



# Challenging the Status Quo

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# “PE doesn’t stand for Physical Education it stands for Public Embarrassment”

Ashley Casey, Loughborough University



"Social anxiety is a result of the fear of a possibility that we will not be accepted by our peers. It's the fear of negative evaluation by others, and that is [part of] a very fundamental, biological need to be liked. That's why we have social anxiety."

# Non-participants and student perspectives in HPE

Some of the reasons that students chose not to participate in PE included:

- competitiveness
- discrimination (physical appearance, gender, skills, interests)
- lack of motivation
- social isolation (no friends, not included)
- not perceived as an important subject
- lack of support from classmates and teacher
- lack of trust
- avoiding humiliation and ridicule
- friends' influence and peer pressure (PE isn't "cool")

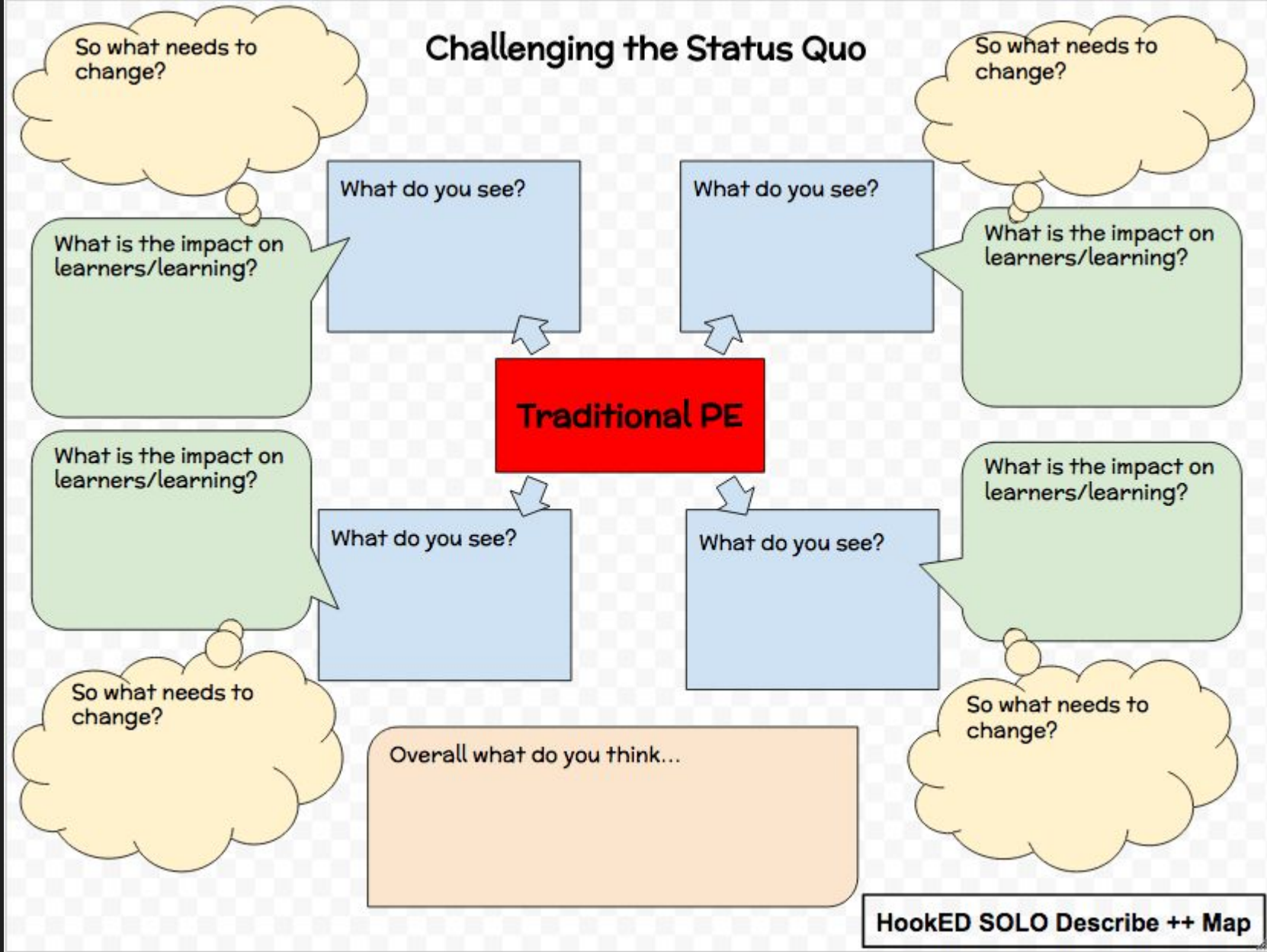
There are some teacher attitudes and behaviours that may cause or reinforce non-participation in PE. These include:

