

# GREAT PLANNING

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It is hard to believe, but we are coming to that part of the year where we begin to look at planning for the following year. The last few years have forced the teaching community to think differently about how we cater learning for the needs of our students.

Beginning to look ahead at the new year is the ideal time to stop and reflect on our current practices. What were the highlights, what were the challenges? Which doors need to close, and what doors do we need to open?

*Planning can be a complicated beast, but it needn't be. Don't get locked into boxes and formats. Solid knowledge and understanding of the curriculum gives you, as the teacher, much more freedom in the planning process. The value of the New Zealand Curriculum comes in its non-prescriptive nature. It is a guide that allows for schools and teachers to frame learning to their own unique needs. The beauty is in pulling all the parts together to form a clear plan with explicit teaching and learning."*

(Understanding Health and Physical Education in the New Zealand Curriculum, p. 26)

### So, what does effective planning in Physical Education look like?

Planning practices we know **do not** meet student needs or provide quality Physical Education experiences for students:


1. Doing the same thing that has always been done because we always do it
2. Context driven planning where game choice is the priority
3. Disconnected learning throughout a student's day
4. Learning that is vague or ambiguous
5. Learning focused on teacher needs and enjoyment.
6. Filling in boxes for the sake of filling in boxes
7. Teaching and learning focus that are repeated over time

Planning practices we know **do** meet student needs and provide quality Physical Education experiences for students:

1. Critical reflection on our teaching and learning programmes that identify areas for change
2. Effective planning processes (such as the inquiry model) grounded in the New Zealand Curriculum
3. Learning that connects across multiple curriculum areas over time
4. Explicit learning that is clear to the students
5. Planning that is driven by student needs and enjoyment
6. Using meaningful, flexible, effective systems and formats
7. Learning is built on, extended, and developed over time

# What can you do to provide quality Physical Education

[Download and fill in this action planning outline](#)




## My plan for quality Physical Education

**1. Think about your current planning processes for Physical Education, ask yourself:**

- What planning processes am I actually using?
- Is the learning in physical education connected across multiple curriculum areas over time?
- Am I planning quality learning experiences for ALL students?
- Is the purpose of the learning clear to the students?
- Is the planning driven by student needs?
- Am I using meaningful, flexible, effective systems and formats?
- Is the learning is built on, extended, and developed over time?

**2. Identify and write down one priority to improve student outcomes**



**3. Identify and write the actions you will take to address that priority**

- 1.
- 2.
- 3.
- 4.

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## Useful resources

### What is quality physical education?

Check out this fun Doodly video clip describing [quality practices in physical education](#) (2:35)

### Access support in time for the new year

through a membership with Physical Education New Zealand  
[www.penz.org.nz/membership](http://www.penz.org.nz/membership)

## Get in contact

Thoughts flying, overwhelmed, or need support?

Get in touch with the primary and intermediate physical education subject advisor for a chat about your planning needs.

<https://penz.org.nz/physical-education-in-new-zealand/physical-education-years-1-8/contact-primary-advisor/>