

DEVELOPING PHYSICALLY EDUCATED STUDENTS

A series looking at the Physical Education Big Idea of learning **In, Through and About** movement

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As Aotearoa | New Zealand secondary schools prepare for the implementation of the NCEA change package, Physical Education New Zealand's key message for physical educators is to ensure movement is the focus of our subject.

The upcoming November Accord Day is intended to give kaiako across the country an opportunity to reflect on their current programmes and, where necessary, to design a local curriculum that centres learning around movement.

The Physical Education Big Idea of Learning In, Through and About movement

This Big Idea requires kaiako to understand how these interrelated dimensions contribute to students becoming physically educated in both mind and body.

As kaiako, it will be important to draw upon education 'In', 'Through' and 'About' movement in order to plan for learning experiences that help students to build on their skills and knowledge, and find enjoyment in physical education to benefit their hauora throughout their lives.

So what does knowledge ‘In’ movement involve?

There has been an assumption by many physical educators that learning ‘In’ movement is solely about the development of culturally relevant forms of movement in order to acquire physical skills. Physical Education New Zealand believes however, that learning ‘In’ movement also requires students to both gain a deeper knowledge of the associated norms and behaviours that are part of each movement context, as well as discovering how movement can provide joy and pleasure that are unique to the movement space.

In summary, knowledge learned ‘In’ movement’ can be connected to moving our body.

Useful links

[Big Ideas and Significant Learning](#)

NCEA Education

[PE as a ‘knowledge rich’ subject](#)

ImSporticus

How can we plan for learning ‘In’ movement?

Thoughts for planning local curriculum

- Consider the variety of contexts you can offer students so that they might find pleasure in being a mover. Don’t fall into the trap of simply repeating contexts that have traditionally been used in physical education.
- Challenge your department to consider including diverse movement contexts as these can provide relevancy for ākonga and offer opportunities for them to become aware of their bodies, as they develop new knowledge and performance physical skills.
- As well as the experiences themselves, ensure your planning allows students the chance to reflect on, and express how they feel when they move in certain ways. The process of reflection and understanding movement ‘In’ their bodies allows students to find the joy of movement.