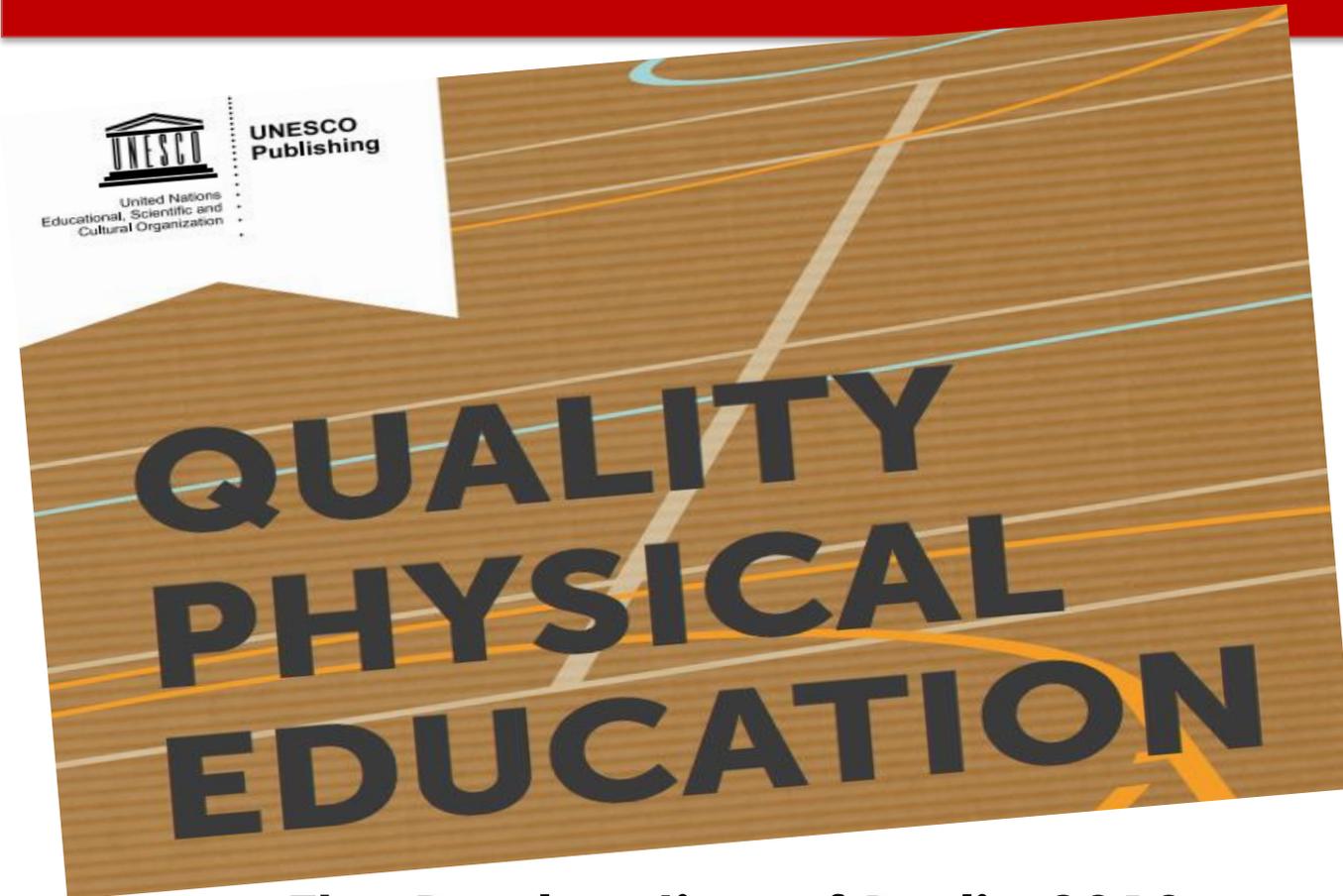


# What is Quality Physical Education?

Sport Wellington webinar – 24 June 2020



# Why teach Physical Education?



**The Declaration of Berlin 2013 –  
UNESCO's World Sports Ministers  
Conference (MINEPS V)**

**“Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society.”**

# Physical Education

Learning in, through, and about **movement**

**in movement /physical activity,**

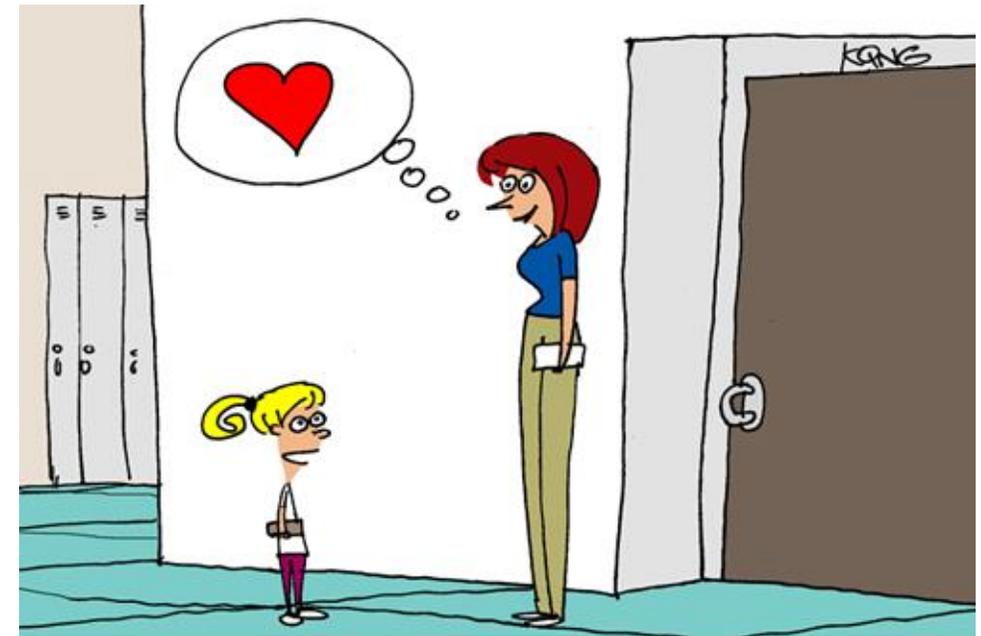
by developing physical skills in a range of movement contexts students learn to understand, appreciate and move their own bodies

**through movement /physical activity**

using the context of movement to develop knowledge of themselves and other people, social skills and positive attitudes and values

**about movement /physical activity,**

by examining the scientific aspects of it and by learning about the social and cultural significance movement has for individuals, groups and communities



"MRS. WALLS, I **LOVE** PHYSICAL EDUCATION.  
IT IS ONE OF MY FAVORITE EDUCATIONS!"

# Quality

*“the degree to which an object or entity (e.g., process, product, or service) satisfies a specified set of attributes or requirements”*

The evidence tells us that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching–learning relationship

(Effective pedagogy, NZC 2007)





# Create a supportive learning environment

- Teachers are planning for excitement and the joy of movement
- Positive reinforcement and feedback  
“when you talk to one another you are showing me you can work as a group to complete this challenge”
- All involved and moving
- Non-participants can be involved in other ways - time-keepers, officials, gear helpers, team captains and coaches, fair-play monitors
- There is a focus on a growth mindset
- There is progression and challenge
- Process vs product - the latter is not more important



# Enhance the relevance of new learning

- Clear learning intentions and curriculum links
  - **Learning Intentions**
  - **Success Criteria**
  - **Learning Conversations**

**What messages do we give our young people about success in Physical Education?**

- *“Octopus, stiff candles, line tag and dead ants can be awesome activities with effective teaching, a curriculum link and learning intentions.” (Susie Stevens, PENZ)*
