

Implementing Physical Education in Practice

Book Two



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

Hui Wānanga

After the pōwhiri when you have been called onto the marae, responded to the whaikorero (speeches) of welcome, and then eaten in the whare kai (dining room) to take away your waewae tapu (sacredness), you and the other manuhiri (visitors) are now noa (normal). The marae is now your place to stay, to settle in and begin your learning. Feeling full from the generous servings of kai (food) you rub your puku (stomach) and then move out of the whare kai.

As you emerge into the sunlight you see, in front of the wharenuī (meeting house) a group of rangitāne (youth) standing alertly as they whakarongo (listen) to instructions on how to use the taiaha. The spear-like weapon is special to tikanga (customs) Māori and the instructor is making sure the young people grasp the tapu nature of what they are learning. Holding the taiaha in both hands, parallel to the ground, the instructor intones a karakia (prayer) dedicating the mau rākau (weapon practice) to Tūmatauenga (God of war). Some of the rangitane fidget and look around, others stand staunchly focussed ready to respond to the kōrero (speech) and movement instructions.

Watching the group as they move according to the instructions they have been given, it is good to notice that the curriculum of movement is structured, sequenced and progressive. It allows for group actions that require individual input as well as group synchronisation and unison. Other practices allow the application of learned moves in creative ways as small groups choreograph sequences of action and reaction putting into practice their knowledge and understanding. Footwork is copied in patterns that have been learned and developed through time when hand to hand combat was the way iwi (tribes) defended their land from one another's attack. In modern times this physical activity with the rākau (sticks) prepares young people for fitness, hand eye coordination and resilience as the physical challenge places stress on weak muscles and requires concentration in the moment. This is physical education, learning through movement about the tikanga of the taiaha, in a unique context that allows for mistakes that will not be fatal.

Learning is a life-long process with a huge pool of expanding knowledge to understand. In the 21st century we learn in a variety of ways, such as listening, watching, and imitating others, reading books, social media, watching television and films, reading the newspaper, magazines, writing, and surfing the 'net'. In Māori culture traditionally there are kete (baskets) of knowledge that need to be known to be more effective as human beings. A key basket of knowledge in physical education is that we learn through movement. Physical education is the only curriculum area where movement is at the forefront. This makes physical education a unique learning context that can stand on its own but can also be linked to all other areas of the curriculum. How exciting is that!

Hmmm, you might say. I can see the excitement but I am not so sure that I am able to do justice to physical education. Your concern is justified, with so many elements to a school curriculum, there is a lot to deal with. In Book Two we will demystify some of the challenges you might face and introduce you to some new ways of thinking (or remind you of what you might already know) that will help you plan meaningful, enjoyable (for you and your students) lessons to make physical education an essential part of your teaching and learning.



Teaching for meaningful physical education – the curriculum is under pressure

Schools curricula are under pressure and it may seem easier to outsource to individuals, organisations or agencies to teach individual sports or physical activities, instead of regular physical education taught by qualified teachers from within the school. Some schools report this works well in the belief that outsourcing offers expert advice, gives them the chance for professional development of their staff, and better activities than what is usual in their physical education. However, some teachers are concerned that outside providers lack pedagogical skills, curriculum knowledge and quality of planning for the specific needs of each school.

Teachers also express concern that the outside providers do not know the students to the extent their teacher does so the effect of the tuition is minimised. From this perspective it is critical that principals, teachers and sports coordinators design their school's curriculum according to the needs of their students and the NZC (MOE, 2007). This will mean decisions to outsource aspects of their programmes are based on design, rather than response to yet another offer from a well-meaning but not necessarily appropriate outside provider.

Research (Tinning, Kirk & Evans, 1993) shows that students' initial experience in physical education has the potential to influence their later lives in terms of social, psychological, and physical development. Adverse undesirable experiences may create opposition towards physical education, so as professionals, teachers need to be mindful of these kinds of

outcomes. The same could be said for bad experiences with maths or reading or any other learning area. The bottom line is not all students and teachers will love physical education but we can help to foster and guide movement experiences that grow their interest and support the development of the whole child.

Online resources such as this, allow teachers to find out about current thinking and material that is available to support their teaching and learning in physical education. It might also be worthwhile to check out the cupboards in the physical education shed or resource room for teaching and learning materials that have that has been available for quite some time but have been forgotten. While the Achievement Objectives have been updated for health and physical education there is still great content in the [*Curriculum in Action*](#) books.

The intention of this resource is not to provide a pre-packaged curriculum because there is a danger that it will be adopted without thinking about the ethos and other factors that make your school and students unique. In light of these other resources, this resource you are now reading will steer you towards a greater confidence in what you choose to teach even though you might think you know little about what we are talking about! Remember, Kiwis are noted for their DIY. This isn't DIY teaching but it brings with it some of those values of independence and I can do it – just give me the No 8 wire!

Review of the aims of the Health and Physical Education curriculums

Drawing from the NZC and HPENZC the aims of physical education can be summarised as being able to:

- Promote the learning of new skills associated with in, through and about movement.
- Enhance, extend, inform and critique the deliberate use of play, exercise or physical activity within an individual and societal contexts.
- Emphasise the inter-relatedness of the physical, social, spiritual, mental, and emotional nature of wellbeing.

Promote the learning of new skills associated with in, through and about movement.

In: Learning physical skills to take part in a range of gymnastic environments.

For example: Mount and dismounts for the beam, box horse and trampoline; lunge, forward roll, handstands, cartwheel on the mat; through vault, and handspring over the box horse. This means you are focusing on learning 'actional movements' and on developing kinaesthetic awareness. To be able to complete a backward roll or to balance on your hands, you need to have an 'awareness' of where you are in the 'space' around you for example, to recognise when you are upside down, turning or balancing.

Through: Using the context of gymnastics to learn such behaviours as, communication, safety management, self-management, leadership, and membership.

For example: In educational gymnastics, for students to be able to synchronise movement to music, or choreograph, with a partner, a sequence of movement that includes balance, rolling and turning. They will also need to use and apply Essential Skills and Key Competencies. In the tasks identified above these could be to: ensure safety and self-management; participating and contributing; use language symbols and text; and relate to others through challenging movement tasks.

About: Learning about movement in terms of the scientific, technological, social, and cultural perspectives. This could be done with special reference to a physical activity such as educational gymnastics. The 'about' dimension refers to information that helps to put movement into a context and make sense of it.

For example: Scientific; physics, biomechanics, transfer of momentum, technological; the structure and make up of gymnastics apparatus. Cultural; the history of gymnastics and its links to the Olympics and educational gymnastics, the culture of gymnastic movement concepts and their terminology such as, rolling, landing, and swinging, and transferring these to real life situations such as when might I need to land safely? Or when might I need to use balance? Link to a bicultural context, knowledge about Māori traditions associated with creativity, balance, flow, and aesthetic appreciation of movement.

Enhance, extend, inform and critique the deliberate use of play, exercise or physical activity within individual and societal contexts.

It is common practice today to enhance a selfie by taking the photograph and applying modifications of the original to extend how a person might look. The New Zealand Health and Physical Education curriculums were designed to do the same using movement mediums to enhance (make better), extend (broaden the range of possibilities), and inform (educate and challenge) what is taken for granted so that wider content possibilities are encouraged and critiqued.

Enhancement and extension of learning in physical education is promoted by asking questions of your learners about why we do the things we do, especially who is advantaged and who is disadvantaged by selected activities. This means that in physical education, where play, exercise and physical activity is deliberately planned, a learning environment needs to be created where everyone is valued for who they are and what they can do at that particular point in time. The critique of what happens in this environment is when teachers, and learners – once they understand, think about and initiate practices and activities in physical education so they can be ‘done’ in fair and equitable ways for all participants and not just a vocal portion of the group. For example, those who demand to play basketball. How is the game of basketball fair for short people or the ones who are scared of a large ball flying towards them? Or, what about those who want to make a competition out of everything, on and off the field? These students (and teachers) miss the point that for competition to be successful, teams and individuals have to cooperate first to achieve their ‘goals’.

Importantly, this kind of critical pedagogy enables participants to become better informed to take critical action. The intent is to ensure physical education is a place where they are valued, included and able to safely challenge and extend their own abilities in, through and about play, exercise and other physical activities involving individual and social interaction. This is the hands-on practice of ‘critical action’ that underpins the ideas of a holistic and socially critical perspective in physical education.

Emphasise the inter-relatedness of the physical, social, spiritual, mental and emotional nature of wellbeing.

In the HPENZC curriculum the concept of wellbeing includes physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation. What is unique (and something we should be really proud of) about the HPE learning area in Aotearoa New Zealand is the inclusion of hauora, a Māori philosophy of health. It is always difficult to translate meaning from one culture to another but the list below provides a reasonable interpretation.

