



HISTORICAL BACKGROUND

Physical Education New Zealand (PENZ) is the national, professional organisation for physical educators in New Zealand. The organisation was 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 (NZAPER) 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 NZAPER changing its name to Physical Education New Zealand (PENZ), to specifically serve the needs of physical educators. 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. National and International conferences, the quality of the Journal, the provision of teaching resources, the accessibility of the website are strong features of the current delivery of services.

A striking feature of PENZ's work has been the promotion of Te Reo Kori and Te Ao Kori. Physical educators have always embraced aspects of tikanga Maori in their training and national conferences have been inter-laced with Maori movement. Strong minded advocates for a cohesive approach to Maori movement coordinated by Ra Kohere resulted in the birth of Te Reo Kori, (the language of movement). Ra took the concept onto many marae and gained acceptance to proceed with the promotion. Rose Pere became a staunch supporter and she advocated a change of name to Te Ao Kori, (the world of movement) but while this was adopted by PENZ it did not receive wider recognition. Te Reo Kori is a distinguishing feature of New Zealand physical education.

The professional organisation has campaigned for the provision, as of right, for gymnasiums in schools; it defended the name *physical education* against Ministry of Education attempts to adopt *physical wellbeing* as the name for the curriculum area; it has maintained strong programme of advocacy to advance the acceptance and status of physical education; it delivers outstanding in-service training through national conferences and regional meetings and it continues to promote Te Reo Kori. PENZ has a rich history of achievement which has positioned it well as an organisation to adjust to the changes that the future may bring.

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PENZ MISSION

PENZ promotes and supports quality Physical Education

PENZ VISION

Quality Physical Education is understood, valued and experienced

PENZ VALUES

- Physical education: its history, uniqueness and educative value
- Whanaungatanga: a broad professional community with an active membership and links to key stakeholders who all contribute, share ideas and provide a sense of fellowship
- Movement: pleasurable; recreative; incidental; functional; sporting; everyday; playful
- Ako: reciprocal relationships between learners, and reflective, research-informed practice
- Curricula: teaching and learning underpinned by curriculum
- He Tangata, Te Ao Turoa: people and the relation they have with their world
- Diversity: culture; language; ability; context; bodies
- Integrity: excellence, openness and credibility as an organisation
- Passion: commitment in what we do
- Equity: social justice in what we advocate for and how we operate

STRATEGIC OUTCOMES

1. To improve knowledge and understanding of Physical Education

Key Priorities

- Advocate for the place and importance of quality Physical Education
- Promote PENZ as the 'go to' Physical Education professional association for key stakeholders (e.g. Ministry of Education (MOE), Sport New Zealand (SNZ), Ministry of Health (MOH)/District Health Board (DHB), school-based and tertiary teachers)
- Encourage outside providers to better understand quality Physical Education

Strategic initiatives (and associated performance measures)

- a. Advocate the place and importance of Physical Education to the broader community
 - i. Submitting (responding to) 3 media releases related to topics or events of relevance to Physical Education
 - ii. Undertake 3 presentations at forums that allow for Physical Education advocacy
 - iii. Initiate a meeting with early childhood community regarding potential issues that arise relating to children, movement and bodies.
- b. Support SNZ, Regional Sports Trusts (RST), and National Sport Organisations (NSO)/Regional Sport Organisations (RSO)
 - i. Conduct two workshops for RST staff working in primary and secondary schools
 - ii. Advocate for PENZ to lead the PD programme for Sport in Education project (SiE) staff working with teachers in primary and secondary schools
 - iii. Establish a working relationship with four NSO/RSO involved in schools
- c. Develop alliances with outside providers
 - i. Establish a working relationship with four outside providers of movement experiences in education settings
- d. Contribute to Physical Education curriculum development
 - i. Establish working relationship with MOE on all matters Physical Education
 - ii. Have PENZ membership represented in curriculum development, interpretation, implementation and revision writing groups

- e. Develop advocacy – learn how to be better and more informed as advocates
 - i. Establish an ad hoc committee to develop advocacy processes
 - ii. Plan media training for the Board
 - iii. Explore alternative options for accessing ministerial representatives
 - iv. Report delivered on advocacy by Executive Officer at Board Meetings
- f. Enhance understanding of Te Ao Kori and Nga Taonga Takaro in educational settings
(The strategic initiatives have been deferred until a Maori Representative has been appointed to the Board)

2. To support the professional learning of teachers of Physical Education

Key Priorities

- Enhance the teaching and learning of Physical Education in education settings
- Ensure the history, uniqueness and educative value of Physical Education is preserved

Strategic initiatives (and associated performance measures)

- a. Ensure opportunities for members to communicate their own and others learning needs
 - i. Audit and enhance the strategies applied to gather Professional Development and Learning (PDL) needs of members and non-members
- b. Provide quality annual professional development and learning opportunities
 - i. Deliver a national conference, that fulfils teacher professional development requirements (80% of conference evaluations positive)
 - ii. Develop, administer and evaluate 2 workshop series at senior levels
 - iii. Investigate and where necessary develop (administer and evaluate) regionally based PDL for primary schools
 - iv. Develop, administer and evaluate one Te Ao Kori workshop series
- c. Regularly publish professional materials to inform and communicate with the membership
 - i. Publish at least three issues of Physical Educator per year
 - ii. Publish an electronic newsletter bi-monthly
 - iii. Introduce a MOE column/comment in Physical Educator
- d. Develop, publish and advocate quality resource material
 - i. Achieve 80%+ of workshop attendees rating workbook of high value
 - ii. Develop policy and procedures with regard to PENZ review and endorsement of curriculum related materials
- e. Advocate for improved quality and quantity of initial teacher education (ITE)
 - i. Establish and enact new strategies developed in conjunction with the PENZ University Advisory Committee, MOE and SNZ
- f. Engage with senior leaders in schools and centres to support effective decision making associated with the delivery of quality Physical Education
 - i. Develop a decision-making tool for the process of ensuring quality PE when outside providers are used in education settings
- g. Be the trigger to the Minister of Education regarding the education voice
 - i. Assist the MOE to strengthen education's voice in decision-making about HPE in education settings
 - ii. Liaise with Francie Benge when agencies (MOH/SNZ) are promoting physical activities in educational settings

3. Maintain and enhance the governance and management of PENZ strategic initiatives

Key Priorities

- Maintain, enhance and support membership
- Enhance the financial independence of PENZ
- Ensure ongoing enhancement of PENZ governance

Strategic initiatives (and associated performance measures)

- a. Support branches in their provision of professional development for people involved in Physical Education
 - i. Offer branches support in advertising branch professional development opportunities
- b. Promote membership of PENZ
 - i. Grow PENZ membership by 10%
- c. Recognise excellence in Physical Education through a credible awards programme
 - i. Advertise, process nominations and make awards at PENZ annual conference
- d. Seek opportunities for new revenue generation
 - i. Achieve 3 successful grant applications that raise \$40,000 in revenue
 - ii. Engage in resource sale arrangement with ACHPER to provide a revue stream
- e. Develop PENZ policies and procedures that are recorded in “living” documents

4. Seek opportunities for Physical Education to forge relationships with other educational organisations

Key Priorities

- Work in partnership with Health Teachers’ Subject Association
- Explore ways of working with the early childhood education sector

Strategic initiatives (and associated performance measures)

- a. Investigate the possibility of holding a joint HPE learning area conference and foster other opportunities for collaboration
 - i. PENZ Board delegation to meet with Health Board to discuss collaboration
 - ii. PENZ Board to meet with EONZ Board to discuss collaboration
 - iii. Explore opportunities to present at an early childhood education forum