value, on their participation and enjoyment of physical education, on teacher confidence and capability? What evidence do you have to show that? What would you do differently next time?