

Understanding the Health and Physical Education curriculum

Book One



A Physical Education Resource for Primary School Teachers

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How to use this resource

Kia ora and welcome to this teaching and learning resource for physical education.

This resource has been designed for you by experienced physical education teachers as part of the Healthy Active Learning initiative to help you, our primary school colleagues, to increase your confidence and understanding of physical education in *The New Zealand Curriculum* (NZC).

There is understandable confusion about this learning area. Is it Health and Physical Education (HPE)? Is health included as part of physical education or are we referring to physical education alone? This resource focuses on understanding the **physical education** part of the HPE Learning Area in the NZC.

The resource has been written as an experiential narrative addressing you as the reader. It has been designed in two parts:

- The **'what'** is physical education in *The New Zealand Curriculum*.
- The **'so what'** does this mean for applying *The New Zealand Curriculum* in practice to physical education teaching and learning.

Book One: Understanding Health and Physical Education in the New Zealand curriculum

Understanding HPE in the NZC is the **'what?'**. What is physical education and what it is not. **What** is this learning area and **what** is HPE in the NZC?

Book One introduction invites you onto a marae through a pōwhiri and asks you to reflect on your experiences and understanding of physical education in your teaching.

Section 1 then asks you to critique commonly held beliefs about physical education, exploring **'what'** are the differences between Physical Education, Physical Activity and Sport, locating

Book Two: Implementing physical education in practice

Implementing physical education in practice is the **'so what'** does quality physical education planning and teaching look like in practice? Book Two invites you back into the wharehau to reflect on your learning so far.

Section 1 looks at the **'so what'** that teachers do in other learning areas that can be applied to physical education practice: inclusive practice, culturally sustaining pedagogy and quality teaching.

Section 2 demonstrates the **'so what'** does this mean for teaching quality

physical education in education as learning in, through and about movement.

Section 2 should appeal to your creative, conceptual and inquiry abilities to explore and extend **'what'** you know and need to know, about the HPE learning area in the NZC.

Section 3 includes, **'what'** are some contemporary examples of physical education unit planning? The first example focuses on unit planning in physical education from an integrated curriculum approach. A second example frames the unit planning from a physical education perspective.

physical education by looking at the importance of context, student-centred delivery and quality lesson planning.

Section 3 examines the **'so what'** of planning quality programmes for physical education.

The resource concludes with the **'now what'**, providing you with a poroporoaki to reflect on your learnings and downloadable resources. The conclusion asks you to consider **'now what'** changes you may make to your practice as a result of engaging with this resource.

We invite you to read on, enjoy the whakataukī for the HPE learning area and encourage you to explore physical education as part of it.

He oranga ngākau, he pikinga waiora.

Positive feelings in your heart will raise your sense of self-worth.

(Ministry of Education, 1999 p. 4)

Introduction

Te Pōwhiri

Haere mai tatou,

Imagine you are standing outside the wharenuī (meeting house) waiting to be called onto the marae for the pōwhiri (ritual of welcome) to this resource. High on the apex of the building stands a tekoteko, the guardian of the marae who overlooks all that is going on. As your rōpū (group) moves forward a warrior comes towards you brandishing a taiaha (weapon), his piupiu (flax skirt) swishing and cracking as he moves in springing steps that mimic bird movements. His taiaha is swung from side to side, and in circles as he grimaces and postures before you. He is checking you out, the manuhiri (visitor), do you come in peace? He is laying down the wero (challenge) of physical prowess and testing your courage, before allowing entry onto the marae ātea (sacred ground).

His actions reflect an embodiment of culturally significant movement, passed down from the tūpuna (ancestors) in a time honoured kaupapa (protocol). A final crouch placing the rautapu (a leaf or carved effigy) on the ground the warrior eyeballs the man who picks up the offering on behalf of the manuhiri, this man never taking his eyes off the warrior. Satisfied that the protocol of this part of the pōwhiri ritual has been met, the warrior sweeps his taiaha parallel to the ground, rising to turn and slap his buttock before making a high stepping run back to the wharenuī entrance. His return is in harmony with the wāhine (women) dressed in black who begin to karanga (call) the visitors onto the marae, the first voice a woman, representing the first call of a newborn, the breath of life, welcoming the visitors into the wharenuī, the body of a tūpuna.

The ritual of the pōwhiri establishes the kaupapa of the hui (gathering), reflects on the past and looks towards the future. This resource is a hui wānanga, that aims to better prepare teachers by developing their philosophy and practice in teaching and programming the culture of physical education in Aotearoa New Zealand primary schools. The intention is to build a vocabulary of knowledge and understanding and to broaden the perception of what is possible in teaching physical education.

An essential component will be to examine *The New Zealand Curriculum* and its forerunner, *Health and Physical Education in the New Zealand Curriculum* to unpack the nature and characteristics of physical education content. In addition, the resource examines physical education pedagogy, teaching methodologies, physical education content, management strategies, and resources that underpin quality practice in physical education.



By using a critical lens to challenge taken-for-granted assumptions about issues and practices in physical education and the school curriculum, the resource is written as a korero (conversation) with you, the teacher. This will encourage you to be critical, creative, thoughtful, and reflective about what stands for physical education. By making use of this resource teachers are encouraged to; reflect on what they have learnt; apply more effective planning to teaching and learning activities in a variety of physical education contexts.

The idea is to better understand how physical education can address a broad range of outcomes. To name a few, these could be; to foster learning of physical skills; to motivate a class; the spark to lift effort, enjoyment, and achievement through activity; a challenge to help learn strategy, tactics or even to concentrate; and used to develop skills associated with personal and social development.

Please note:

In this resource we want to enable teachers to be able to differentiate between physical education, physical activity and school sport as there is often confusion with these terms being used interchangeably. They are not the same!

- **Health and Physical Education (HPE)** is the curriculum learning area referred to in *The New Zealand Curriculum*.
- **Physical Education** is the subject discipline around movement that is taught in schools.
- **Physical activity** is a broad term referring to all bodily movement that uses energy. This can include indoor and outdoor play, work related

activities, outdoor adventurous activities, active travel e.g. rollerblading and habitual activities such as climbing stairs.

- School sport or co-curricular activities take place outside the school curriculum, before and after school, during lunchtime, and play time.

To attend to these differences the resource is focused on physical education and introduces teachers to physical education curriculum experience so that planned learning sequences can benefit students of all abilities and needs. For this reason the term physical education is used in preference to abbreviations such as PE. In addition, knowledge of content specific pedagogies will be introduced to help develop wider physical education content.