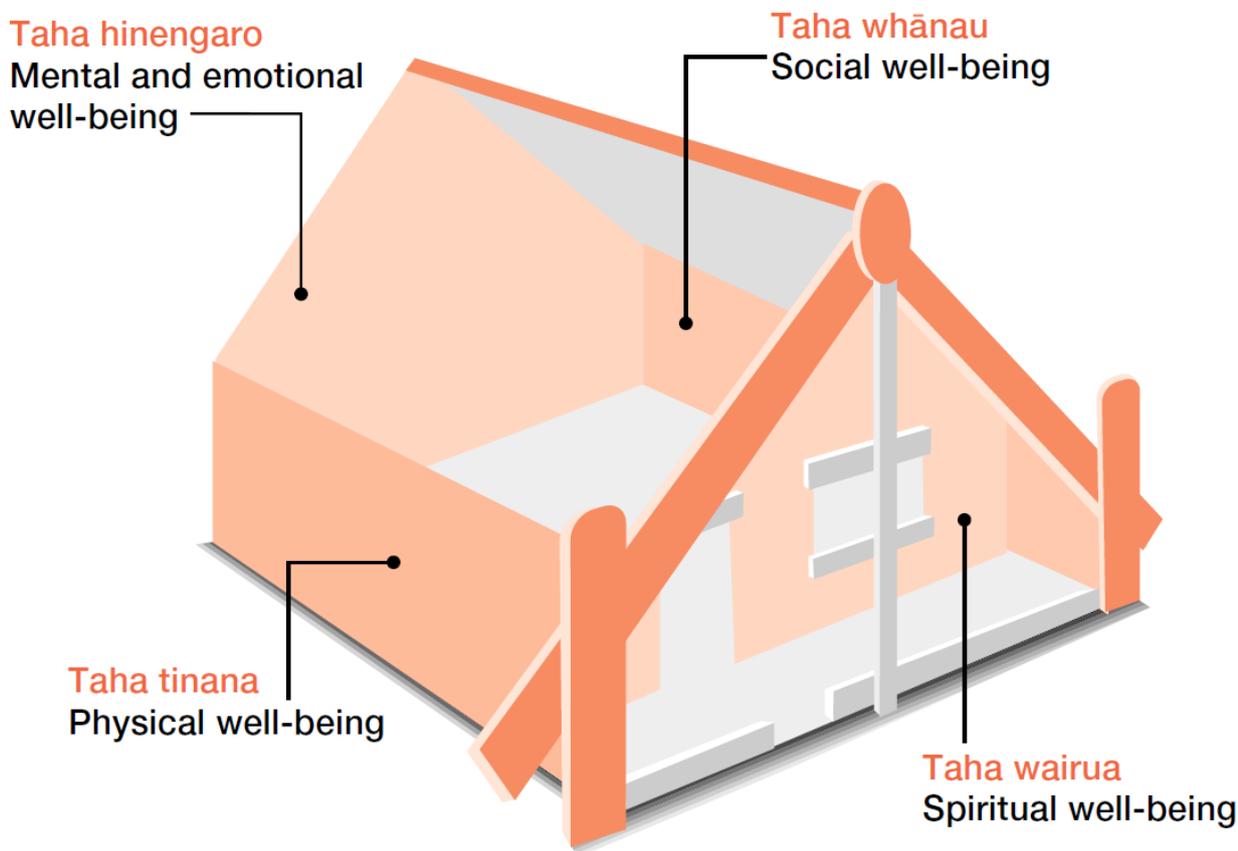
The key emphasis of hauora (wellbeing) is to highlight the inter-relatedness of these four dimensions.

- **taha tinana:** physical, the capacity for physical growth, development and skilled movement.
- **taha whānau:** family support, social interactions, the capacity to belong, compassion and caring.
- **taha hinengaro:** mental and emotional, the capacity to communicate thoughts and feelings, to think critically and coherently.

- **taha wairua;** spiritual, personal belief structures, the quest for personal meaning, for personal identity, and for the values that determine the way we live.

Physical education can be viewed as a site of cultural practice. The culture can be identified by the way in which the curriculum is delivered and the particular pedagogical practices which are utilised for the delivery. To interpret the HPE learning area and the concepts underpinning hauora, you will require awareness and respect for the Māori worldview, cultural values and practices.

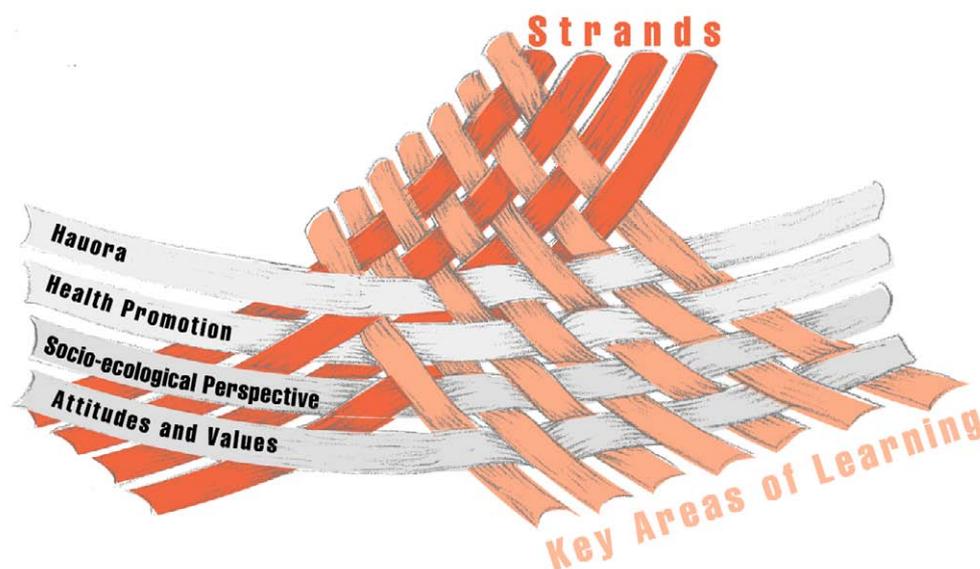
This positions HPE in a bicultural context taught across classrooms that range from monocultural to multicultural. The key link is to understand that the tinana, whānau, hinengaro and wairua aspects of wellbeing are not singular but a mix that when delivered bi-culturally will support cross-cultural knowledge and understanding by drawing similar cultural threads together within your classroom. This recognises the Treaty of Waitangi partnership between Māori and Pākehā, and that other cultures are valued for the contributions they bring.



HPENZC (p 31).

There is much to weave into the development of units for teaching physical education. Remember, Rome wasn't built in a day, and your planning can be initiated over at least a two year period to address a variety of learning contexts as advocated for by the Underlying Concepts, Strands, Achievement Objectives, and Key Areas of Learning. Some of your planning is going to challenge you to take some proactive steps that you may or may

not feel comfortable to do. However, when you plan it is hoped that you will be able to share the task with others in your school. Your relatedness to one another as teachers and friends and your shared understanding of the children you teach will be significant to your wellbeing and to making a difference in physical education. You simply have to believe in what is possible to enhance, extend, inform and critique what stands for physical education in your school.



HPENZC (p 35).

A gardening metaphor for physical education growth and development

In this resource you are invited to read the following narrative as a way to encourage you to understand this resource and what it asks of you.

But first consider the following: In tikanga Māori, European literature, and Aboriginal stories, to name a few, metaphor helps to pass on messages of significance. The Māori legend where Rona is banished to the moon is about not having one person dominate in relationships; Little Red Riding Hood teaches about stranger danger;

and Aboriginal Dreamtime stories create understanding of how the universe came to be, how human beings were created and how their creator intended humans to function within the world as they knew it. To think metaphorically can help iron out and create an understanding of what is meant and what is needed for change. In the following excerpt a metaphoric portrayal is narrated to encourage korero (conversations and actions) about teaching physical education in meaningful ways.

Ngā Kākano – sowing the seeds

Imagine the HPE learning area in primary schools as a vegetable garden. Over the last 10–15 years the gardens in each school have received little encouragement or support and so many have been neglected or have been left to grow in interesting ways. In most schools the area for a garden has been reduced and used for other purposes. In some schools only a few small carrots and radishes are growing amongst the weeds. In other schools only pumpkins and tomatoes have been planted and there is no space for anything else. In a number of schools, commercial contractors have come into the schools offering to look after the garden for them, and the schools have agreed. These contractors are busy in lots of schools, but they just plant pumpkins and tomatoes and then move onto the next school. They often provide limited support for how to grow these successfully and what to do come harvest time.

A few schools grow herbs and spices and give garden space to a variety of vegetables that will flower and provide an amazing variety of produce of vast nutritional value. These gardens are not perfect, but there is variety and the students are involved. Sometimes schools look beyond their own gardening knowledge for support to learn how they can grow better. They might watch gardening programmes, read gardening books, chat with other garden loving friends or seek expert gardening advice. These support systems can make them think twice about what, how and why they are doing the things they do, helping them to be better gardeners and grow better gardens. The next section of Book Two will help you begin to get your ‘kumara’ plants in line.





Activity

Using the metaphor of physical education as a garden, kōrero with another colleague about what currently informs your teaching of physical education?

Or

You could draw a picture of your garden beds showing where the good vegetables are planted, where there is overplanting, where you have placed or neglected the herbs and spices, and where the weeds are taking over. Are there things in the compost that are nurturing and helping your garden or has the compost rotted and needs to be replenished?

Section overview

The introduction to Book Two was designed to position you back in charge of the garden that is your physical education programme. By reminding you of a learning area under pressure, often through neglect, the aims of physical education, with a range of examples to support the korero, identified the kaupapa of this resource to enable the wānanga to move forward. You are the kaitiaki (guardian) of knowledge pertaining to health and physical education. In the next section you will encounter a number of conversations by teachers who discuss their teaching practice in other learning areas. They identify some of the rich planting they have in those 'gardens' that could be transplanted into their physical education garden.

