

# ACCORD DAY- NOVEMBER 2021



PHYSICAL EDUCATION NEW ZEALAND

TE AO KORĪ AOTEAROA

Suggested activities for  
Physical Education  
departments as they develop  
local curriculum

Ehara tāku toa i  
te toa takitahi,  
engari he toa  
takitini

*My strength is not as  
an individual, but as  
a collective*

---

Suggested Content:

- Transformational thinking (Learning-driven programme design)
- Big Ideas- In, Through and About movement learning opportunities, Movement is integral to Hauora
- Matrix
- Course Outlines
- Achievement Standards
- Glossary

# THE PROCESS FOR DEPARTMENTS

## 1) Getting to grips with the Big Ideas

### Overarching Big Idea –

Movement is integral to Hauora

**Big Idea** – Participation *In* movement enriches our lives

**Big Idea** – *Through* movement, we develop diverse capabilities

**Big Idea** – There are diverse ways of understanding *About* movement contexts and the moving body.

**2) Understanding the Matrix** – What understandings, experiences and skills reflect the Big Ideas at Level 6 of the Curriculum? What connections can be made with other areas of the HPE Curriculum?

- develop movement skills make meaning from how movement may influence Hauora
- develop capabilities and explore strategies to enhance kotahitanga in movement contexts
- manage self in challenging movement contexts
- understand biophysical principles in movement contexts
- understand that sociocultural factors influence the moving body
- reflect on how places and spaces influence movement with reference to whenua
- develop an understanding of tikanga in movement contexts
- recognise that bodies are a taonga to be challenged, nurtured, and developed through movement.

## 3) Explore the three course outlines –

- diverse movement contexts
- the four Big Ideas are represented throughout the outlines (I.E. not siloed from each other)
- *NOT* a case of four terms, four standards = one standard per term

## 4) Understanding the standards in detail –

- these are connected to and reflect the Big ideas
- **2x Internal (5 credits each)**
  - 1.1 Demonstrate movements in context
  - 1.2 Demonstrate understanding of strategies which promote kotahitanga in movement
- **2x External (5 credits each)**
  - 1.3 Explore the relationship between movement and Hauora
  - 1.4 Demonstrate understanding of influences on movement in Aotearoa New Zealand
- Where and how do these standards offer assessment opportunities across the various movement contexts within your potential course? How will you extract evidence in a manageable way? Are there standards that complement each other? Are there aspects of your programme that would allow for evidence to be extracted for more than one Standard? Consider a 'keep, cut, create' approach to building on your current programme.

**5) Glossary of terms** – this can definitely be built on with a greater range of kupu.

- What do these terms look in physical education?

**Check out the updates on the <https://ncea.education.govt.nz/health-and-physical-education/physical-education?view=learning>**