Activity: Let's get started

Review the [PowerPoint](#) about journaling.

In your reflective journal write a brief description of your own experiences in physical education, health and sport. You might like to consider the following questions.

- How confident do you feel about teaching HPE?
- What do you enjoy/not enjoy about teaching HPE?
- Do you feel well enough prepared to teach HPE?
- What are the barriers for you in this learning area?

Participation

To get the best out of this resource it is recommended that you set up a multipurpose folder (digital or hard copy) to record notes, use as a reflective journal, store downloaded information, complete written responses to questions, and to set up an activities folder for your future use.

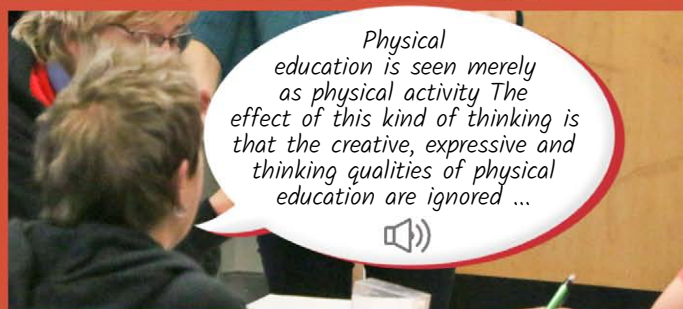


Section 1: Challenging commonly held beliefs about physical education

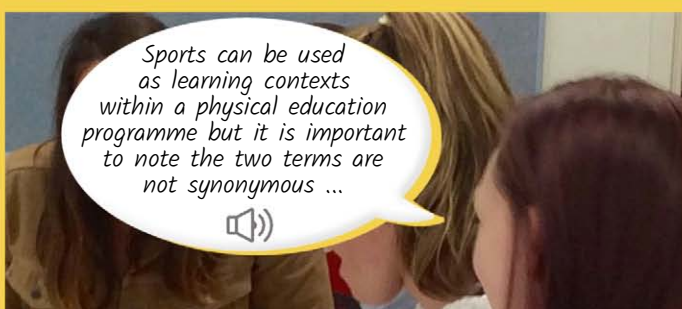
Sometimes when we do things we just follow along and take things we hear for granted. However, there are some commonly held beliefs about physical education that perhaps we should examine a little more closely to titiro (to see and hear) the hidden or mixed messages that are being conveyed.

Open in Adobe Acrobat and hover over the sound icons to play the audio

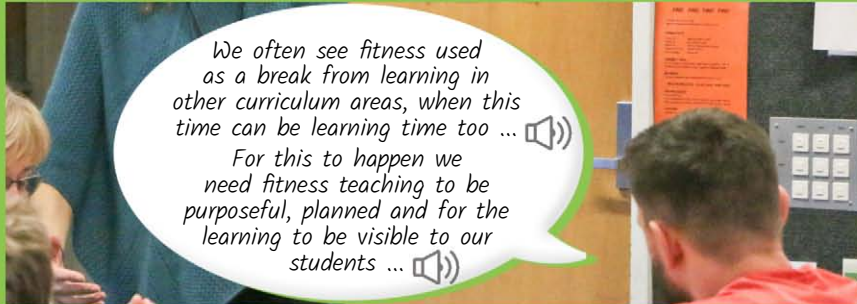
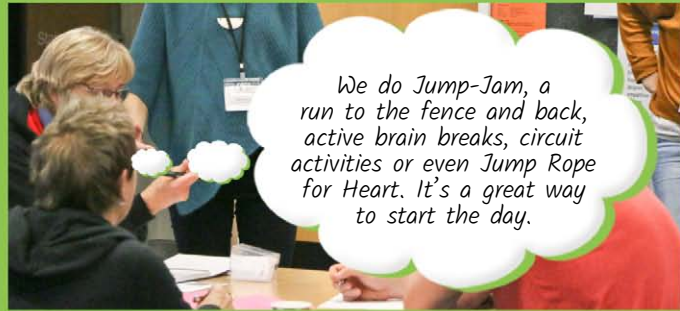
Misconception #1: PE is expendable



Misconception #2: It's just about sports



Misconception #3: It's just daily fitness



Misconception #4: These days, teachers don't have the expertise to take PE lessons



External providers might have some experience in a specific sport but might lack teaching qualifications and knowledge about pedagogy ...



Activity: Thinking about these assumptions

Do the teachers' comments ring true to you, in your context? Why? Why not? (You might want to record some of your thoughts and experiences about these comments in your reflective journal).

These are serious questions and food for thought. There will be more opportunities to develop thinking about your role as a teacher in Book One Section 2.

What is the nature and purpose of physical education?

Regarding the nature and purpose of physical education, *The New Zealand Curriculum* states.

‘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’ (MOE, 2007, p. 23).



But what does learning **in, through and about** movement mean?

- The **in** dimension refers to a range of physical activities that we can take part in to develop our ability to move competently. This means we are focusing on learning ‘actional movements’ and on developing ‘kinaesthesia’ (the feel) for these activities e.g. learning to swim freestyle. Kinaesthesia is a source of information about our movements that is only available to us when we move. We can’t know how a movement feels until we have actually done it, although we can get an insight by watching someone else.

Kinaesthesia is central to actional movements because it allows us to develop sophisticated and complex movements. For example, a double backward somersault with a twist from the high diving board! We don’t just do movement but we act ‘knowingly and intelligently’ learning in and by moving. This is also referred to as ‘embodied consciousness’, meaning

the relationship between mind and body are one, never separate as is often portrayed. When we learn to do a movement so well it appears to be done without thinking there is actually a high level of cognition in terms of conscious and reflective awareness of an individual’s own movements.

- The **through** dimension is where we use the physical medium for social, intellectual, emotional or moral development. This could be developing communication skills, assertiveness, tolerance, acceptance, and manākitanga. Teaching models such as Hellison (2003) teach personal and social responsibility that focuses on human needs and values. On the other hand, learning through swimming could be to teach water safety skills and knowledge e.g. swim between the flags, floatation with a lifejacket. To learn through dance choreography could be to teach leadership, membership and kotahitanga.