Section 1: Teachers' perspectives

Transferring quality practices from the classroom (other gardens) to the physical education 'field'



Activity

Describe yourself as a teacher. What is your teaching style? What are you passionate about when it comes to teaching and learning? What is your bottom line?

As gardeners (teachers) you are likely to be busy tending to multiple gardens (curriculum areas) at once. Some that you may be passionate about and others that may require more support and attention from you. Some gardens may be planted with plants you love, or old faithfuls or perhaps you are giving something new a go. Sometimes you run out of time to tend to all your gardens and they can grow wild and become unkempt, or perhaps you might get somebody else to look after gardens that you are not sure how to manage.

The truth of the matter is that good gardening practice applies to all gardens, no matter what you are growing, and

as the gardener, you know the lay of the land better than anybody else! Sure, different plants may require you to tend to them in unique ways, but the underlying gardening philosophy of good soil, sunshine, water, care, and attention applies to all plants and all gardens anywhere.

For many teachers the main barrier to teaching health and physical education is simply "I don't know how". We have seen quality educators with passions for visual arts, literacy, numeracy and Science lose confidence in their own ability when it comes to teaching physical education. The truth is, if you are a quality educator 'within' the classroom, you are a quality educator 'out' of it too! What we find is that the nature of physical education doesn't always make transferring quality practices obvious.



Activity

Thinking of a typical day of teaching, reflect on the lessons you taught in a range of curriculum areas. What is similar about your philosophy and teaching practices across different learning areas. What are some teaching practices that might be curriculum specific?

Compare these to your current, typical physical education lesson. Are there practices that you are already using in physical education that you use in other learning areas? Can you think of some quality teaching practices you already use in other curriculum areas, that you could experiment with, in physical education?

Teacher conversations: Kōrero mai, speak in as many ways as you can

The following are journal entries and kōrero based on a range of teacher's perspectives. These examples show how, by using conversations and journal writing as a method of inquiry, teachers are able to think through their ideas for change.

However, there is nothing new here, just a matter of transferring the application of the strategy from one context, i.e. mathematics, to another – physical education. The kōrero and writing of these teachers deal with questioning and reflection; grouping and resources; ako (learning); purpose for teaching; exploring learning by making mistakes and causing chaos; and student agency.

Teacher A: Questioning and reflection

Open in Adobe Acrobat and click the sound icons to play or stop the audio



Over a cup of coffee this teacher spoke to her mentor.

“Now that I look back on my practice, it seems like such an obvious strategy to use with my learners, because by adding in effective questioning and reflection throughout my PE lessons I was able to get a far better grasp on my students' learning.

I was purposefully and effectively doing this with my maths and reading groups within the classroom. In these subjects I had identified learning for my group sessions. I used specific questions to link to the identified learning and gave students multiple opportunities to reflect upon their learning throughout the session. At the end of reading and math group times I would reflect with the whole class and have students share some of their key learnings, celebrations or struggles for the day. I wanted to use this process in my HPE!

I began by becoming clearer about the learning in HPE so I could direct my questions at the learning intentions. My students took to this really quickly as it was a process they were familiar with. In fact I think that really helped. My students really enjoyed the end of session reflection in maths and reading, and were eager to respond when we transferred this to HPE. They loved talking about their learning and could identify some very clear learnings, celebrations and struggles. This gave depth to my teaching and learning process as I was able to build a picture of their understanding and then develop my future teaching and learning around their understanding rather than just what I thought they were learning, or what they were supposed to be learning.”

Teacher B: Grouping and resources

Journal Entry

The biggest mind shift I have made with my physical education teaching happened when I was challenged to really think in terms of grouping and distribution of resources. Imagine this scenario...

You have a class of 25 Year 1 learners. At writing time you provide just one or two pens/pencils to the class to improve their writing skills. In art you provide three paint brushes and expect the rest of the children to wait in line while they watch and learn from the others. When reading with students, you provide all learners with access to just level 1/Magenta/one line texts because that is where they 'should be at'. For numeracy you repeat the same Term 1 plan you have used for the last four years and don't seek to gain any knowledge about the learners abilities or understandings so you can cater for their needs.

I asked myself how this kind of resource distribution makes me feel about the experience of the learner with regards to quality teaching of physical education because when you think about it this is what we do...

...when we go about teaching physical education, why do we often provide one or two balls amongst a class of 25 and expect them to make vast skill improvement, and learn effectively by waiting and watching others play? Why do we often fixate on only providing access to one particular piece of PE equipment at a time and expect success and enjoyment of all students at the same rate? Why is it ok to pull out the planning we have used for the term for the last eight years? What are we thinking???? Or not!

Journal Entry

I now approach physical education like I do all my other areas of teaching. I actively look for ways to provide;

- enough equipment to support the learning purpose
- a range of resources so the learning is accessible at all skill levels and abilities.

For example, my class was learning about the difference between competitive games and cooperative games. We were using T-ball as our context. Rather than having one game for the class, I set up two games and split my class into four teams. This upped their activity and involvement time as the wait time was reduced. After speaking with the students around equipment selection, we ended up with a range of balls and bats for students to choose from. This increased student participation as they could adapt the game to their needs, and also experiment with a number of different combinations to work out what was effective. All this was happening 'on the side' while we focussed our main learning around competition vs cooperation.

Journal Entry

The teaching I described yesterday has been one of my most successful physical education lessons yet. I am really pleased to say that now more kids are involved in movement during physical education and as a result are better positioned to talk about their learning because of their involvement. More kids are confident to participate because they know there will be choice and variety around the resources they use.

Teacher C: Ako (learning)



Spoken memo to myself while driving to school.

“ I like my students to know that I am an active learner. Within my classroom I will purposefully demonstrate and participate in learning opportunities where I can learn something too.

I find myself doing this mostly through our inquiry learning, science based learning and maths. It's great when our learning takes us into areas that are new for me too as I can genuinely learn alongside my students. We ask questions, pose ideas, research and experiment to find the answers. We learn together and the students develop valuable skills of research, trial and error, problem solving, and teamwork.

Other than learning the rules to games I didn't know, I really wasn't too sure how to be a learner alongside my students in HPE. In HPE, I felt like I had to know all the rules and skills of the sport I was teaching and never became a learner alongside them. Now having reflected on my teaching practice, my approach to planning and teaching HPE has become my learning journey. My students know this and I am taking them along on my journey, which is now our journey.

As a class we are learning to look at HPE beyond learning sports. I am sharing the curriculum with them and we are looking for ways to make better connections to it. We now explore a far wider range of movement contexts. My journey into using dance and te reo kori was up there because so many students got to express themselves culturally and creatively. My students and their reflections, along with my own, have been pivotal in improving my practice and I am more comfortable in how to role model my learning journey in HPE. ”

Teacher D: Purpose for teaching

Dear journal, I want to think about this (I have set it out separately to give it my full writing consideration)...

Do we expect teachers to develop all of their students into award winning novelists or do we prioritise genres? Do we expect teachers to develop all of their students into professional news readers and be able to memorise all of their books? Do we expect our teachers to develop all of their students into Nobel peace prize winners? Do we expect teachers to develop the next All Black, Silver Fern, Black Cap or develop learners who have the ability to skilfully and accurately play a range of games?

... when we actually know that not everyone can be that small percentage of people on the world stage.

I think we want children, who love sharing their ideas and messages through text, who choose to get lost in the world of a book, who can participate in social conversations in scientific contexts, who want to be engaged in physical activity for life at whatever level they connect.

It's our jobs as teaching professionals to develop them to be confident, capable and critical learners who have had exposure to a wide variety of contexts so they can develop a drive for ongoing learning and participation at whatever level so they can have fun and contribute to society. Phew, that was a marathon sentence but you know what I mean.

It's funny you know. I've never felt the pressure to develop my learners into award winning novelists, Nobel Peace prize winners or newsreaders. But I've often felt the pressure in my physical education lessons to be developing Silver Ferns, All Blacks and Black Caps. Once I gained a better understanding of the breadth and depth of the HPE curriculum, and learnt to apply it better in my teaching, my students' learning experiences have improved tenfold.

I learnt that my lesson didn't have to be about 'cricket' but rather how we can apply game strategies, such as 'backing up' and 'relaying', in a cricket and softball context. I learnt that just because it was winter, it didn't mean that I had to teach rugby, of which I knew nothing! I learnt that if my class was focusing on cultural identity in our inquiry time, I could support and grow this learning in my HPE lesson by using a cultural context. In fact, this has been the most enjoyable learning my class has had this year. We had huge child and parent involvement as we talked about games and dance from different cultures. We had families come in and help us learn how to dance and play games from around the world. Being part of the different cultural 'movement' community in our class was a lot more effective than the 'large ball' unit I was going to use from years gone by!

Teacher E: Time to explore the learning – make mistakes and have chaos



Notes to myself:

This has been one of the hardest, but most rewarding changes to my practice!!! I realised that I was encouraging my learners to make mistakes in writing so they could learn from them. I also did this within my reading programme. We always celebrated students who identified a mistake and fixed it up themselves. I gave them the space to do this. I was teaching quality inquiry and science skills by supporting my learners to hypothesise what they thought might happen in a science context

and then providing them the opportunity to experiment and see what would happen so they could drive their own learning.

