



Physical Education
New Zealand
Te Ao Kori Aotearoa

NETWORKING
for **KNOWLEDGE**

PE Draft Curriculum Workshop

Unuhia te Pō

“Me inoi tātou...”

Unuhia te pō, te pō whiri mārama
Tomokia te ao, te ao whatu tāngata
Tātai ki runga, tātai ki raro,
tātai aho rau
(Kaea) Whano, whano! Haramai te toki!
Haumi ē! Hui ē!
(Tātou katoa) Tāiki ē!

From the confusion comes
understanding
From the understanding comes unity
We all are woven – we are
interconnected
The purpose of us coming together
Our group is united and ready to
progress





Physical
Education New
Zealand

penz.org.nz

- Transforming communities through quality PE
- Lead, grow and connect the physical education community – primary, intermediate and secondary
- An association – staff, members, volunteers and physical educators



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OVERVIEW

- Timeline of the Development of the Draft Curriculum
- The PENZ Position
- Getting Involved



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Draft Curriculum Development



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TIMELINE

Old Approach (2020–23)

Early curriculum refresh work began under the previous government. The aim was to revise all learning areas with a focus on local curriculum flexibility and "Understand, Know, Do" (UKD) structures.

New Mandate (2024)

A new Ministerial Advisory Group (Dec '23) and Cabinet Decision (Jun '24) mandated a philosophical shift. The new direction was a "knowledge-rich," prescriptive curriculum, setting an aggressive timeline for development.



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TIMELINE



Dec 2024: The Ministry initiated the HPE contributor group (Years 1-13) with an aggressive timeline, aiming for completion by Term 1 2025.



Jan 2025: PENZ confirmed its representative, Dr. Susannah Smith, per the Ministry's timeline.



Jan 2025: PENZ raised *immediate concerns* about insufficient PE representation on the group (one member for PENZ vs. two each for EONZ and NZHEA).



Ministry Response: The concern was dismissed, stating the early stage was for a "broad foundational framework" and subject-specific expertise would be added later.



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TIMELINE



8-Day Turnaround: In April 2025, a call for Focus Group nominations was sent with only an 8-day deadline.



Nominations Received: PENZ submitted nominations but received no formal acknowledgement from the Ministry until October, and only after being questioned.



Contributions Ceased: By the end of July, despite contract extensions, PENZ's understanding was that contributions ceased and no further feedback was returned to the Contributor group.



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TIMELINE



OIA Request (July 2025): After contributions stalled, PENZ submitted a formal Official Information Act request for all PE-related development materials.



OIA Response (Sep 2025): The Ministry's response *withheld 11 key attachments* (curriculum iterations, expert discussions) and stated no PE-specific ministerial advice existed yet.



Joint Letter (Sep 2025): PENZ joined 26 other subject associations in a joint letter to the Minister raising serious concerns about consultation practices and curriculum authorship.



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TIMELINE

Open Letter (Oct 24, 2025)

PENZ sent an Open Letter to the Minister requesting a *pause* on the draft's release. It cited "significant concerns" and a divergence from knowledge-rich PE, noting a performative emphasis and the omission of sociocultural knowledge.

"Loss of Confidence" (Nov 2, 2025)

PENZ submitted a formal request for an urgent meeting, citing a "loss of confidence" in the process. Coinciding with this, the official list of HPE contributors was removed from the Ministry's website, further reducing transparency.



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Te Ao Kori Aotearoa

TIMELINE

2026

PENZ has continued to seek engagement with the Ministry of Education regarding further understanding of the development of the Draft Curriculum. We have engaged in Draft Curriculum conversations, and we are actively working to remain at the table as the draft curriculum develops.

"Alternative Curriculum" (2026)

PENZ has worked to produce an alternative curriculum in response to our concerns with the current Draft. We have worked to provide clearer, structured pedagogically sounds and evidence and research-based outcomes that will provide quality PE experiences for all ākonga in PE. We have done this within the confines of MOE guidelines. This will be shared with our community and the MOE once complete.