- The **about** dimension refers to information we teach to put physical activities into a context and make sense of them i.e. understanding a game's purpose and how the rules help the game to be more fun, exciting and challenging. While physical activity is important to physical education, knowledge about movement can come from a variety of other sources e.g. watching, listening, reading, and discussing. This is where what you are teaching in physical education can be linked to viewing, reading and writing about the activities. For

example, sourcing books and videos of aquatic activities such as snorkelling and diving can extend students' experience of their swimming lessons. This can also include learning about the social context and influences in which aquatic movement occurs e.g. swimming recreationally at the beach or diving for kai moana (seafood). When students learn about movement, lessons could include the science of movement e.g. the biomechanics of the freestyle action and/or critique of commonly held beliefs about physical education.

What could this learning in, through and about movement look like in practice?

A quality physical education lesson will have elements of either learning through movement or about movement, as well as learning in movement. Here are some basic examples from different year groups.

Year 1 and 2: Let's assume that one of your school values is caring for manākitanga. You could take your class for some challenging tasks on a playground or with some gymnastics equipment that might require balance and confidence with heights. They may have to climb up and then jump down. Your main learning intention may be around, 'How can we show manākitanga to each other while we are attempting these challenges?' Your class will also be learning different ways of maintaining balance, effective climbing, jumping and landing strategies.

Learning in movement	Learning through movement
Different ways of maintaining balance. Effective climbing, jumping and landing strategies.	How can we show manākitanga while we learn gymnastics?

Year 3 and 4: Let's assume your class is struggling to listen to you or each other. You could take your class for a game of link tag. Your main learning focus might be, 'What are effective communication and or listening strategies?' Your class will also be learning evasive running strategies while playing the game.

Learning in movement	Learning through movement
Evasive running strategies.	What are effective communication strategies?

Year 5 and 6: Let's assume that close to your school is a large native reserve or park and you want to help your students engage with the area in multiple ways. Someone suggests that you use orienteering as your context for physical education. You don't know too much about orienteering yourself but decide you and your class can learn together. So you teach them to research orienteering and how to set up a basic course. You set up a course for the students to trial in groups of three. Unfortunately, you find out that a number of groups are cheating their way through the course. You decide to have a discussion about integrity and how it can be manifested in orienteering.

Learning in movement	Learning about movement	Learning through movement
Running over uneven terrain. Using a map and possibly a compass.	Origins of the sport of orienteering. Rules and regulations.	What is integrity?

Year 7 and 8: Let's assume your class has some great personal responsibility and self-management skills but you feel you want to challenge their ability to organise themselves with less adult supervision. You hear a colleague talk about a concept called Sports Education, where the students organise and run their own class tournament, with different teams and their own referees and administrators. You put it to the class and they decide they want the net/wall game of volleyball to be the sport. They decide on the teams, the tournament structure and rules that they will play by. You have to step in every now and again to keep things sensible, practical and remind some groups of the agreed responsibilities. By and large the students run the tournament over several weeks.

Learning in movement	Learning through movement
Net/Wall games skills such as: Flight reception, court positioning and building an attack.	Collective self organisation and interpersonal skills. Essential Skills of leadership and membership.

Section overview

In this section you explored commonly held beliefs about physical education and were asked to reflect on these as potential barriers to learning. You explored that learning in physical education occurs 'in, through and about movement'. 'In' is the practical component and kinaesthetic learning, 'through' is the affective learning, and the 'about' movement is the knowledge. It is important to recognise that while we describe learning in physical education in three ways to better understand it, the learning is not separated into a mind and body dualism but is holistic and embodied.

Now you will recognise that physical education is more than just sport or daily fitness. What this means is that teachers don't need to be an expert in sport to teach physical education but they do need to understand there is powerful learning in physical activity. Teachers can be the leaders of student learning if they know their students, the curriculum, and how to design learning activities. However, sport and regular physical activity can be powerful contexts for learning if they are used skilfully and learning is explicit.

Section 2: Understanding the Health and Physical Education (HPE) curriculum

We all know how much is demanded of teachers precious time, and how clever teachers are at looking for ways to work smarter not harder. A common way of working smarter, when it comes to planning, is to share responsibility amongst a team, often taking responsibility for a particular curriculum area. Someone will have literacy, someone mathematics, and some lucky person will end up with health and physical education!

This section is aimed at all those people who like to give HPE planning a wide berth, those who enthusiastically volunteer, and those who feel like they have drawn the short straw when it comes to planning HPE in a meaningful way to meet the needs of their students and the curriculum.

In this section we will connect you with the HPE curriculum document, familiarise you with the pages and layout, and foster a relationship between you and the messages of this rich curriculum area.

What is a curriculum?

A curriculum has several meanings depending on the context in which it is used.

The New Zealand Curriculum is a set of national curriculum statements which define the learning principles and achievement aims and objectives which all schools in Aotearoa New Zealand are required to follow.

The school curriculum consists of the ways in which a school puts into the practice the policy set out in the national curriculum statements. This curriculum takes into account local needs, resources and priorities. This is undertaken in consultation with the community.



Activity: Taking a look at the New Zealand Curriculum

Complete the following questions in note form or by answering alternate questions with another teacher/colleague.

1. What is the key focus of the Health and Physical Education learning area in the [NZC](#)?
2. What differentiates the Health and Physical Education learning area from all other NZ curriculum learning areas? Why is this important?
3. What do you see as the common ground between Health and Physical Education? Are they connected or separate?



Please note sometimes we can get lost in the detail! However, as you can see these first questions help to develop key understandings of this curriculum learning area as a whole. It's really important to keep these key messages front and centre when it comes to teaching and learning in HPE.

Moving on

The following series of questions will help you connect with the 'guts' of the HPE learning area in the curriculum. There are four components: Underlying Concepts, Strands, Achievement Objectives (AO) and Key Areas of Learning (KAL) that give direction and depth to your planning, and in turn your teaching. The more familiar you become with these components the easier and more fluid the planning process, ultimately resulting in a better quality HPE programme for learners!

4. Name the unique concepts around which HPE is developed?
5. What is the purpose of these concepts?
6. There are four Strands of learning. Identify these and indicate how you think they relate to each other?
7. How many Achievement objectives do levels 1-5 have in HPE? What do you notice?
8. What is the role of the seven Key Areas of Learning? How would they impact planning, teaching and learning?