But once outside of the classroom, I was completely reluctant to allow my students the same freedoms and experiences. I put my controlling teacher hat on and took charge. "Miss can we use the bean bags today?" "No, we are using the tennis balls because they bounce better". "Miss can we have a Y7 vs Y8 game today?" "No, because it will be too imbalanced and the game won't be fun"... I was so busy living in my adult world, where I already own these understandings for myself and recognise their failures. But what I was really doing was taking away rich learning opportunities from my learners where they could have the time to explore and learn from the scenarios they had voiced.

I needed to step back and allow my learners to make mistakes, let things go wrong, let the chaos ensue from their novel ideas so they too could gain the understanding, I now took for granted, from their first hand experiences. As a flow on from that, I now needed to provide more korero around this learning so the students could voice what was and wasn't working, what they could try next and how they could create their own success.

This still takes me out of my comfort zone every time I let them at it! But the richness in the learning experiences and the skills they are having the time to develop are worth every winced look!

Teacher F: Student agency

Presentation at special staff meeting on Making a Difference
(This is what I said)



I really struggled to understand how I could apply student agency to my HPE teaching. I was effectively using a number of strategies within my classroom to develop student agency, but I really struggled to connect these outside my four walls. For example, I was using frameworks in my reading sessions where the students had a series of must do's and can do's to complete over the week. These were negotiated as a group at the beginning of the week and revisited on Fridays. Students could talk about where they were at and what they needed to do next.

In maths, my students were identifying goals for each term, which I then based my teaching sessions around. My students could then decide on which sessions they needed to come and see me for and which ones they didn't. They could participate in a group session or ask for a one on one if they felt that was necessary.

Students were tracking their own journey towards their goal and so were responsible for their own learning. When looking at inquiry learning, the class had come up with multiple solutions to our key issue. Students could then decide

which one of the solutions they wanted to explore further. They had choice over independent, pair or group work. This gave them agency to follow their key interests in the way they felt best met their learning needs. My role as the teacher was to touch base regularly with 'chat times' so we all had an understanding of where they were at.

So what could this look like in HPE?

Well I started in a way that suited my learners and our teaching programme. I provided the larger concept of learning and they had agency with this. Our inquiry was 'Going Global'. Each class had a country that they were inquiring into. For HPE we were focusing on participation. So I shared the concept of learning with the kids. Their response was to look at games from different cultures. When I asked them what games we would play and where we would get them from, the kids started building the initial part of their inquiry already.

They began researching different games from different cultures, but crucially, with a little prompting, they began talking about some of the games they play with their own families and communities. This gave us the link to some local community experts and we went from there. We accessed parents, whānau and local community members to come in and help us learn new games.

We discussed our participation and that of others throughout the unit. We looked at the purposes of the games across the countries and the value they added in their communities. We then spent a series of sessions playing and learning in the contexts they had provided. While I had an idea where we were headed, the kids really took the lead. I learnt many new games alongside the kids with the support from our community.

I modelled this roughly off my maths planning, where my student goals were driving my teaching. My students were identifying their needs based on their own knowledge of themselves as learners and from assessment data that I had shared with them. Once identified, I planned my programme around this.

A colleague of mine has junior school students. Her first step into agency was simply asking students for ways to change and modify the games they were playing. Everything from "Tell me some ways we can move around the room?" to "How might we change some of the rules to the game we are playing?"

The learners, regardless of level, needed scaffolding into having agency. And so did I to be fair. But once this became their new normal for HPE, they have really adapted well, and now expect to be a part of driving and designing their learning. Agency doesn't have to mean 'free for all'. I have a way to go with this, but I'm on the journey, alongside my students.

(I was chuffed to be asked to do this presentation by my syndicate leader and was really happy with how well my talk went down. There were some great questions from the staff).



Activity

Identify what seeds these reflections and conversations have you wanting to plant.
What have you been inspired by?
What changes will you make to your current practice?

Extended reflection on this topic

From this korero, you might like to work with a mentor to further inquire into quality teaching practices. Use the supporting documents to look in depth at the following teaching approaches that have a positive effect on student learning. Match these key quality practices to the teachers' journaling and korero conversations above. Cast a critical eye over your own practice as a teacher. What areas are you flourishing in and what might need more of your attention

Supporting documents

- [Effective Pedagogies for all students](#) (p. 33) from the online resource Inclusive Practice and the School Curriculum
- Kia Eke Panuku – [Culturally Relational and Responsive Practice](#)

Section overview

As a teacher, you no doubt spend so much time and energy looking for ways to improve your teaching by asking yourself what more you could do or what new strategies you could use to enhance learning? Through the teacher conversations in this section you were encouraged to engage in reflection on your own practice. From the korero it is valuable to recognise the parts you relate to, what you are already doing well and look for ways to transfer teaching practices from other curriculum areas. But above all give yourself credit for the things you already do well!

Now, take time to smell the flowers! Enjoy the fruits of your labour and what it took to grow them. Look for the ways you can replicate those growing conditions for all of your gardens. The next section builds on this learning to focus your attention on three key characteristics of quality physical education used by all experienced teachers in this learning area.

Section 2: Key characteristics of quality physical education practice

You now know physical education is learning in, through and about movement. Right? By now you will have also thought about teaching practices in other learning areas that you might like to try in physical education. In this section, to add more strength to your teaching, three characteristics that are really important for quality physical education practice are highlighted. The characteristics are: the importance of context in physical education; the importance of student-centred delivery; and the importance of quality lesson planning.

1. The importance of context in physical education

The following is a list of **contexts** for physical education drawn from NZC.

- Physical education is learning in, through, and about movement
- Physical education is integral to human expression
- Physical education can contribute to people's pleasure and enhance their lives
- Physical education takes place in play and games
- Physical education takes place in sport and exercise
- Physical education takes place in recreation and leisure
- Physical education takes place in adventure
- Physical education takes place in expressive movement in diverse physical and social environments.

Each of these bullet points represent movement communities, and identifies the contexts and possible content for your physical education programme at school. If you take a close look at the contexts you can see that through physical education your students can be given the chance to take part in a variety of individual and group or team activities. Through this variety of movement options, your students will develop a wide range of game and movement skills, take part in a balanced programme of cooperative, competitive and expressive learning activities, face challenges and find enjoyment in recreation, leisure and fitness. What is essential, is that the 'variety' is chosen from movement that is age and developmentally appropriate.

There is a range of possibilities when teaching physical education. The contexts are only limited by imagination. In the following, the contexts (as listed above) have been expanded to give some concrete ideas for you to draw from. The examples are just that, examples to give you a sense of how the words in the curriculum can be interpreted into practice in the classroom or more like the field, hall, swimming pool, and outdoors. While the examples are diverse and can be contained within more than one context, the essential point is they need to be developmentally appropriate child-centred versions.

*Physical education is learning **in, through, and about** movement* – a range of examples have already been introduced across this resource. Looking at the lists below you are encouraged to consider the in, through and about nature of each suggestion.

*Physical education is **integral** to human expression* – ethnic dance, ethnic games, contemporary dance, poi, aquatics, athletics, gymnastics.

*Physical education can contribute to people's **pleasure and enhance** their lives* – mini putt golf, creative dance, folk dancing, swimming, ballroom dancing, surfing, table tennis, skipping, water safety.

*Physical education takes place in **play and games*** – rounders, four square, hopscotch, elastic skipping, marbles, padder tennis, tītī tōrea, cooperative games, individual, pair and small group activities or games, rope skipping, tag games, adventure based learning, games from around the world, tapuae, juggling, improvised equipment games.

*Physical education takes place in **sport and exercise*** – cross country running netball, soccer, softball, badminton, cycling, flag football, squash, jogging, walking, tennis, orienteering–cunning running, swimming, formal exercise, teaching games for understanding, yoga.

*Physical education takes place in **recreation and leisure*** – skateboarding, boogie boarding, scooter riding, sailing, stand up paddle boarding, yoga, kayaking, ice skating, line dancing, board games, card games, petanque, cycling, kilikiti, diving.

*Physical education takes place in **adventure*** – rock climbing, adventure based learning, windsurfing, skiing, tramping, camping, outdoor cooking, low ropes course, sailing, mountain biking.

*Physical education takes place in **expressive movement*** – haka, ballet, creative dance, te ao kori, gymnastics, cultural dance, hip hop, jazz dance, synchronised swimming, waiata-a-ringā (action song).

*In **diverse physical and social environments*** – parks, mountains, forests, clubs, fields, pools, sea, rivers, halls, gymnasiums, playgrounds, beaches, climbing frames, sandpits, on camp.

Programme content planning in a range of contexts

The characteristics of quality physical education practice require teachers to design programmes drawn from the list above, while specific movement topics that could fit into these bullets are also found in the [Key Areas of Learning \(KAL\)](#) – Physical Activity, Outdoor Education and Sport Studies HPENZC (pp. 42–47).

Clearly when you look at the bulleted list of contexts and the KALs you could be overwhelmed when pondering; what you might prioritise; how you teach; and the possible conflict with your definition of what stands for physical education. This is

understandable because many physical education programmes in primary and secondary schools, despite curriculum innovations since the 1980s, maintain a diet of sport based activities. Indeed, the school physical education curriculum has been dominated by team games, large and small balls skills, and a commitment to extracurricular activities with an emphasis on sport. Emphasis has been placed on competition, win at all costs, and the individual pursuit of excellence. These are strong and dominating cultural morals that confront you.