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UNDERSTANDING “KNOWLEDGE RICH”



Why change the curriculum?

Our national curriculum needs to be **fit for purpose**, now and in the future.

Our strengthened national curriculum will be **knowledge-rich**, **grounded in the science of learning**, and **nationally consistent** so that we enable learners to get a world-leading education wherever they go to school.

The New Zealand Curriculum and TMoA will be made **clearer and easier to use** - supporting teachers and kaiako to raise achievement and reduce the equity gap.

By introducing **greater direction and clearer progressions** to the national curriculum, it will provide **greater clarity** for teachers and kaiako about **what to teach, and how and when** to teach it from Years 0 to 13.

We will ensure our national curriculum is **internationally comparable** and focused on excellence, providing Kiwi kids with the knowledge, skills, and capabilities to thrive in the workforce and in society.

And it provides **evidence-informed teaching practices** that support all learners to progress and achieve.



What is a knowledge-rich curriculum?

1

Selective

Content chosen purposefully for each learning area and subject.

2

Coherent

Content progresses and flows through the years and within learning areas and subjects and is carefully connected across disciplines.

3

Carefully sequenced

Designed to develop knowledge mastery over time by building on prior content and gradually increasing in complexity.

4

Specific and clear

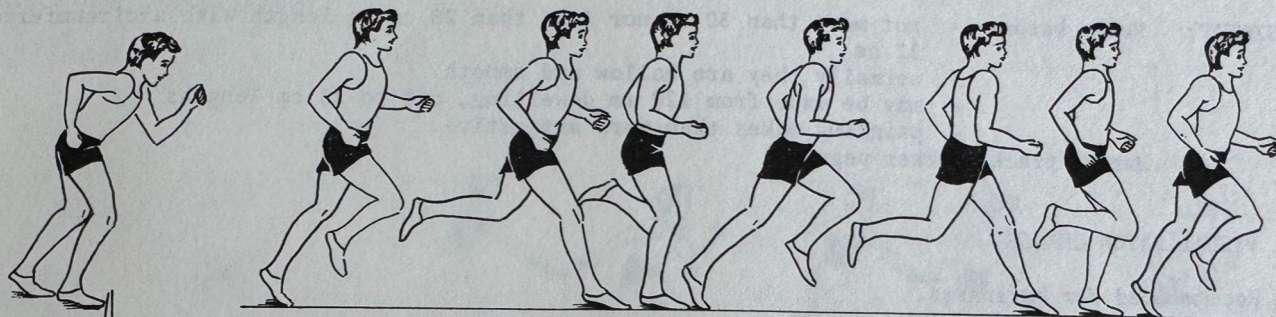
Explicitly outlining what students are expected to understand, know and be able to do for learning areas, subjects, and topics across all year levels 0 to 13.

The Ministry's definition of a knowledge-rich curriculum refers to a curriculum that clearly specifies what students are **expected to know**, and **be able to do**, for every learning area and year level. It **supports mastery** over time by providing content that is **carefully selected, sequenced, and coherent** to make sure students build deep transferable understandings.

Is it in the Draft?

DISTANCE RUNNING

Cross country (see *Planning the Programme* page 18).



DISTANCES: These are the 800 and 1500 metres for boys and a longer distance race (generally 3000 m). For girls the 800 and 1500 metres are the usual events.

PRACTICES:

Training:

1. Slow running over long distances.
2. Running hill circuits.
3. Repetitions of set distances on the track.
4. Time trials.

Stamina building:

1. Fitness circuits.
2. 600 metre runs.
3. Five-minute runs for distance.

NOTE:

For further details on running longer distances, see *Sports Instruction Series 'Athletics'*, page 13.