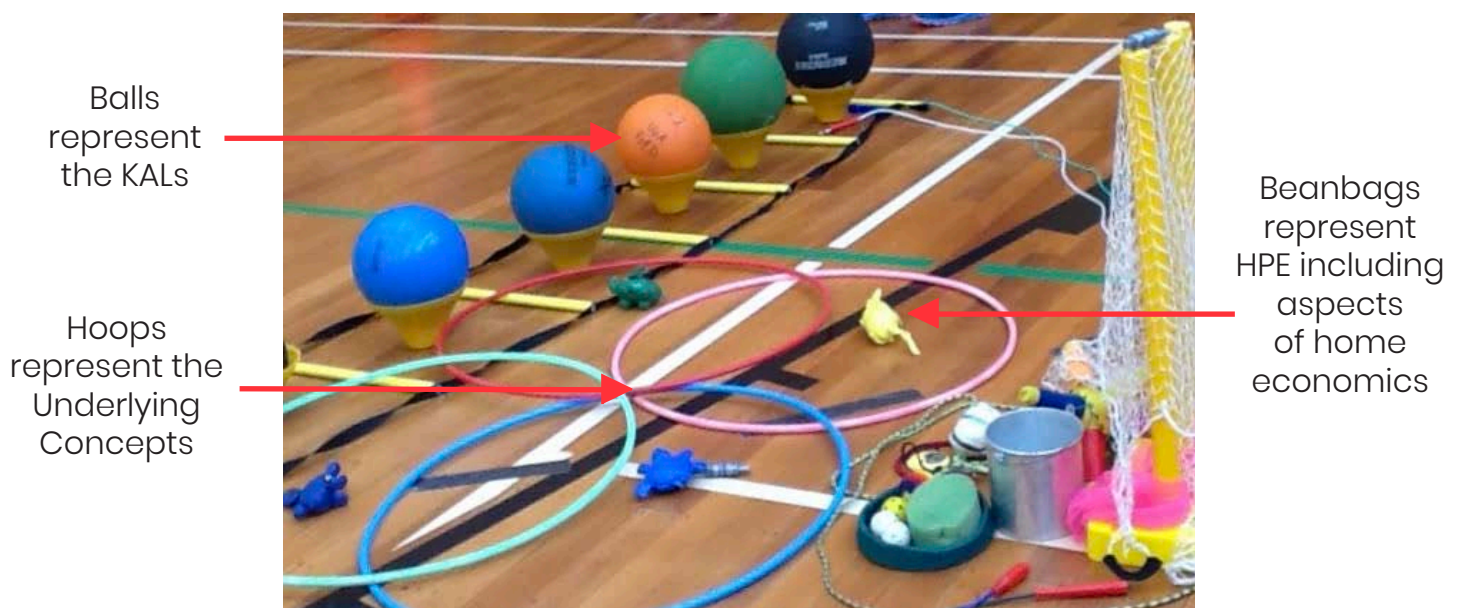
Clearly there is quite a lot to take on board. To continue the process, these remaining questions seek to develop a connection with the front and formative section of HPE in the NZC while also acknowledging the relevance of the previous [HPE curriculum](#) (MOE, 1999).

9. What role do the Vision, Principles and Values (MOE, 2007, pp. 8-10) play in planning HPE?
10. Compare and contrast the Essential Skills HPENZC (pp. 48-49) and the Key Competencies NZC (MOE, 2007, p. 12). Comment on the role that each could play in planning HPE.



Activity: Explore the *New Zealand Curriculum (2007)*

Teachers often admit to not having fully engaged with the NZC and HPE in that curriculum. One way to do this is as a 'conceptual map' using items as a metaphor to represent key parts of the curriculum. You could build this 'map' at home using household items, clothes, accessories or a group of colleagues build the map in the school hall, gymnasium or staffroom, using your physical education equipment.



1. Find an item to represent the Vision. Place this somewhere on your map.
2. Now find eight items to represent the Principles and arrange them how you see they might relate to the Vision.
3. Find enough items to represent the Values visually on your conceptual map. Reflect on how the values differ from the principles.

4. Find five items to represent the Key Competencies.
5. How many learning areas are there? Find appropriate items that could represent these to arrange on the conceptual map in a meaningful way showing the uniqueness of each learning area.
6. How many subject disciplines will you need to represent in HPE?
7. Find four significant items to represent the Underlying Concepts of the HPE learning area and build these into your conceptual map.
8. Now identify the four Strands and the Achievement Objectives for the year group that you currently teach. Represent the four Strands and the AOs on your map.
9. Finally, find items that represent the seven Key Areas of Learning in HPE.

When you have finished this work take a photograph of your concept map for future reference. Maybe you could print the photograph and post it on your classroom wall. Over the next week engage with the nine parts of your concept map by reading each section of the curriculum and asking yourself, 'What does the map 'look' like in practice in HPE? How do I make the curriculum 'explicit' in my HPE teaching?'



Activity: Explore the Underlying Concepts of HPE

An element unique to the health and physical education learning area curriculum are the Underlying Concepts. Often misunderstood or simply not known about, these four interdependent concepts are at the heart of this learning area, and as the name suggests, should underlie all planning, teaching and learning in this area.

This activity will build a connection and develop deeper understanding of each concept and how it might apply to your practice.

This is a jigsaw activity is played with three colleagues. Each nominate one

underlying concept that you will develop an understanding about. Use the NZC (p. 22) and the HPENZ (pp. 31-34) to help you.

For your chosen concept develop an elevator pitch (one to two minute summary) and create or select an image that represents it.

Come together as a group of four and share your images and elevator pitches. Question one another's concepts to clarify your own and their understanding of the concepts.



Activity: Strand and Achievement Objective themes mix and match

This task aims to familiarise you with the four strands and the AO themes across the curriculum. After ordering the four strands of the curriculum identify which strand you think each theme belongs to. To get the most out of this activity try to do this WITHOUT looking at your HPE curriculum documents first. Once complete, compare your thoughts with the document.

Complete the [Mix and Match Activity](#) by:

1. Sorting and ordering the four strands of the curriculum
2. Sorting the AO themes into their appropriate strand

Points to note

- The AO themes can be fluid, and although the document pins them



Activity: Reflection using traffic lights

Use the [achievement objective resource](#) to critically reflect on your current teaching of HPE. For this task you will need three highlighters, pens or coloured pencils (in red, orange and green).

Read all the AOs in this resource, not just the ones applicable to your current teaching level.

GREEN: Highlight those AOs (it does not have to be a complete AO, it may just be one part) that you are currently actively teaching ANYWHERE in your programme, that you are explicit about and your students have an understanding about their learning.

to a particular strand you may find legitimate ways to justify fitting the same theme into another strand. This is great and shows you are starting to see the fluidity of the learning and the connections that can be made.