- Pedagogy, theory, models, approaches can all help to teach the HPE curriculum

What is Quality Physical Education?

# Think about the whole mover

Whare tapawha (Durie, 1994)



# Taha Wairua

## Spiritual wellbeing

### Learning Intention: How can we be true to our value of FUN in a game of Danish Rounders?

#### What are some things that frustrate or annoy you about Danish Rounders?

- Don't like that if you miss the ball you have to sit down and your turn is over
- Don't like when people run in front of me and I don't get to field the ball
- Don't like that if I drop my bat on home plate I am out

#### Can we come up with three rule modifications that address some of these dislikes?

- Batter gets two attempts to hit the ball
- Change over the 'stopper' every new batsperson
- Catcher moves bat away from home plate and gives to next batter

*\*Thanks to Shea Coxson at  
Maoribank School for this  
example*

# Ideas for learning - you just come up with the context (physical activity)

Whanau
How to include others.
Having positive rolemodels.
Communicating with our teammates.
Being active with our family.
Leading by example.
Being friendly without having to be friends.
Supporting others with their goals.
Working with new people.
Supporting others when they fail.
Lifting the mana of people around us.
Trusting our teammates.

Wairua
Respecting our opponents.
Is it good to be competitive?
What motivates us?
Being proud of who we are.
Respecting the ref.
Participating safely in contact sports.
Being honest.
What gives us purpose?
What expectations should we have of our teammates?
Can we have different values within a team?
How to lift our own mana.

Hinengaro
Dealing with cheaters.
How to calm down.
Coping with embarrassment.
How to react when we make mistakes.
How to be humble.
How to be a good winner.
Finding our limits.
Coping with disappointment.
Managing our frustration.
Coping with changes.
Participating with confidence.

Tinana
Different ways to pass a soccer ball.
How to warm up.
How to shoot a basketball.
Improving our endurance.
How to dodge and sidestep.
How to catch and throw.
How to hit for power.
How to hit for accuracy.
The importance of rest and recovery for our body.
The effects of drinking water vs drinking sugary drinks.
Swimming backstroke.