TEACHING POINTS

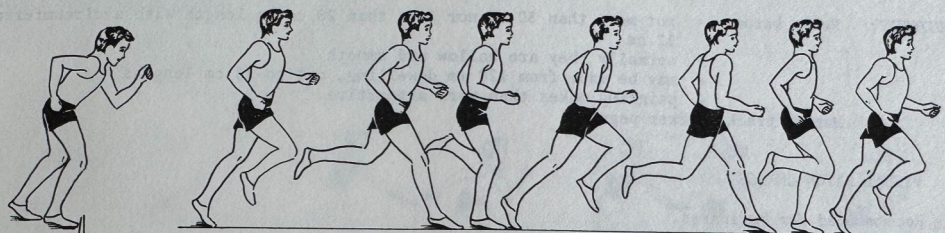
1. Encourage a loose sprint style with a slightly lower knee lift and a relaxed arm carriage.
2. A distance runner needs:
 - (a) to enjoy strenuous and regular training;
 - (b) sufficient stamina and speed;
 - (c) an efficient running movement;
 - (d) a knowledge of pace and some grasp of tactics.
3. Encourage children to train in their own time, e.g., distance maps. (See *Fitness Activities* booklet page 38.)

ESSENTIAL RULES

Starting rules on page 14 apply to races up to and including 800 m. In races over 800 m words shall be 'On Your Marks' and, when all competitors are steady, the pistol shall be fired.

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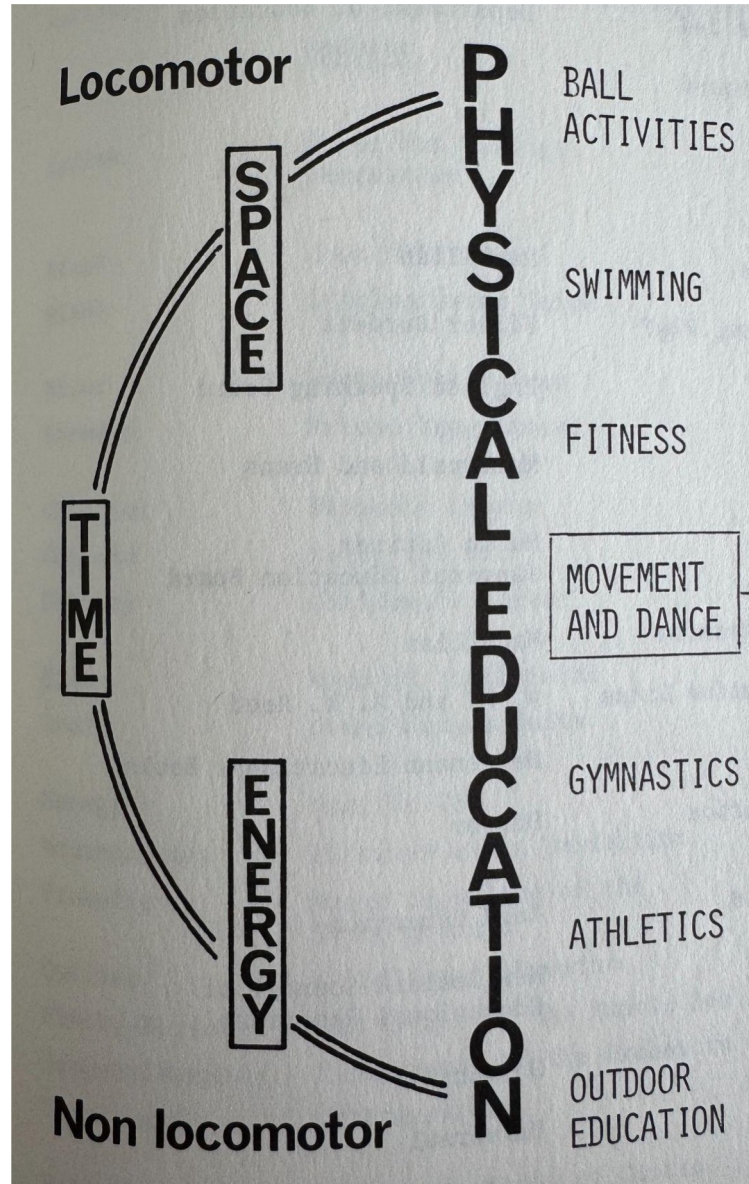
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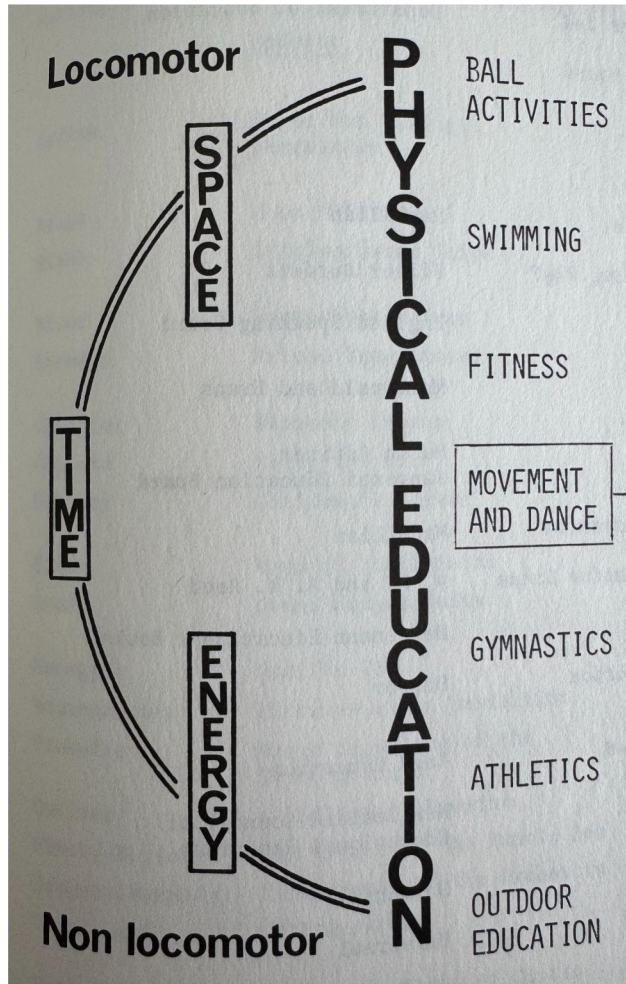
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YES