- Teachers not realising or understanding why the student does not want to participate.
- Lack of support from the teacher.
- Giving punishment for non-participation.
- Not providing activities that allow for full participation and individuals to be seen in different lights.
- Not encouraging team spirit.
- Always using competitive sport or tournaments in PE
- Turning a blind eye to discrimination and comments from other students
- Teacher saying that the student has a bad attitude towards PE

# Traditional Physical Education



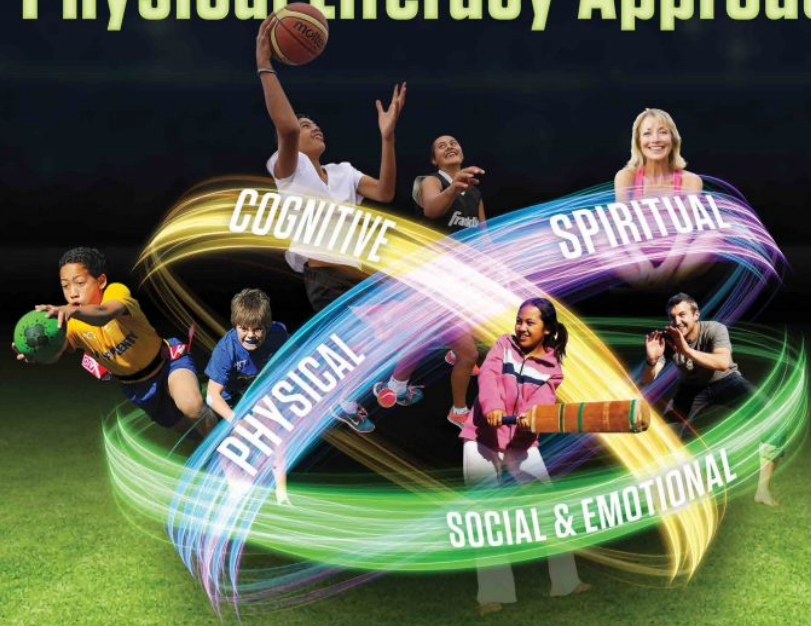
## Challenging the Status Quo



# Some strategies that teachers could use to “increase the likelihood that participation will be maximised” (Lineham, 2003, p. 48).

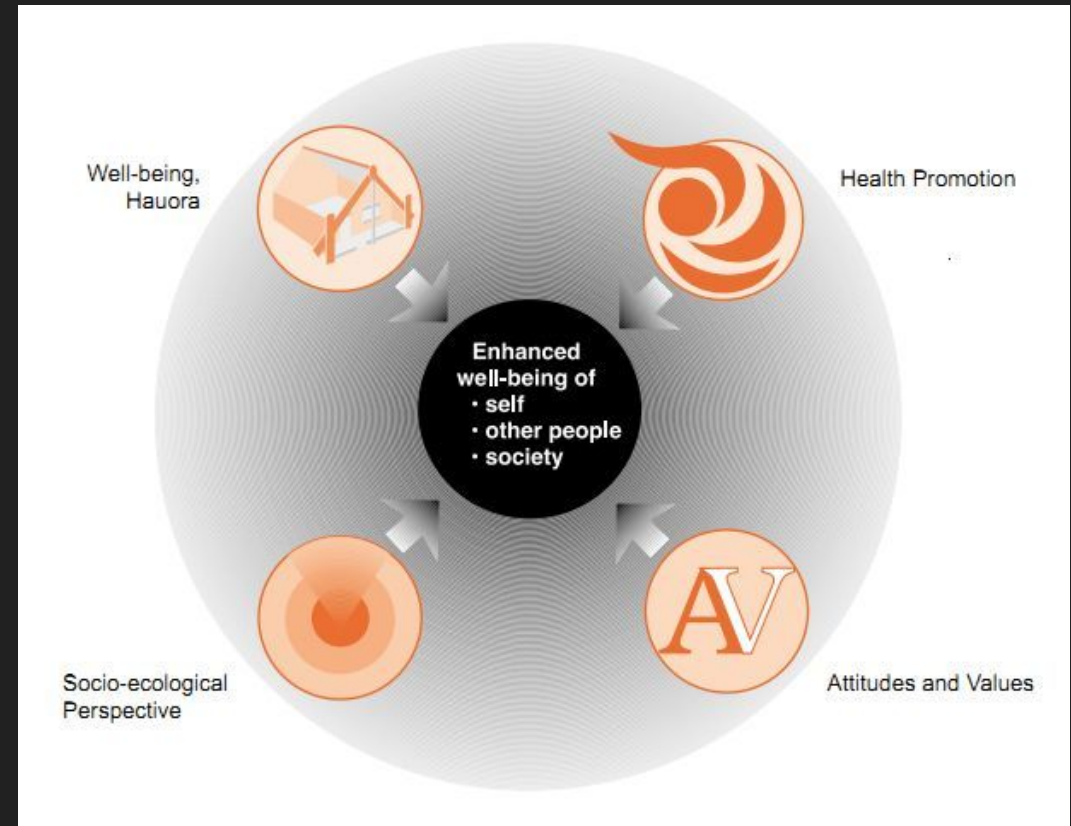
- Providing a range of options within lessons (team, individual or with a buddy)
- A range of contexts for participation in PE, not always competitive sports
- Activities and sports that aren't so popular so that students' skill levels aren't so broad (e.g. dance, badminton)
- Building positive relationships between the children in the class
- Creating a positive environment where children feel safe, accepted and encouraged, irrelevant of their skill level and physical appearance
- Focusing on enjoyment and participation not competition
- Shorter lessons with quick activities rather than one game for the whole lesson