It might seem easy to keep doing what is known. However, all the curricula since the 1980s, while influenced by the politics of the times and led by Ministry of Education facilitators, have been designed *by teachers for teachers*. They have advocated that physical education includes dance, te ao kori, outdoor education, athletics, aquatics, ball activities, games, play, fitness activities, recreational activities, and of course some sport based learning. A balanced physical education programme will require close reading of the HPENZC and the NZC curriculums and must draw on all Underlying Concepts, the KALs, and all four Strands.

In the table below is an example of how units can be structured. The planning is hypothetical for Years 1 and 2. The units read vertically but have been put alongside each other to highlight how over a term or term and a half, a range of concepts, Strands and Key Areas of Learning can be addressed. By positioning the units alongside each other you will also be able to see how physical education can flow from one context to the next. However, do not be confused because the horizontal reading of the Achievement Objectives do not line up. They are not meant too as they have

been chosen for the vertical unit. What you should see is that they are built on or revisited as the teaching progresses across the units.

At the top of each column is the name of the unit. Naming can be a great way of identifying the ‘flavour’ of the unit. Or are those the kinds of flowers in your garden? Below the title students needs are identified based on the teachers’ evaluation of these needs. Key Competencies and Essential Skills foci to meet these needs are identified for each unit. You can see there is repetition across the units so skills and competencies learned through content in one physical education context are transferred to another context through different content that is able to reinforce previous learning. (You might need to reread that sentence to get it!). The title of each unit is then written again to remind you of what it is about. Here the Underlying Concepts are written in an abbreviated form while the Achievement Objectives have been drawn from the curriculum with the Strands in parenthesis below. Each AO has been simplified to fit with the needs of the

students and the content and context within which they will be taught. The Key Areas of Learning each unit is drawn from are listed in abbreviated form at the end of each column. You can see that it is common to overlap these KALs.

that your students are not able to take part in swimming activities every time they have physical education. The fifth column is incomplete; you might like to have a go at writing a unit plan of your own design in the fifth column.

The units 'Getting to know you' and 'Aquatics' could be taught simultaneously given limitations to pool time may mean

Sample unit plan summaries

Adapted from the *Physical activity guidelines for healthy confident kids* Appendix 7 (MOE, 2007).

Unit	Getting to know you	Aquatics	Let's play a game	Moving together
Students' needs	Getting to know each other.	Try a range of aquatic movements.	Be able to play games.	Have fun with moving.
Attitudes and Values e.g. respect	Working cooperatively.	Water safety.	Play cooperatively with others. Practise to improve. Know that people have different abilities.	Be physically active. Try a range of different movement ideas.
Key competency/ Essential skills focus	Managing self Relating to others	Managing self Thinking Using language, symbols, and texts	Relating to others Participating & contributing Thinking Using language, symbols, and texts	Participating & contributing Thinking Using language, symbols, and texts

Unit	Getting to know you	Aquatics	Let's play a game	Moving together
Underlying Concept	H, A/V	HP	A/V, H, SE	H
Achievement objectives (AOs)	<p>Take turns as part of a group (C2)</p> <p>Learn one another's names (C2)</p> <p>Listen to each other (C3)</p>	<p>Stroke development (B1)</p> <p>Aquatic games (B3)</p> <p>Safety at the school pool, the home pool, and at the beach (A3)</p> <p>Responsible practices around aquatic areas (A3)</p> <p>Basic aquatic skills (B1)</p> <p>Helping each other (C1)</p>	<p>Can identify what they like about playing games with classmates and family (A2)</p> <p>Share equipment and space and take turns (C1)</p> <p>Demonstrate spatial awareness (B1)</p> <p>Move in a variety of ways and directions successfully (B1)</p> <p>Take turns as part of a team (B2)</p> <p>Identify and use rules for safe play (B4)</p> <p>Learn to keep possession by having hands and eyes ready to catch an object (B3)</p> <p>Take action to ensure all team members are included in the game (D3)</p>	<p>Explore ways in which their bodies can move and say which activities they enjoyed and why (B2)</p> <p>Respond spontaneously, in their own individual ways, to a variety of stimuli (A4)</p> <p>Explore the different ways their bodies can move and say what they enjoyed about this activity (B2)</p> <p>Move alongside others, sharing space and equipment (C2)</p>
Possible contexts	<p>Cooperative games</p> <p>Playground</p>	<p>Swimming pool</p> <p>Community pool</p> <p>Beach</p>	Playground games	<p>Te Ao Kori</p> <p>Creative play</p> <p>See Curriculum in Action books, <i>Creative Play</i>, <i>Moving in Context</i></p> <p>See also Te Ao Kori</p>
KAL	OE PA MH	OE PA MH	PA SS	PA MH

For further explanation see:

[HPENZC \(MOE, 1999\)](#)

[NZC \(MOE, 2007\) and Curriculum Achievement Levels by curriculum area](#)

Content ideas

Just when your confusion may be at a great height ... the list below identifies some ways to widen your programme content that could be adapted to suit your physical education needs (students and teacher). One of your 'jobs' could be to give the units you create interesting titles that serve to stimulate and encourage your students to participate. The list is open ended so you can add more content and context to the statements.

- Games: striking with hands over low nets, working as a team of two
- Educational Gymnastics: rolling, turning and jumping on the mat; twisting and turning onto and over low apparatus
- Creative/expressive (as opposed to functional) movement: mirror, match and contrast
- Problem solving through creative movement exploring the concepts bound, flow, stretch, and curl
- Use animal haiku to create movement sentences – could this be a unit of 'Poetry and Play'?
- Tag games to introduce invasion game structures and tactics
- Batting with hand, racket and bat
- Te Ao Kori: poi actions to represent the ngahere; tītī tōrea (short sticks) for synchronised throwing and catching with emphasis on rhythm
- Footwork to change direction, forward backwards and sideways – for games,



dance, haka, mau rākau (stick work) and gymnastics

- Aquatics: entry and exit into water, from a beach, poolside, wharf, boat, use two different strokes to travel through the water to safety
- Teaching decision making; children make decisions about equipment; children make decisions with a partner; children make decisions in small groups; map reading for route choice; site choice to pitch a tent

Note: For other ideas for context and content see the resources page at the end of Resource Two.



Activity

Taking a bird's eye view (in other words take a different perspective) of what you do as a teacher, what contexts do you currently use in your physical education programme and why do you use them? In what ways does your current physical education programme offer a wide range of content? How do you feel about what you do?

2. The importance of student-centred delivery

Student-centred learning is a common phrase used in education circles, but what does this mean in physical education? In this section you will find out how lesson content and structure, equipment, a safe environment, progression and challenge, success criteria, outside (field, playground, hall) student management and semi-structured organisation are all aspects of student-centred learning in physical education. You will be asked to consider how you address these aspects in your teaching.

Content: When considering the content and the structure of a lesson you will need to ask yourself if these are focused on the students or what is easier for you, the teacher? You could begin by asking, “What is the learning content? Is it focused on students’ needs? How do we know their needs? Do the students have some input into the learning content? Is there a balance between student agency and broadening the horizons of your learners?”

Structure: How are your learning activities structured to allow for maximum engagement for the students? Have you organised the groups and equipment so that it maximises student engagement? What is the optimal group size? Depending on the activity, when groups get bigger than seven or eight, some of the less motivated students may disengage and leave ‘things’ to the motivated ones. A group of four or five can be very effective, but sometimes two or three may be necessary.

Equipment: Do you have enough equipment for multiple independent groups? If not, how can tasks and activities be modified but still effectively include maximum participation?

Safe environment: It is vital to identify and minimise risks to physical safety, however, something that can often be overlooked is the emotional safety of students. For too many students, PE stands for ‘Public Embarrassment’. Therefore, careful consideration should be taken to create an environment where students feel they can try new things and challenge themselves with minimal fear of social humiliation. Consider drawing on your classroom codes of practice that you have established to ensure the safety of your students and transfer these to physical education. Consider the following.

- How do you set up a positive environment with your class at the start of the year? Many teachers and



students set up their own expectations in the way of a class contract or class treaty. Physical education is a great place to put those expectations to the test. By taking your class for physical education early in the year and engaging in an initial activity or game, where your learning focus can be aspects of the class contract or treaty, you and your students can establish effective physical education routines early in the year.

- We all want to be in an environment where we feel comfortable taking risks and challenging ourselves. We want to know that our colleagues and our leaders will support us when we fall over or laugh with us, not at us, when we do something funny, silly or embarrassing.
- If we model the behaviours we are looking for in physical education, it is far more likely that the students will follow our lead. If we do something silly and laugh at ourselves, then it is more likely that they will too. If we try something that is hard for us, then it is more likely the students will too.

Progression and challenge: How can you adapt activities for those who are struggling and how do you challenge those who are not? Can the students come up with a solution themselves? For those who are struggling you might decide to; show them you are confident that they can develop their skills; allow more bounces of the ball; or they could be able to drop the ball and have another turn. For students who need challenging; complement them for their abilities, then challenge them by; attempting the task with the opposite side of their body; carrying an extra object; reducing the size of the playing area, requiring everyone to fast walk while playing the game or other extra physical challenges within the activity.

Success criteria is developed or co-constructed: For this to occur there must be learning intentions (just as a teacher would if they were delivering a lesson in another learning area) and a discussion with students about what success might look like for those intentions. For example, a Y chart - What does success, Look Like? Sound Like? Feel Like? To track progress this chart could be reviewed during and after the lesson. Has there been unexpected learning? The success criteria may need to be adjusted to accommodate new learning.