- Not all strands have the same number of AO themes. They are not evenly spread, so don't let 'evenness' influence your decisions.
- Finally, make a note of how many AO themes explicitly reference skill learning. It is interesting to note how privileged skill learning can be in our current HPE programmes. And while critical and unique to HPE, it is important to note the wealth of other learning that is just as important in this curriculum area e.g. societal attitudes and values, safety management, challenges, and social and cultural factors.

ORANGE: Highlight those AOs (complete AO or one part) that may be happening in an unintentional, not explicit way in your current classroom programme.

RED: Highlight those AOs (complete AO or one part) that are not happening at all in your current classroom programme.

Then reflect on the ways you are meeting your AOs and the opportunities you are providing your students in HPE. Consider the orange AOs that you are not explicitly teaching. Make a plan for two of your identified red areas. How are you going to address these needs in your physical education programme?

Section overview

Now that you have built a relationship with the Health and Physical Education curriculum by engaging with the documents, reading online, participating in professional development tasks, collegial dialogue, and reflecting on your own practice, you will have gained a deeper understanding of the richness of this curriculum. Physical education is often neglected because teachers are not confident with teaching movement. This section aimed to help you become very familiar with the curriculum documents as a starting point for building your confidence knowing the underpinning ideals when it comes to teaching physical education.

Section 3: Approaches to planning HPE in New Zealand primary schools

Now that we have spent a great deal of time looking at some of the key components of the HPE curriculum you may be wondering how to put everything together to frame the teaching and learning for your students.

There are many ways to use the NZC and HPENZC to plan for effective teaching and learning. Below are two different approaches to planning. The first is an integrated approach that connects HPE with other learning areas across the curriculum for your students. More detail to this planning approach is explained further in Book Two Section 3. The second is a physical education approach, where the HPE learning area informs learning across other learning areas of the curriculum.

Setting the scene



Example 1: An integrated planning approach

I have a group of students who actively make all classroom tasks, particularly in literacy and numeracy, into a competition without understanding the true meaning of the task. Their behaviour disrupts the flow of the lesson and pressures other students into competing in non-competitive situations.

I also have students who avoid playing in any competitive class games. They will place themselves at the back of the line in the hope they don't get a turn or sabotage their turn so they can be out and have it over and done with.

What are my student needs?

They need opportunities:

- to be active in a diverse range of practical learning contexts
- to develop an understanding of the meaning and interpretation of the words competition and cooperation
- to use strategies/skills that give them success in competitive and cooperative situations
- to identify their own preference for play and be able to understand the preference of others.

What is happening (in school) beyond HPE for my students

What's happening?

This term we are focusing on developing our school house relationships. We are holding many events throughout the term for students to participate in teams.

Our inquiry focus is around communities. We are looking at this through the animal world in Science.

In social studies we are also looking at the Olympic games as a global event. An examination of historical, social, political, and community contexts will highlight the competitive emphasis and what this means to countries and athletes.

How we connect to HPE learning?

Games that are developed in our teaching and learning can be used in a house games afternoon.

Look at the way animal communities work together. How and why are they competitive and/cooperative? Can they be both? What strategies do they use to be effective in these situations?

In physical education competitive games and activities will identify how competition is experienced. After identifying how some Olympic athletes are pressured and manage competition we will transfer some of their strategies to our own game play.

Year 5 and 6 HPE Plan Term 3

Unit name: *There is no 'I' in team*

Curriculum – What *Key Areas of Learning* contexts, *Underlying Concepts*, *Key Competencies* and *Essential Skills* from the NZC and HPENZC might help to meet my students' needs?

Key Areas of Learning		Physical Activity, Sports Studies, Mental Health
Underlying Concepts	Attitudes and Values e.g. respect for the rights of other people – acceptance of a range of abilities; social justice – fairness.	What attitudes and values do students bring to competition and cooperation? Explore where these attitudes and values come from.
Achievement Objectives	B4: Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience. C3: Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.	Take part in cooperative and competing games and activities to experience how one's own and other students' behaviour can be changed to make the learning experience fair for all participants. Identify the demands (pressures) that can affect relationships with other children while playing games. Demonstrate the confidence to manage these pressures.
Learning Intention (LI)	We are learning to understand the effects and pressures of competitive and cooperative game play, and identify strategies to manage these.	

Key Competencies (KC) and Essential Skills (ES)	KC: Managing self	Be resilient and have strategies for facing challenge.	
	ES: Self management and competitive skills	Approach competition and feelings of success and failure in constructive ways. Show perseverance and adaptability. Know when it is appropriate to compete and when to cooperate.	
	KC: Relating to others ES: Social and cooperative Skills	Demonstrate effective relationships with others and work in cooperative ways to achieve common goals. Demonstrate consideration of other people.	
	ES: Communication skill	Express their needs and assert themselves. Listen and respond sensitively to others.	
Timeframe	It is a 10 week term, and we teach two 35 minutes lessons of PE a week. Our PE learning is split into two units over the term (five weeks each). Realistically in our first unit we have seven sessions over five weeks because of other curriculum commitments (a year level trip to the zoo, grandparents day celebrations, whole school singing practice). This plan is for eight sessions to allow for potential extra time. The other five week unit for this term will be determined based on the students needs at the end of this unit.		
Sessions	Learning	Experiences	Assessment
Sessions 1-3	Develop an understanding of the difference between competitive and cooperative games and how it affects behaviour and quality of the experience.	Play familiar games in both ways – competitively and cooperatively. Have students start designing the same game in both a competitive and cooperative way.	Verbalise their thoughts and feelings about their own behaviour and experiences in both competitive games and cooperative games.
Sessions 4-6	Identify the pressures that can influence interactions in competitive and cooperative games.	Play familiar games in both ways – competitively and cooperatively, e.g. netball. Have students start designing the same game in a competitive and cooperative way.	Students’ personal written reflections over four weeks that describe some of the pressures they have experienced in our games and how they acted/reacted to the pressure. Make observations to see if they can identify this in others during game play.
Sessions 7-8	Demonstrate basic assertive strategies.	Identify suitable assertive strategies to use in competitive and	Design images to explain assertive strategies options.