All 10–11 year olds, regardless of ability, are required to demonstrate:

“Pacing and rhythmic breathing regulate energy output and support sustained movement during long distance and cross country running.”





YES

All children will participate in physical education that includes Ball Activities, Swimming, Fitness, Movement, Dance, Gymnastics, Athletics, Outdoor Education, etc...

RUNNING IN A TEAM - RELAYS

EQUIPMENT: Relay batons - not more than 30 cm nor less than 28 cm in length with a circumference of 12 cm
- normally they are hollow and smooth
- may be made from 120 mm dowelling, cut to 28 cm lengths
- painting makes them more attractive.

Marked track, marker pegs.

1. VISUAL BATON CHANGE

Recommended for beginners.



Outgoing runner waits, and starts running as incoming runner approaches - looks back over right shoulder.

Outgoing runner judges speed to enable incoming runner to catch him up. Incoming runner extends left arm, outgoing runner reaches back with palm uppermost.

Incoming runner places baton in partner's hand, with a downward movement.

Outgoing runner looks to the front and changes baton from right hand to left hand.



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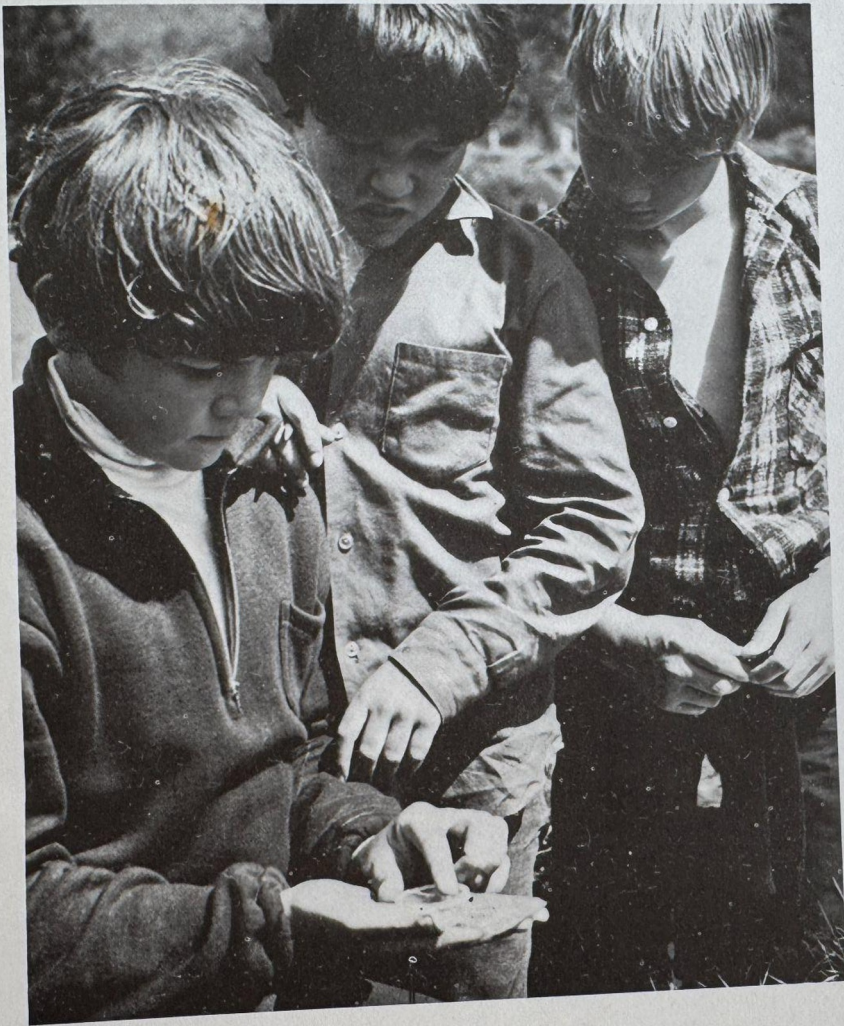
YES

All 11–12 year olds, regardless of ability, are required to demonstrate:

“Baton exchange techniques include upsweep and down sweep and occur within the change over box.”

“Relay tactics involve strategic positioning and efficient baton exchange to reduce speed loss.”

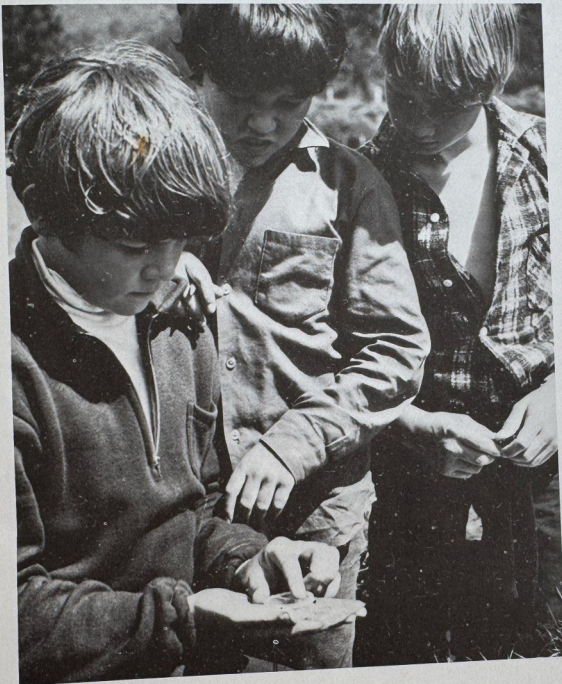
Physical Education - standard 2 - form 2