Outside class management procedures, such as:

- Attention gaining instruction phrases, “When I say go”, “On my whistle”, “When we get outside”, or “Stop there and sit down”.
- Clear, concise instructions (probably three to four maximum). A good gauge as to how clear your instructions are, is to have a couple of students restate what you have said before starting the activity.
- How long are you talking for? How long are their attention spans?
- Avoid warming the students up and then calling them in to give instructions. Use small group activities and then move around the groups to teach and give feedback, which means the whole class is able to keep active.
- When giving instructions or feedback think about your position in relation to the

students and the environment. Are the students facing the sun? Is the wind blowing the sound of your voice away? Is there something behind you that could distract your students' attention?

- How do you stop and get the students' attention when you need to communicate with the whole class e.g. for a transition, safety, or further information, during their activities? A whistle might be effective, but if used all the time, students may tune out. Music can be effective; turn it down when you want attention.

Semi-structured activities: When you are on the field or using the playground, physical education activities do not need to be organised so they look neat and tidy e.g. with all of the students in straight lines. Provided the teacher is mindful of safety, there is important skill learning that occurs amongst closely monitored and orchestrated 'chaos'. For example, students can learn self-management skills amongst one another, while physical skill development is enhanced as they learn to adapt to what appears to be a slightly disorganised environment.

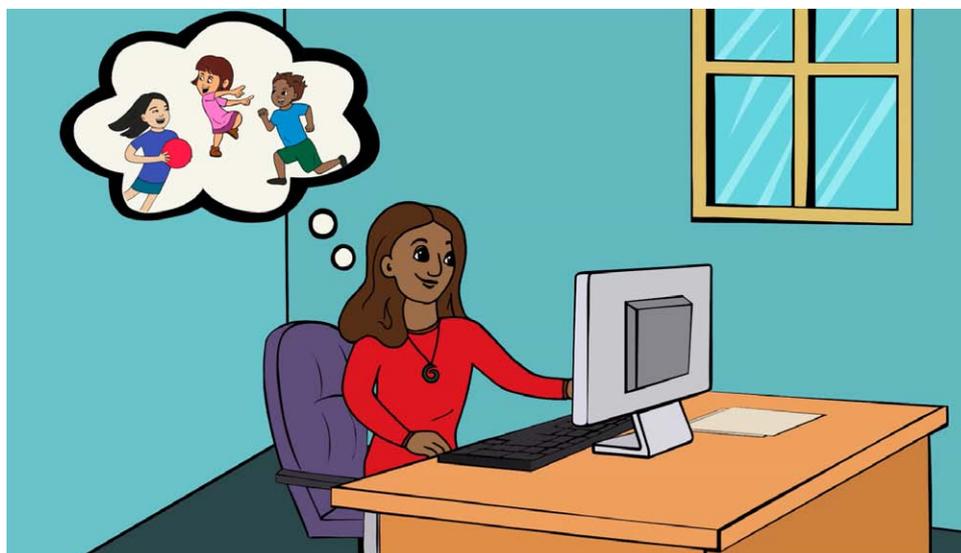
3. The importance of quality lesson planning

As we know, teachers plan in many different ways. This is to be encouraged. What is important here is that teachers of physical education do plan and that their plans include more than the name of a game or sport in their planning diary!



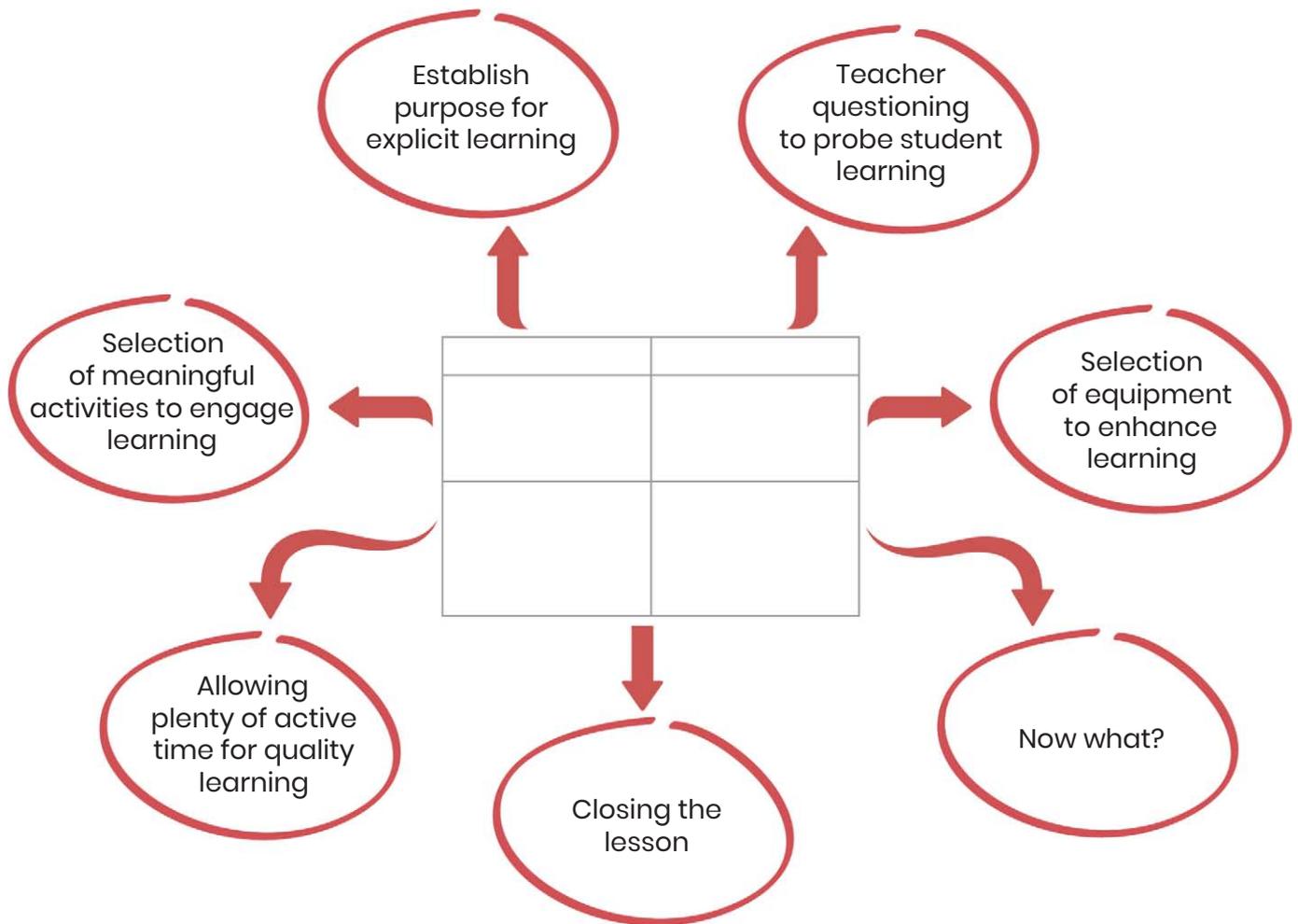
Activity

Watch the [Doodly](#) on a planning tool called PE PLEASE that one teacher uses in her planning.



The ideas in PE PLEASE could seem like an unrealistic expectation for every lesson plan. On the following page is a sample lesson plan to exemplify key planning considerations for quality teaching practices in physical education

Key Characteristics of Quality Lesson Planning



Establish the purpose for explicit learning

What are you trying to help the students learn that will make them more physically educated? Why is this learning important? This usually involves an underpinning by the Underlying Concepts and the use of one to two Achievement Objectives that can be developed as Learning Intentions (LI) or Learning Outcomes (LO), depending on how you name these aspects of a lesson. What these LI/LOs look like can be co-constructed as Success Criteria (SC) with the class so that both teacher and students have an understanding of what success in this learning will look like.

Allowing plenty of active time for quality learning

This means using your pedagogical skills to set up smaller, differentiated learning groups that allow more hands on opportunities so the students are more actively involved in physical education. You then rotate around the groups providing feedback and feedforward based on Success Criteria, so that students understand where they are in their learning and how to take the next steps without you having to stop the whole class. Students can also give specific feedback and feedforward to themselves

and others based on the Success Criteria. Active time for quality learning means not using a run to the hedge and back, as an introductory activity (unless of course you are studying running with the class) and then sitting the students down to give a lot of instructions while they get cold, before moving into a large game that has one person batting and one child pitching while the others get even colder, and bored! Challenge students by offering a variety of different activities that allow for multiple turns, are inclusive and involve different levels of difficulty to meet the learning intentions.

Teacher questioning to probe student learning

Questioning to probe student learning can be done by using guided discovery and problem-solving approaches that encourage children to explore, create, solve, and refine movement problems in authentic contexts. Use open-ended divergent questions that are directly connected to the learning intentions or learning outcomes, to encourage the students to think about their learning.

Selection of equipment to enhance learning

If your physical education gear shed has a few cricket bats and old flat balls you will struggle to teach quality physical education. Just like in literacy when you ensure students have their own tablet, pens and books, in physical education they each need a ball, bean bag or hoop. There is a great range of colourful, quality and creative physical education equipment available. It is equally important to prioritise spending in physical education along with other learning areas so that your students have the equipment that they need for learning and that you need for teaching.