		cooperative game play. Demonstrate effective use of a strategy in game play.	In pairs observe assertive strategy used in game play and feedback to the player.
Context:	Familiar Games, Sports and Activities		
Competitive Games (winning)	Netball	Play netball in the traditional sense (competitively) identify and discuss pressures and strategies used. Then play netball in a cooperative manner by manipulating the game and rules (set a common goal for all the class, rather than for the teams) and reassess pressures and strategies used.	
	Sprinting (Olympic link to social studies)	Have students compete in individual sprint races. Students select a distance of choice e.g. 50m, 100m, 150m etc. Then have them complete the race in a cooperative group where they must work out how to run a greater distance such as 1500m. In this activity the team cooperates to allow each person to contribute different sprint distances to achieve the common goal.	
	Everybody's It	Play a version where everyone can tag everyone until everyone is out. Encourage students to think of how they might play this cooperatively. Let the students drive the learning through exploration to play the game in a range of different ways that allows for cooperation and non elimination.	
Cooperative Games (teamwork)	Marshmallows/Icebergs	As above, play these games true to their rules and cooperative intention. Have the students discuss pressures and/or assertive strategies they use. Then manipulate the rules of the game to play it in a competitive way (time limit, points, winning, limit or extend space where the game is played). When experienced, discuss how the different forms impacted on their success and enjoyment. Identify the different strategies they used to be more, or less, assertive as required by the different forms of these two games.	
	Group Juggle		

Once the unit is over: Teacher Reflection

- Do I have a review process?
- What did I do well?
- What did my students learn and apply in their lessons?
- What would I do differently next time?
- What did my student assessment tell me?
- What do my students need now?

Example 2: A physical education first planning approach

Setting the scene

I have a diverse range of students in my class from a number of different cultural groups. The students from different cultural groups do not always mix easily.

When we do physical education, I have a group of students who are highly competitive and able sporting kids. They are very keen to always play 'traditional' popular Kiwi games and sports in PE and always want to bat first or score the goals. They also tend to want to play together and dominate the game. They do not pass the ball much to the less experienced students and can be dismissive of games and activities from other cultures.

I also have students who lack the confidence and competence to participate in many of the games I select for PE. They avoid playing in any competitive class games. They will place themselves at the back of the line in hope they don't get a turn or sabotage their turn so they can be out and have it over and done with.

What are my student needs?

They need opportunities:

- to be active in a diverse range of practical learning contexts
- to develop an understanding of the meaning and interpretation of the words competition and cooperation
- to use strategies/skills that give them success in competitive and cooperative situations
- to identify their own preference for play and be able to understand the preference of others.

Year 5 and 6 HPE Plan Term 3

Unit name: *There is no 'I' in team*

Curriculum – What *Key Areas of Learning* contexts, *Underlying Concepts*, *Key Competencies* and *Essential Skills* from the NZC and HPENZC might help to meet my students' needs?

Key Areas of Learning		Physical Activity, Sports Studies, Mental Health
Underlying Concepts	Attitudes and Values: e.g. respect for the rights of other people – acceptance of a range of abilities; social justice – fairness. (HPENZC, 1999, p. 34)	What attitudes and values do students bring to • Participating in traditional Kiwi games and sports in PE? • Competition and cooperation? Explore where these attitudes and values come from.

Achievement Objectives	<p>A2: Regular physical activity</p> <p>B2: Positive attitudes and challenge</p> <p>C2: Identity, sensitivity and respect</p>	<p>How will the learning opportunities in this unit make my students more physically educated?</p> <p>Students will get the opportunity to: Participate in a wide range of enjoyable cooperative and competitive activities from different cultures.</p> <p>Show willingness and confidence to participate in challenging situations such as new cultural activities, competitive and cooperative games. Describe how these challenges impact on themselves and others.</p> <p>Identify ways to include others in physical games and activities that enhance their feeling of success, inclusion and self-worth.</p>
Learning Intentions (LI)	<ol style="list-style-type: none"> 1. We are learning to experience movement contexts from other cultures. 2. We are learning to understand the effects and pressures of competitive and cooperative game play, and identify strategies to manage these. 	
Key Competencies (KC) and Essential Skills (ES)	<p>LI 1: ES: Physical skills ES: Self-management and competitive skills</p> <p>KC Participating and contribution</p> <p>LI 2: KC: Relating to others</p> <p>ES: Social and Cooperative Skills</p>	<p>LI 1: Show perseverance and adaptability in unfamiliar competitive and cooperative activities and experience feelings of success and failure in constructive ways.</p> <p>Demonstrate effective relationships with others and work in cooperative ways to achieve common goals.</p> <p>LI 2: Demonstrate consideration of other people Listen and respond sensitively to include others.</p> <p>Know when it is appropriate to compete and when to cooperate.</p>
Timeframe	<p>It is a 10 week term, and we teach two 35 minutes lessons of PE a week. Our PE learning is split into two units over the term (five weeks each). Realistically in our first unit we have seven sessions over five weeks because of other curriculum commitments (a year level trip to the zoo, grandparents day celebrations, whole school singing practice). This plan is for eight sessions to allow for potential extra time. The other five week unit for this term will be determined based on the students needs at the end of this unit.</p>	

Sessions	Learning	Experiences	Assessment
Sessions 1-2 Tolerance Analyse practice Identify strategy Physical skills Interpersonal skills	Develop an understanding of the difference between cooperative and competitive games and activities and how it affects behaviour and quality of the experience.	Develop an appreciation of a range of games and activities played by other cultures e.g. Kī-o-rahi, Kabaddi, tītī torea (Māori stick games).	Verbalise their thoughts and feelings about participating in games and activities that are new to them or are from other cultures. Discuss levels of confidence and success in both cooperative and competitive activities. Did they feel more included in the cooperative or the competitive games?
Session 3 Take responsibility Explore options Identify strategy Negotiation and conflict skills Respect		After you have played a range of unfamiliar games and cultural activities, have students choose either a competitive or cooperative activity or game and start to design it in the opposite format i.e. if they choose a competitive game how can they change that to be cooperative? If they choose a cooperative game how can they change the rules of the activity or game to make it more competitive?	Verbalise their own behaviour and experiences in both competitive games and cooperative games.
Sessions 4-6 Approach challenge Physical skills Participate appropriately	Identify the pressures that can influence interactions in competitive and cooperative games.	Play some of the games the students have designed in both ways - competitively and cooperatively e.g. Kī-o-rahi.	Students' personal written reflections over eight weeks that describe some of the pressures they have experienced in our games and how they acted/reacted to the pressure. Make observations to see if they can identify this in others during game play.