'OUTDOOR
EDUCATION
Planning the
School Camp

Department of Education Wellington

Physical Education - standard 2 - form 2

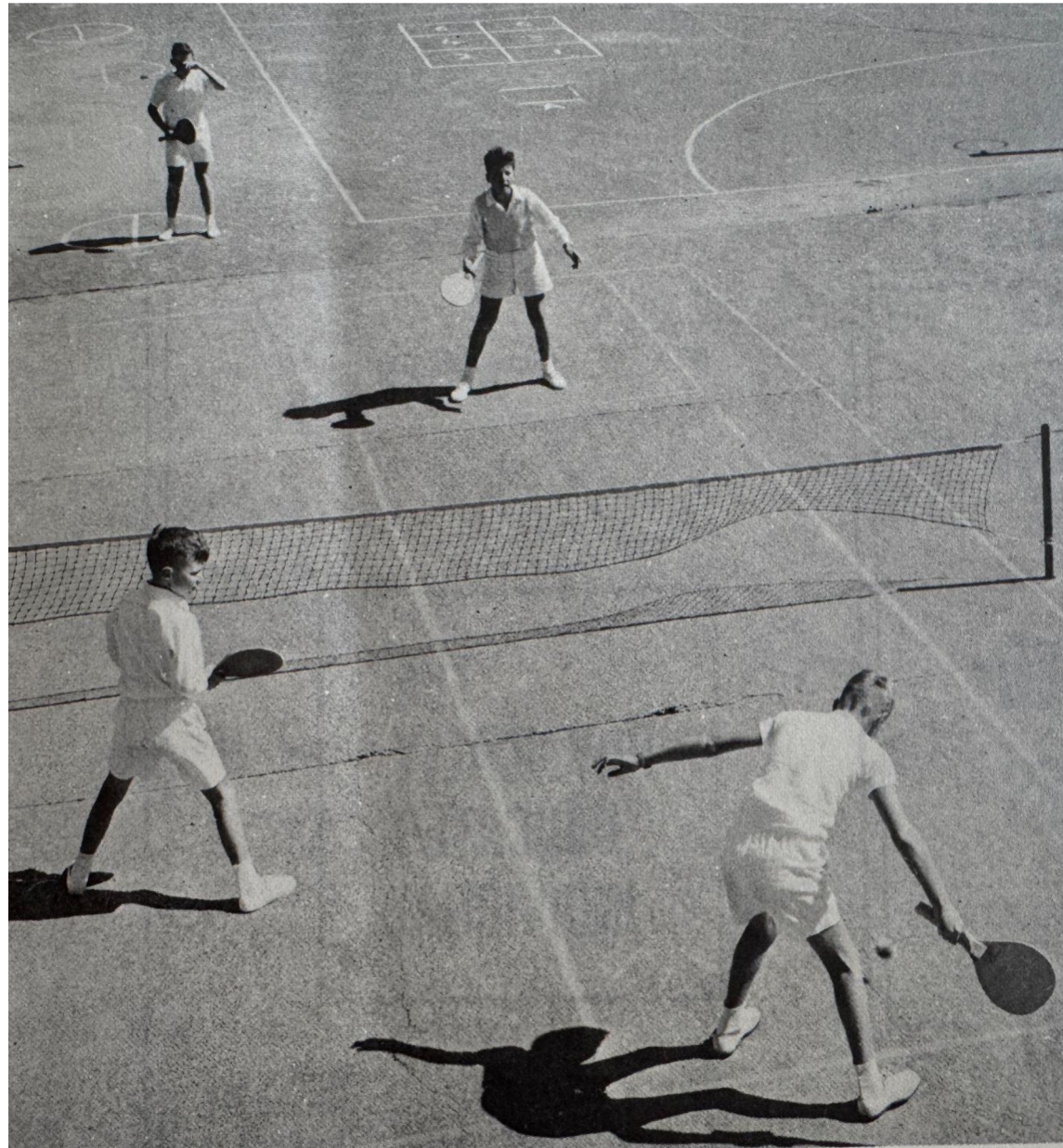


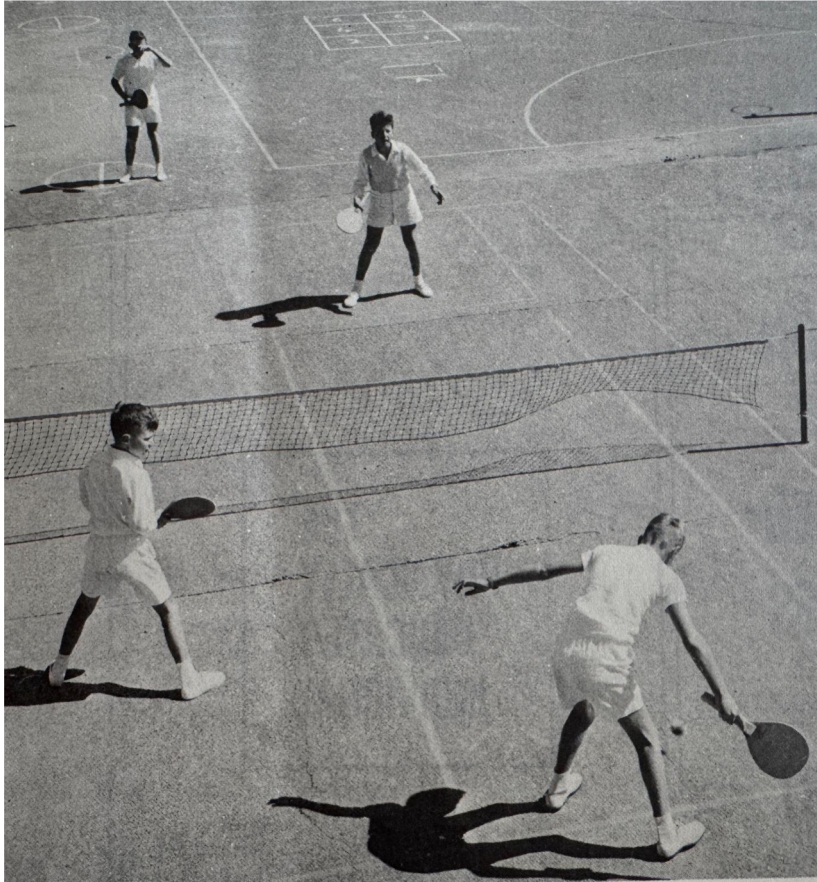
Department of Education Wellington

'OUTDOOR
EDUCATION
Planning the
School Camp

YES, BUT...

The framing of Outdoor Education in the Draft is broader than "Planning the School Camp"





YES

All 6–7 year olds, regardless of ability, are required to demonstrate:

“A rally is more than one return. It is a continuous exchange where players send and receive the ball back and forth to keep play going.”



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WHAT'S IN THE DRAFT

- **Movement Skills and Performance:**
Focus on technical skill acquisition, drills, and mastery of discrete sport techniques.
- **Sport and Fitness:**
Rules, tactics, officiating, fitness testing, and training principles dominate.
- **Outdoor Education Stream:**
Added late in the process, focused mainly on safety and risk management.
- **Structured Learning Progressions:**
Year-by-year prescriptions that appear linear and easily measurable.
- **Teacher Clarity:**
Simplified outcomes and teaching sequences that standardise delivery.



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WHAT'S OUT OR REDUCED

- **Hauora:**
No longer a guiding framework connecting movement to holistic wellbeing.
- **Socio-Ecological Perspective:**
(The view that human development is shaped by the interplay between individuals and their environment.) This has disappeared, reducing emphasis on community, context, and relationships.
- **Critical and Reflective Learning:**
The word critical does not appear in the PE content; opportunities for thinking, questioning, and social inquiry are lost.
- **Mātauranga Māori:**
Mentioned superficially as examples rather than as a foundational worldview.
- **Play, Joy, and Creativity:**
Play is recast as structured gameplay rather than spontaneous or expressive movement.



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WHAT'S OUT OR REDUCED

- **In, Through, and About Movement:**

The philosophical foundation of PE is absent. Learning about movement is replaced by performing it.

- **Inclusion and Ableism:**

Little reference to disability, body diversity, or universal design for learning. Risk of reinforcing ableist and performative norms.