Selection of meaningful activities to engage learning

Authentic activities that connect to what students can and like doing increases their engagement and they are often more willing to keep going to become more skilful in activities. To achieve this, talk with the students to establish prior knowledge and their interests. You can then aim to programme your physical education with relevant and challenging activities that build confidence and competence to participate in a diverse range of developmentally relevant learning contexts. Include authentic activities such as creative dance, gymnastics, te ao kori, aquatics and outdoor education. In addition, teach students to develop game skills for a wide range of culturally diverse invasion, cooperative, net/wall, striking/ fielding, target and challenge games. Avoid playing adult versions of traditional games and sports where a lot of students are waiting for a turn or do not have a chance to touch the ball.

Closing the lesson

At the end of the lesson it is important to return to what the students were learning to understand where they are in their learning and know how and where to take the next steps in that learning. Reflection, questions and feedback for future planning build knowledge of what it means to be physically educated. To achieve this ending, avoid playing the games or doing activities right to the end of the lesson to allow time to close the lesson appropriately, and to put away the physical education gear in a respectful way.

Now what?

Good teachers always reflect on their planning and the learning that took place for their students. Good places to start with this process include using questions from the cycle of Teaching as Inquiry such as, “Was that the best strategy to help my students learn?” Using Learning Inquiry questions such as, “What happened as a result of my teaching” and, “What are the implications for my future teaching?”

Section overview

In this section of the resource you have been encouraged to think about quality practices that you use in other curriculum learning areas that may help you in physical education. In addition, three key characteristics were identified as kete of knowledge to help you think about; the learning context; student-centered delivery and realistic lesson planning.

Planning like gardening is cyclical in nature. We plant according to the seasons and best growing conditions. When appropriate we return to growing the same plants, flowers, fruits, and vegetables. More often than not we have learnt a little something the time before and we get a slightly different outcome each time. There is much value in this spiralling of nature’s cycle. Implementing quality practice in physical education is not easy and there are many characteristics of quality practice to consider. Section 3 of this book builds on ways to plan units in more detail, alongside the cycle of term and year programmes in physical education.

Section 3: Planning for quality physical education

A quality physical education programme needs to be planned to ensure a spiralling development of a wide variety of skills, knowledge and understanding over each term and throughout the year. Spiralling means that you return to the content throughout the year but in different ways e.g. maths can be counting, adding, and multiplication but in different contexts. The word spiralling has a sense of movement to it and seems like a good metaphor for teaching in a range of contexts with a variety of content. In physical education this would look like starting with te ao kori activities, then moving to aquatics, cultural games from other nations and then returning to te ao kori for some new activities to meet the students needs in different ways. The point is... you would not teach poetry for a whole term, the same applies to choosing a range of physical education content taught in different contexts.

But where do I begin?

You might want to review and collate your current ideas on planning for physical education to date, but that might mean you decide that it is okay and then not bother to make some changes.

Or

You could take a more proactive stance and look for ways that are possibly more innovative and meaningful.

One way to start is to consider the idea of a 'School Activities Programme' to see what is going on in your school.



This means you look at the actual time currently given to the following 'activities' each week.

- Physical education lessons
- Sport
- Fitness
- Lunchtime and playtime activities
- After school physical activities/sport

But, when you do this kind of a review the challenge is to do it with an open mind. A hint here is you might want to reconsider fitness, over other aspects of physical education. Primary schools have been including daily fitness now for many years, but when this practice was instigated, in the 1980s based on Australian practice, the intent was always that physical education would be daily too! This would mean the chance

for children to experience a wider range of movement activities, from dance, to gymnastics, games, aquatics, te ao kori, ...

In this resource you have already been challenged about taken-for-granted beliefs in physical education that impact on planning. What if you were to consider using time for physical education differently?

This is how this idea might look:

- Include fitness as part of physical education and teach physical education four times per week for 35 minutes.
- or like numeracy and literacy, you could include physical education five times a week at 30 -40 minutes, so your students will have a more regular experiences of physical education.

This might seem radical but it is what was intended when the NZC was written. The key point is that when teachers say, “We can’t do daily physical education”,



they can! The time division is one of the barriers to this limitation. The time is there to do things differently and to include physical education as a more equitable curriculum area. If you are thinking critically, why privilege fitness anyhow?

Moving on (no pun intended)

Before you get down to the nitty gritty of planning the actual content for your innovative physical education programme there is some paperwork and thinking that will need to be completed.

What issues in planning for physical education do you as a teacher/school need to consider?

Why not just create a list! For example you will need to consider seasons, facilities, teaching expertise, level, students needs, number of physical education classes per week/term/year. These are all factors that can create problems but they are not so problematic that with compromise and critical thinking they can be solved.

And/or

You could lead a meeting with your colleagues to discuss, ‘Choosing and planning what to teach in our physical education programme’. Here is a list of questions for your agenda in no particular order.

1. What are the problems?
2. What are the limitations?
3. What are the influences?
4. What are the possibilities?
5. What informs our practice?

Along with the issues to consider, you will need to identify other key points about planning for physical education as per the curriculum document. According to the information contained in the HPE curriculum documents a plan that is sequential and inclusive, has a variety of movement content and contexts, addresses the underlying concepts of hauora, health promotion, attitudes and values, and socio-ecological aspects provides the framework. Another way of addressing planning is to recognise that the physical education programme should be presented in a format that clearly identifies the curriculum intentions and some or all of the bullet points below.

- a term by term outline
- the number of physical education classes per week
- the Key Areas of Learning and content within these
- Essential Skills and Key Competencies focus for each unit
- assessment for learning procedures
- where relevant a cross-curriculum approach to units of work throughout the year
- special events to consider or focus on throughout the year without these driving the planning
- the way in which Hauora is addressed to enhance personal, school and community wellbeing.

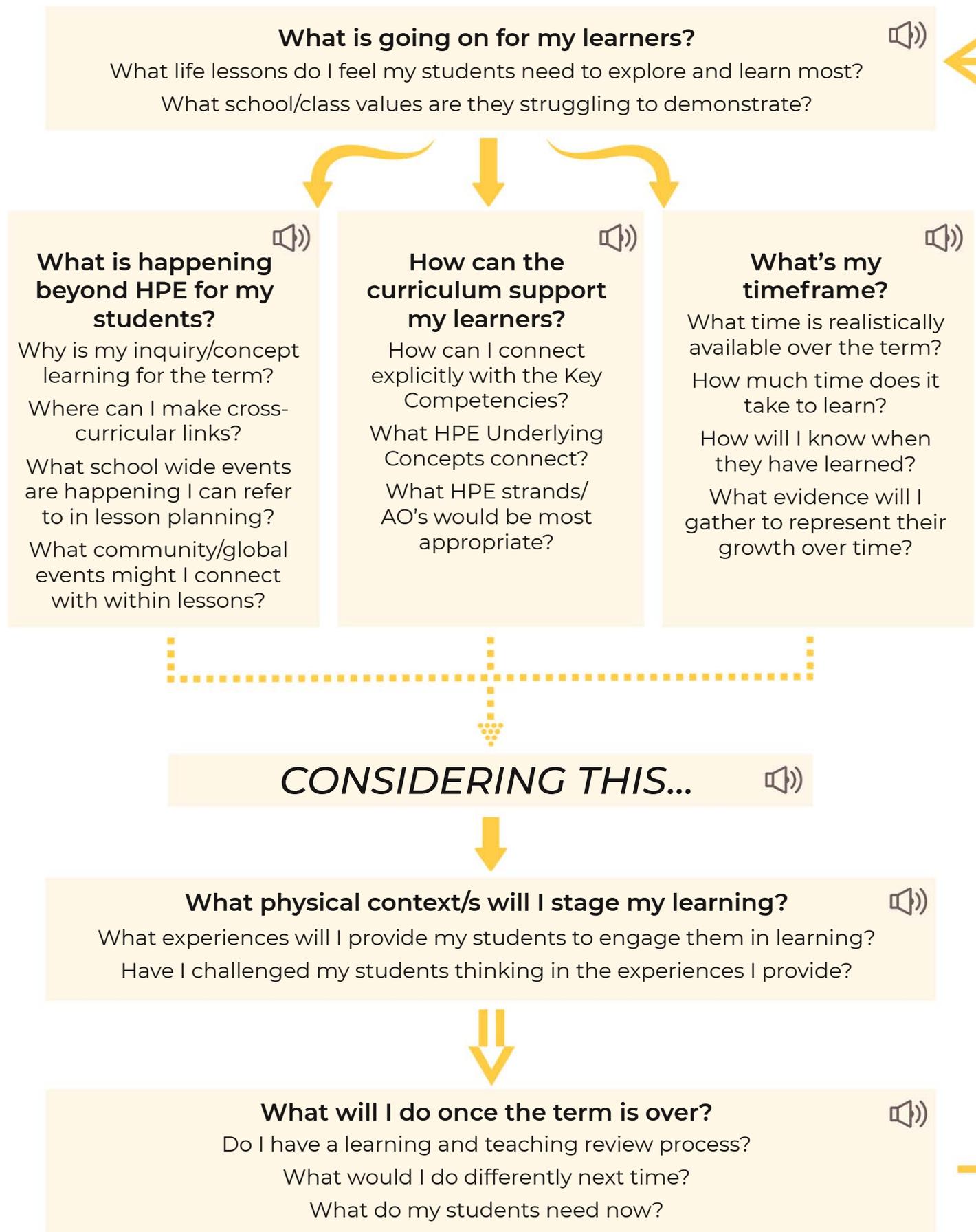
So now the burning question is: What content will we include in our physical education plan?