<p>Sessions 7-8</p> <p>Analyse practice</p> <p>Advocate</p> <p>Empathetic understanding</p> <p>Implement decisions</p>	<p>Demonstrate inclusive strategies.</p>	<p>Identify suitable inclusion strategies to use in competitive and cooperative game play.</p> <p>Demonstrate effective use of an inclusion strategy in game play or activity.</p>	<p>Design images to explain an inclusive strategy.</p> <p>In pairs observe their partner use an inclusive strategy in game play and feedback to the player why it was successful or not for including others.</p>
<p>Context</p>	<p>Activities that relate to the KALs: Physical Activity and Sport Studies.</p>		
<p>Examples of Cooperative Activities</p>	<p>Te Ao Kori</p> <p>Adventure Based Learning</p> <p>Rhythm and Dance</p> <p>Gymnastics</p> <p>Aquatics</p>	<p>Tītī tōrea Poi</p> <p>Trust fall Ladders Zoom Burma trail</p> <p>Ethnic dance. Long rope skipping</p> <p>Trampoline double bouncing</p> <p>Creating a whirlpool in a swimming pool Rowing or paddling in pairs</p>	
<p>Examples of Competitive Games</p>	<p>Kī-o-rahi</p> <p>Sprinting</p> <p>Everybody's It</p>	<p>Play Kī-o-rahi in the traditional sense (competitively) identify and discuss pressures and strategies used. Then play netball in a cooperative manner by manipulating the game and rules (set a common goal for all the class, rather than for the teams) and reassess pressures and strategies used. Have the students discuss pressures of competition (time limit, points, winning).</p> <p>Have students compete in individual sprint races. Students select a distance of choice: 50m, 100m, 150m etc. Then have them complete the race in a cooperative group where they must complete 1500m between the group.</p> <p>Play a traditional version where everyone can tag everyone. Encourage students to think of how they might play this cooperatively. Let them drive the learning through trial and error.</p>	

Mental Health (Personal identity, self-worth)	Games to learn names, language and about each other Students play in mixed teams Different cultural groups playing together	Using games and activities from other cultures. Think of ways to make the games inclusive for all to participate with a sense of belonging and confidence. Adventure Based Learning activities.
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HPE Learning	How can we connect our learning beyond HPE?
Games and activities that are developed in our physical education teaching and learning can be played in lunchtimes and playtimes.	This term we are focusing on developing our school values (inclusion, respect, creative and interpersonal) in the playground at lunchtimes and morning break. The intention is that the students will carry what they learn in physical education into their free play at school to be more inclusive of one another.
Mental health strategies learned in physical education could be transferred to the playground.	Our inquiry focus is around mental health, inclusion and building communities. We are looking at this through being a good friend. As good friends we will share food and festivals from different cultures to develop and celebrate friendship.
Cooperation and competitive activities have different qualities.	Use these strategies to look at the way animal communities work together. How are they competitive and how are they cooperative? Can they be both? What strategies do they use to be effective in these situations.
Transferring the values of both to look at our Science inquiry and a global sporting event such as the Olympic Games.	In social studies we are looking at the Olympic Games as a global event. An examination of historical, social, political and community contexts will highlight the competitive emphasis and what this means to countries and athletes.

Once the unit is over: Teacher Reflection

- Do I have a review process?
- What did I do well?
- What did my students learn and apply in their lessons?
- What would I do differently next time?
- What did my student assessment tell me?
- What do my students need now?

Section overview

Planning can be a complicated beast, but it needn't be. Don't get locked into boxes and formats. Solid knowledge and understanding of the curriculum gives you as the teacher much more freedom in the planning process. The value of the *New Zealand Curriculum* comes in its non-prescriptive nature. It is a guide that allows for schools and teachers to frame learning to their own unique needs. The beauty is in pulling all the parts together to form a clear plan with explicit teaching and learning. This section showed two examples of planning. These planning examples are but one of many ways to do this. Use your newly developed knowledge of HPE to find what will work for you. The **process** of planning is covered in Book Two Section 3.

Conclusion:

Reflecting on your new understanding of health and physical education in the curriculum

The Introduction invited you onto our 'curriculum' marae and asked you to reflect on your experiences of teaching physical education. The ritual of the pōwhiri established the wānanga (educational gathering) of the full hui (gathering), as a metaphor to invite you to reflect on the past and look towards the future.

In Section 1 you explored commonly held beliefs and you were asked to reflect on the beliefs of your school, your school community and indeed your own understanding of what physical education is in relation to these commonly held beliefs.



This section of the resource suggested that commonly held beliefs serve as barriers to teaching quality physical education. You were given a wero (challenge) through the text of this resource, to disrupt notions that physical education is dispensable, weather dependent and equals sport by asking you to consider the value of learning in, through and about movement. You were guided to understand that to develop wellbeing through the HPE curriculum the application of Essential Skills such as social and cooperative skills, problem-solving and communication were as relevant as teaching physical skills.

In Section 2 you, and your colleagues, were encouraged to make time to actually READ and explore HPE in detail through two curriculum documents, the NZC and the HPENZC. The 1999 document is a gem as it explains in detail the different contexts for teaching HPE; Physical Activity, Outdoor Education, Sports Studies, Mental Health, Sexuality, Body Care and Physical Safety, and Food and Nutrition.

The Strands, Essential Skills and Underlying Concepts were explored in Section 2. While the Achievement Objectives have been updated and realigned with the [NZC](#) thorough reading of the [HPENZC](#) will help you become familiar with these concepts in more detail. So many busy teachers haven't read the two documents but all teachers need to have a good understanding of curriculum documents to be more effective teachers. Sadly, more often than not, they have been left to gather dust in offices without being read or reread for the vital curriculum knowledge they teach. These documents were developed *by teachers for teachers*.

In Section 3 you were introduced to two working examples of unit plans for HPE. The intent was to show how to use curriculum documents to inform planning and guide the selection of the movement contexts for learning. HPE is often 'siloed' because of its unique movement factor. However, many passionate HPE educators would argue that because the HPE learning area has an holistic socially-critical perspective that is focused on developing wellbeing, it is the most critical and connected learning area to human development of all the learning areas in the NZC. Creating teaching and learning experiences in HPE is one of the most valuable learning opportunities you can give students.

Book Overview

Book One has focused on helping you understand HPE in the NZC. Now that you have built a relationship with the Health and Physical Education learning area by reading this resource, referring to the relevant curriculum documents, reading online, participating in professional dialogue and reflecting on your own practice, you will have gained a deeper understanding of the richness of this curriculum.