# Physical Literacy Approach

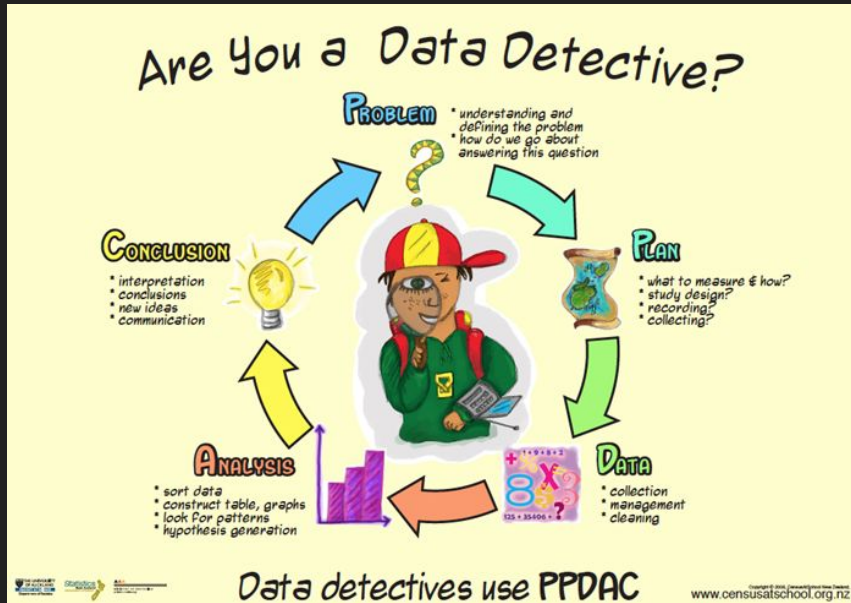


*Vision: To value and choose being physically active for life.*

Community Sport Physical Literacy



# Fergusson Intermediate



Planning

Student work

# Quality Physical Education

- Comprehensive conceptual understanding of The NZC (2007) and the HPE learning area
- Inclusive and culturally responsive pedagogies
- A range of planned learning opportunities within a programme that are enjoyable, authentic, progressive and have clear learning intentions.
- Learning experiences that embrace hauora and meet student needs
- Student centered programmes that foster creative, critical thinking and action
- High expectations for student learning
- Teaching by qualified registered teachers

## Effective Pedagogy (NZC p.34-35)

- Creating a supportive learning environment
- Encouraging reflective thought and action
- Enhancing the relevance of new learning
- Facilitating shared learning
- Making connections to prior learning and experience
- Providing sufficient opportunities to learn
- Teaching as inquiry
- E-learning and pedagogy

# Learn – Create – Share

Create a quality physical education learning experience using a PE context that tends towards a traditional model of delivery, for example...

- Fitness
- Athletics
- Cross-country
- Swimming

Be as descriptive about the pedagogy surrounding the learning as you are about the learning activities.

Look for opportunities for integration.



# The voices of our learners – teacher and students



“Physician, writer, and poet Oliver Wendell Holmes (1809–94) saw the spiral shell of the nautilus as a symbol of intellectual and spiritual growth. He suggested that people outgrew their protective shells and discarded them as they became no longer necessary:

‘One’s mind, once stretched by a new idea, never regains its original dimensions.’

It is as a metaphor for growth that the nautilus is used as a symbol for the NZC.