Already this resource has introduced you to a range of contexts with sample content to draw from. Being pragmatic you will need to take a seasonal view and add in careful ordering of the content. Remember that your content must be age and developmentally appropriate. While this resource has given content examples, the curriculum documents with a bit of detective work and reading between the lines of the HPE AOs will provide more of the kind of information you need to plan.

An often neglected section of the HPENZC (pp. 48-49) is 'The Essential Skills' which have much to support your planning. The Essential Skills identify the following; physical skills, self-management and competitive skills, communication skills, problem-solving skills, social and cooperative skills, information, numeracy and work and study skills. Each of these skills is 'unpacked' in a way that opens up the possibilities for what and how to teach physical education. If you are feeling confused that The Essential Skills in the HPENZC look similar to the Key Competencies in the NZC - the reason is that health and physical education has always focused on developing these aspects well before the NZC was written! You can select the most relevant for your physical education plans from both the essential skills and the key competencies. Book Two Section 2 unit plan shows the use of both.

Planning Questions to Consider

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



An integrated approach to HPE planning

The diagram on the previous page is a specific example of how to plan for physical education teaching and learning and identifies how the teacher has considered many of the variables above in their planning. It is an integrated curriculum approach that supports teachers to connect their students with wider learning themes across the school, local community and global community. This model encourages teachers to think about the HPE curriculum in its wider sense, the heart and the guts and how you can 'unsilo' learning in physical education.

What is going on for my learners?

The first step in this planning process is to make a judgement about what your students need most in regard to their physical education learning. The best way to do this is to look broadly at your class as a whole and look for areas they are struggling with, problems that seem to arise often, or gaps in their understanding. You might want to consider these problems in terms of how well your students are connected to the bigger picture of life skills, values and knowledge about living in today's society? From this point consider three impacting factors:

1. What is happening beyond HPE for your students?

Connecting HPE with other learning for your students is pivotal in moving it away from being a 'siloed event' that is completely different and detached from the rest of their learning. To do this, early in the planning ask yourself how to make these connections, by considering other areas of the curriculum,

schoolwide concepts, inquiry learning themes, and looking for cross-curricular links where you could develop deeper understanding through wider contexts, including HPE. You also need to consider school and community events that take place as well as global events of interest. There are powerful educational opportunities when you can support students to make meaning of their learning in their local and global communities.

2. How can the HPE curriculum support your learners?

Once you have a picture of what your students need to learn, it is important that your connections are driven by the HPE learning area. At this point planning is layered, look at the Underlying Concepts and how they can be utilised; consider the Achievement Objectives and the Strands; and finally, the ways the Key Competencies and Essential Skills can support the learning. Choose your drivers either from the Underlying Concepts and/or the AOs to best meet the needs of your students. The Key Competencies and Essential Skills provide a wealth of ideas for focusing explicitly on what you want each lesson to achieve. 'Hey' you might say this looks familiar! Yes, it is because you had a brief look in Book Two Section 2 when identifying how content and context fit with planning quality physical education.

These steps are important to help clarify and direct teaching by driving your questioning and reflection. By making learning visible to the students you will enable them to understand and talk about their learning through HPE.

3. What is your time frame and venue availability?

It is important to take a realistic view of your available teaching time so you know what teaching and learning is achievable in HPE. Use a number of units of physical education over a term or a semester. Be mindful of teaching in one context for a whole term because you will undermine the kaupapa of the HPE curriculum which is to teach a wide range of the key areas of learning. Using a calendar, pencil in your class trips, parent interviews and any other events that might disrupt your physical education planning. It would be useful to consider venue availability at the same time, for example, the school hall, swimming pool and restrictions that might be placed on the use of the fields, courts or playground. It is important to acknowledge the equitable value of HPE as one of eight NZC curriculum areas. Therefore when planning, teachers need to consider an equitable allocation of time given to all curriculum subjects. Limited time equals limited learning!

Assessment

As you plan your teaching and learning, be explicit and intentional about how you will gather information around student learning (assessment). Plan for opportunities to gather information throughout the unit, that allows you to assess where their learning is at and where your teaching focus needs to be. Consider how you will assess and gather evidence to show the growth of your students' knowledge and understanding of physical education from the beginning to the end of your unit. Ensure you make assessment a part of your planning and therefore teaching, and not a last minute attachment at the end that can take students by surprise.

In what physical education contexts will I stage my learning?

Knowing all of the above you are now at the fun bit! You have a plethora of physical education contexts to choose from to best meet the needs and learning you have designed. What experiences will you provide your students to engage them in learning? Is it that your students will benefit most from some adventure based learning activities? Is dance and creative movement the medium for your students to access the understandings you are trying to develop? Will a range of cultural games connect to your learning needs? Or are developmentally appropriate sport contexts best to develop your learning purpose?

This is your chance to go wild and free, and explore all opportunities that will best support your planning. Be sure to consider how you are challenging your students' thinking in the experiences you provide. To allow students to learn and grow, there needs to be sufficient challenges in the learning activities. For example, avoid having your class in lines doing chest passes with two balls. Instead, plan in modified authentic small sided games rather than drill or one game involving the whole class to develop holding possession e.g. by making the decision to either pass, hold the ball, run, or fake to get past a defender. A mix of contexts through a term or semester removes the chorus, "We have done this, Miss" and ensures high engagement from the students. Keeping students in their comfort zones by staying in the same context all of the time does them a disservice and does not allow for the experience of a wide range of movement opportunities.

What will you do once the unit is over?

The final step is crucial in developing your reflectiveness as a teacher. Once the teaching and learning process for the unit is over, review your plan by asking what went well and what you would do differently next time. Look for ways to improve your teaching and learning in particular; parts of the lessons or units, your teaching effectiveness and importantly check the learning that your students have achieved by asking, “Now what do my students need to know? Where to next?” This phase allows for growth in planning and for you to develop future teaching needs, as well as developing your own teaching practice.

Activity

Revisiting the unit plan from Book One Section 3, use the planning process to examine and identify how the design of a physical education unit looks in practice. It is important to note that this is one way, of many, to plan quality physical education for your students.

Example: An integrated planning approach to physical education

Setting the scene:

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 can we connect 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/or co-operative? 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	<p>B4: Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.</p> <p>C3: Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.</p>	<p>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.</p> <p>Identify the demands (pressures) that can affect relationships with other children while playing games. Demonstrate the confidence to manage these pressures.</p>

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 ES: Self management and competitive skills KC: Relating to others ES: Social and cooperative Skills ES: Communication skill	Be resilient and have strategies for facing challenge. 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. Demonstrate effective relationships with others and work in cooperative ways to achieve common goals. Demonstrate consideration of other people. 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 cooperative game play. Demonstrate effective use of a strategy in game play.	Design images to explain assertive strategies options. 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?

Section overview

The unit plans described in this resource could be presented in many different ways. The key point is that like the best gardens, units are planned, tended to regularly, and allow the plants space and time to grow. Sometimes a gardener will have to move a plant to another place to give it a better chance to grow. The best teaching and learning comes from the same kind of conditions, planned, facilitated learning by the teacher, with time and space for students to grow.

Having a unit plan so tight that there is no room for variance or student input can limit student learning just as much as having no plan at all. The trick is to find that balance. Plan to be purposeful about the learning, but flexible enough to allow for teachable moments and student agency. The time you have with your students over a day or week, is short, and often for physical education it is shorter. Plan to make physical education the most valuable, fun and purposeful part of your students week. Tend those gardens and grow those students!



Conclusion:

Poroporoaki – Reflection and haere rā

Have you ever been back into the empty whareniui (meeting house) when the poroporoaki (farewell speech) is over and everyone else has left? After the liveliness of being lived in for a while, the whareniui is quiet but with its own echo because the silence of the space can seem to speak loudly of the hui that has just passed. If the doors and windows are open, fresh air floods the now empty space and the tūpuna (ancestors) whose photos are on the walls can have their place back. But you have to leave the marae and return to the contemporary world that is not always full of the manākitanga and aroha of this place. This resource is like the whareniui, the big house of learning is taking a break, catching its breath but ready to have the breath of life breathed into it again – “tihei mauriora” – at a later date.

You are the breath of life given to you by your ancestors. Moving forward to your students their hauora (wellbeing) depends a lot on how you teach. Teachers need to have broad shoulders like the breadth of the whareniui, to take their learning into the world and help to empower the learners in classrooms to make a difference to their wellbeing and their children’s children. If you can whakarongo (listen) with your eyes, titiro (see) with your heart and kōrero (speak) with understanding then you can help to make a difference. The process is relentlessly fraught with problems, highs and lows but being armed with matauranga, (knowledge) is precious to our futures together. Go well. Haere ra tēnā koe, tēnā koe, tēnā koe e hoa mā.

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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UNESCO (2015). Quality Physical Education. Paris, France: United Nations Educational, Scientific and Cultural Organization.

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).

Lawrence, J. (2018). *Teaching primary physical education*. (2nd ed). Great Britain: Sage Publications Ltd.

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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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