- **Professional Judgement:**

Teachers' autonomy and interpretation of learning are constrained by prescriptive sequences.



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STRUCTURAL CONCERNS

- **Fragmented Design:**
Health, PE, and Outdoor Education now exist as separate silos rather than a coherent learning area.
- **Overloaded Content:**
Primary teachers face over 120 learning outcomes in Years 1–2 compared to 15 in the NZC — unrealistic within 1 hour a week (or 6 mins a day for PE when split with Health)
- **Incoherence and Contradictions:**
Statements about “knowledge-rich learning” do not align with content. The draft fails its own criteria of being selective, coherent, carefully sequenced, specific, and clear.
- **Outdated Pedagogy:**
Teaching advice promotes drills and repetition rather than contemporary, student-centred or inquiry-based learning.
- **Deprofessionalisation:**
The format enables resource-driven delivery (“teach from a workbook” or “teachers as coach”) and undermines teacher expertise.



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MAJOR RISKS

- Narrow definition of PE that reduces identity, culture, and inclusion as well as positioning PE teachers as 'coaches'.
- Loss of teacher and student agency.
- Increased inequity and ableism.
- Disconnect between school learning and community movement or sport.
- Overload and compliance pressures for schools.
- Resources and qualification concerns. Some aspects of the curriculum may require specific qualifications, particularly in the case of Outdoor Education.



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THE GLIMMERS

- We have retained the Whakatauki
“He oranga ngakau – He pinkinga waiora”
Positive feelings in your heart will raise your sense of self worth
- Acknowledgement from the Ministry of Education that the PE curriculum will need development from the draft
- Conversations with the Ministry and PENZ regarding the future development of the draft



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CRITICAL ACTION

- The draft is not for use in 2026. It is in draft.
- Expect the draft to change.
- What can we do within our school communities?
- What can we do across our school communities?
- Share your thoughts widely.



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Submission Process



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GET INVOLVED

HOW DO I MAKE A SUBMISSION?

A step-by-step workshop to get your voice
heard by decision-makers



<https://education.surveymonkey.com/r/NWCBTPH>



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GET INVOLVED

admin@penz.org.nz



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2026 Events



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www.penz.org.nz/events

**NGĀ TAONGA
TĀKARO**
Workshops with Harko Brown

Term 2	Cost	Term 3
19 May Auckland 20 May Hamilton 21 May Hawke's Bay	Non-Member \$240 excl GST PENZ Member \$185 excl GST	18 Aug Wellington 19 Aug Nelson 20 Aug Christchurch

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SECONDARY SCHOOL PE
**BIG
DAY
OUT**
BRING YOUR WHOLE TEAM!

**PROFESSIONAL LEARNING
NOVEMBER 2026**
SHARE & LEARN ABOUT HOW TO
**GROW
CONNECT
LEAD**
IN PHYSICAL EDUCATION
VISIT OUR SITE FOR MORE INFORMATION
WWW.PENZ.ORG.NZ

Tai Torua
Health and Physical Education PLD for Educators of Years 1-8

2026

**FREE
EVENTS!**

TERM 2 Morton (5 May) Taumarunui (7 May) Blenheim (12 May) Bay of Plenty (25 May)	TERM 3 Hawke's Bay (5 Aug) Taranaki (20 Aug)
TERM 4 Dunedin (7 Oct) Christchurch (15 Oct) Auckland N/W (19 Oct) Auckland C/S (3 Nov)	

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**ABSTRACTS NOW
OPEN**
2026

tuia ki tawhiti
health, physical education & outdoor education conference

Karakia Whakamutunga

“Me inoi tātou...”

Kua mutu ā mātou mahi

Mō tēnei wā

Manaakitia mai mā katoa

O mātou hoa

O mātou whānau

Aio ki te Aorangi

Our work is finished

For the moment

Blessing upon us all

Our friends

Our families

Peace to the Universe





Ngā mihi nui

marisa@penz.org.nz

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