



Defining Quality Physical Education

In order to strengthen the place and understanding of what Physical Education is in schools, PENZ, with the assistance of its University Advisory Group (UAG), decided that it would be helpful to define what PE, and in particular what 'quality PE' is. A statement in the New Zealand Curriculum (pg. 23) reads;

"In physical education, the focus is on movement and its contribution to the development of individuals and communities. By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values. This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education encourages students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society."

While useful for educators, this statement does little to demystify or explain what quality PE looks or feels like to those people not employed in the school education sector. PENZ has therefore adopted the following **draft** statement in an attempt to help define and bring clarity to what PE is for the wider education, sport and recreation sectors.

Quality Physical Education utilises effective pedagogies, focuses on movement and its contribution to learning and the holistic development of individuals and their communities.

Strengthening and sustaining quality Physical Education necessitates;

- 1. Comprehensive conceptual understanding of The NZ Curriculum (2007) and the corresponding Health and Physical Education learning area*
- 2. Inclusive and culturally responsive pedagogies*
- 3. A range of planned learning opportunities within a programme that are enjoyable, authentic, progressive and have clear learning intentions.*
- 4. Learning experiences that embrace hauora and meet student needs*
- 5. Student centered programmes that foster creative, critical thinking and action*
- 6. High expectations for student learning*
- 7. Teaching by qualified registered teachers*

PENZ invites your thoughts and feedback to this **draft** statement. Submissions can be made my email to feedback@penz.org.nz