In Book Two you will gain information about applying these ideas into practice through specific contexts in physical education and pedagogical considerations to ensure your programme is a quality one to meet the needs of your diverse learners. While your future HPE programme may include some sporting contexts and fitness, educationally it will help to realise that it is more than sport, a brain break or a daily fitness session and is no longer constrained by inter-school events for the physically able. Quality physical education aims to make movement accessible and enjoyable for all students. Book Two will help you to put these understandings, new learnings and challenges into your practice.



Activity: Reflective questions on understanding HPE in the NZC

1. If you were now asked to stand on a continuum of 1-10 with one representing strong agreement with the commonly held beliefs to ten representing strong disagreement, where would you stand? Has your stance changed?
2. What have you learned?
3. What has challenged you?
4. What was new?
5. What are you going to do first in your practice?

Resources

Health and Physical Education Curriculum

[The New Zealand Curriculum \(NZC\), \(MOE, 2007\)](#)

[Health and Physical Education in the NZC \(MOE, 2007\)](#)

[Health and Physical Education in the New Zealand Curriculum \(HPENZC\), \(MOE, 1999\)](#)

[Curriculum Achievement Objectives by Learning Area](#)

[Health and Physical Education Community online](#)

[Curriculum in Action Booklets](#)

[Te Ao Kori](#)

[Cultural, gender and special ability inclusiveness in Health and Physical Education](#)

[HPENZC 1999 Glossary](#)

Curriculum resources

[EOTC Guidelines](#)

[Leading Local Curriculum Guide Series](#)

[Local Curriculum](#)

[Revised Technology Learning Area](#)

[Spotlight on important aspects of the NZC](#)

[Information sharing and learning partnerships](#)

Health and Physical Education Subject Associations

[Physical Education New Zealand \(PENZ\)](#)

[Health Education Association New Zealand \(HEANZ\)](#)

[Education Outdoors New Zealand \(EONZ\)](#)

[Home Economics and Technology Teachers' Association New Zealand](#)

Assessment resources

[Assessment for Learning](#)

[Assessment Online](#)

Planning resources

[Inclusive Planning](#)

Pedagogy resources

[Pedagogy for modern learning](#)

[Effective pedagogy for all students](#)

Physical Activity resources

[Physical Activity Guideline for Healthy Confident Kids](#)

Primary physical education research articles resources

Cosgriff, M., Petrie, K., Burrows, L., Keown, S., Devcich, J., Duggan, D., & Naera, J. (2013). What's in a name? Re-imagining Health and Physical Education in the primary school. *Journal of physical education New Zealand*, pp. 11-13.

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Primary physical education text book resources

Ennis, C. (2018). *Routledge handbook of physical education pedagogies*. (1st ed). London, United Kingdom: Routledge.

Griggs, G., & Petrie K. (Eds.). (2017). *Routledge handbook of primary physical education*. (1st ed). London: Routledge. (New Zealand specific content).

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Glossary of terms

Achievement Objectives (AOs) describe the intended learning at each level of the curriculum.

Adventure Based Learning (ABL) is an experiential learning model used in physical education and outdoor education. ABL uses a sequence of activities underpinned by an unique philosophy that needs to be understood to make best use of the model.

Aroha is love, affection, caring.

Critical pedagogy is an educational philosophy that questions the power relations within education and seeks for social justice and action for those who are disadvantaged by conventional educational systems.

Education outside the classroom (EOTC) is a term that encompasses learning experiences out of the classroom e.g. from the school grounds, to field trips, to museum and art galleries, to a factory or a supermarket, and includes a school camp.

Guided discovery and problem-solving approaches. A line of questioning that helps learners realise for themselves ways to solve problems placed in front of them by teachers.

Hauora is a Māori philosophy of health unique to New Zealand.

Health and Physical Education Curriculum. We refer to two versions of the curriculum. The first is *Health and Physical Education in the New Zealand Curriculum* (HPENZC), (MOE, 1999). This document was the key change in health and physical education towards a more holistic and socially critical view of the learning area. It has detailed explanations of the Underlying Concepts, Key Areas of Learning, Achievement Objectives and The Essential Skills. In 2007 all curriculum documents were consolidated into one document, *The New Zealand Curriculum*. Some of the language of the Achievement Objectives were changed but the intent remained the same. However, information regarding the HPE learning area went from sixty-four pages to ten. Therefore, we urge teachers to access HPENZC to gain an in-depth perspective into the richness of the health and physical curriculum.

Hui wānanga is gathering with learning or educational purpose.

Key Areas of Learning (KALs) are the seven key contexts for health and physical education learning: Physical Activity, Sport Studies, Outdoor Education, Food and Nutrition, Body Care and Physical Safety, Sexuality Education, and Mental Health.

Kai moana is seafood.

Kaupapa refers to cause, principle, purpose, subject, theme, topic.

Kotahitanga is unity of purpose.

Learning intention describes the purpose for a lesson. It gives the connotation that

the purpose of the lesson may have intended to go in a certain direction but can be changed by the teacher or the students as the lesson evolves.

Manākitanga is hospitality and generosity.

Marae is a traditional Māori gathering place.

MOE is an abbreviation for Ministry of Education.

Ngahere is the bush or forest.

Open-ended divergent questions is a type of questioning that is not intended to lead learners to a certain conclusion, but to come up with new and different solutions.

Outdoor education (OE) is one of the seven key areas of learning in the Health and Physical Education curriculum. OE is focused on learning in a natural environment including outdoor pursuits such as tramping, kayaking, and rock climbing. This term is also applied to school camp contexts.

Socially critical pedagogy is a term used in physical education to describe critical pedagogy.

Socio-ecological perspective is a view of health and physical education that includes the interdependence between individual, group societal and environmental factors that effect wellbeing.

Sports Education describes an instructional model where participants experience and learn about a sport through engaging in different roles such as player, coach, or referee, by organising their own competition within the group.

Success criteria are used to help students and teachers determine if learning has occurred, progress made or achievement reached. This is most effective when the criteria is developed in partnership with the students at the start of the session of learning.

Teaching personal and social responsibility (TPSR) (Hellison, 2003), is an approach or philosophy of teaching that asks participants to reflect on their level of engagement with group activities and with other people. This approach challenges participants to move along a scale from disruptive disengagement at one end to leadership and application to other areas of life.

Te Ao Kori is the unique Māori context of movement in physical education, used to develop basic movement skills such as poi and tītī torea

Underlying Concepts. These provide the conceptual framework of HPENZC or the main messages that should be coming across throughout a teaching programme. These concepts are Hauora; Socio-ecological perspective; Attitudes and Values; and Health Promotion.

Wellbeing is a concept that encompasses the physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

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