A large, vibrant yellow watercolor splash occupies the left side of the slide, with soft, feathered edges and some darker yellow spots. The text 'Facilitate shared learning' is written in white, bold, sans-serif font over this splash.

# Facilitate shared learning

**Discussion, creation and student learning time.**

- **Teachers need to frequently step back to allow this.**
- **This allows students to learn from each other.**
- **It's also a great opportunity for teachers to formatively assess (through observation) how well students are grasping new content and concepts.**

***Allow children to embrace the creative process - make new games, modify games, use play for learning***



**Make  
connections to  
prior learning  
and experiences**

- **Challenging the idea that P.E. is sport**  
*Use sports equipment in non-traditional ways or get rid of it for a bit*
- *Use indigenous or international games to promote diversity*
- **Make connections with other learning areas**



**Provide  
sufficient  
opportunities  
to learn**

- Plan to optimize time to the task (think amount of gear, team numbers)
- Plan to optimize time to content (minimize instruction time - KISS)
- Scaffolding to relevant fun examples for synthesis of knowledge
- Planning is for all abilities - impairments are addressed and do not lead to disability
  - S.T.E.P. model
- Culturally responsive and inclusive

# Small sided games

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Small sided games can be used to develop skills, confidence and competence before introducing the final game.

Keeps participation, enjoyment and engagement high, and behaviour management issues low.

The following example uses a netball or similar type ball, but you could modify the concept to use any type of equipment that is used where attack and defense is required depending on the skills you were looking to develop and the final 'game'

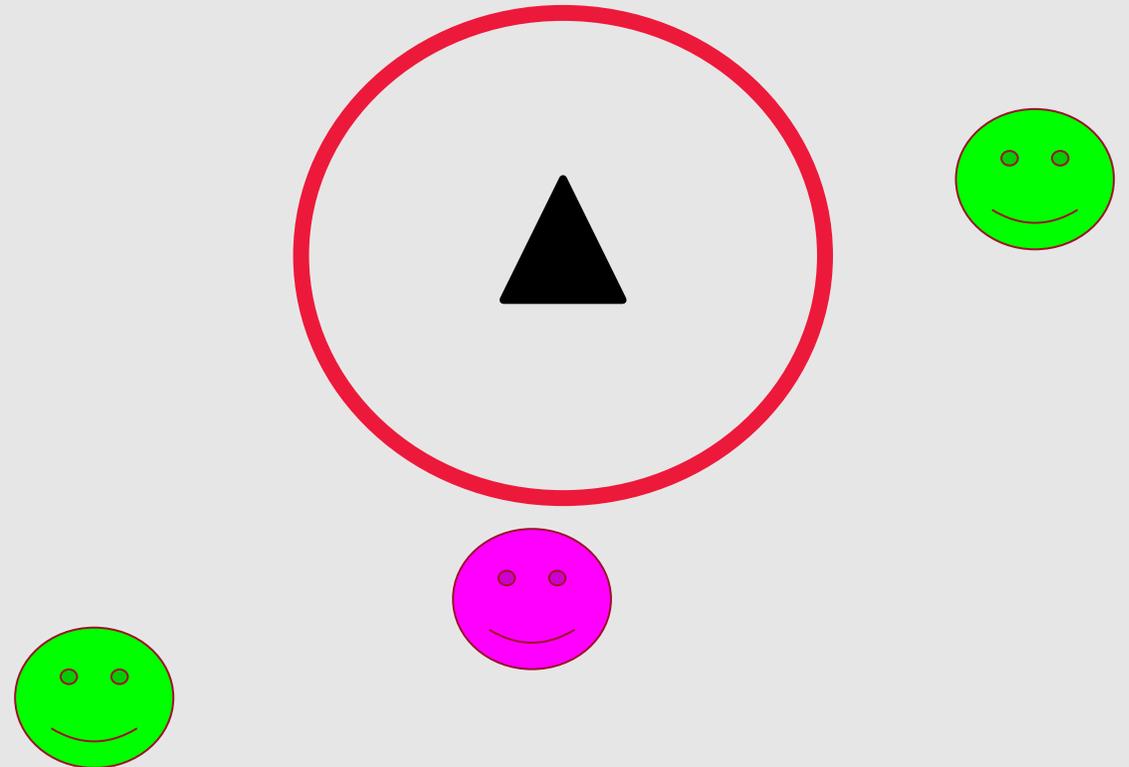
Eg. Football, hockey stick and ball

## Learning Activity #1: 2vs1

In groups of three:

Two attackers need to work together to pass the ball between them and take shots at the cone in an attempt to knock it over. The defender is trying to defend the cone. No one is allowed inside the hoop.

Change over so everyone has a turn at being the defender.

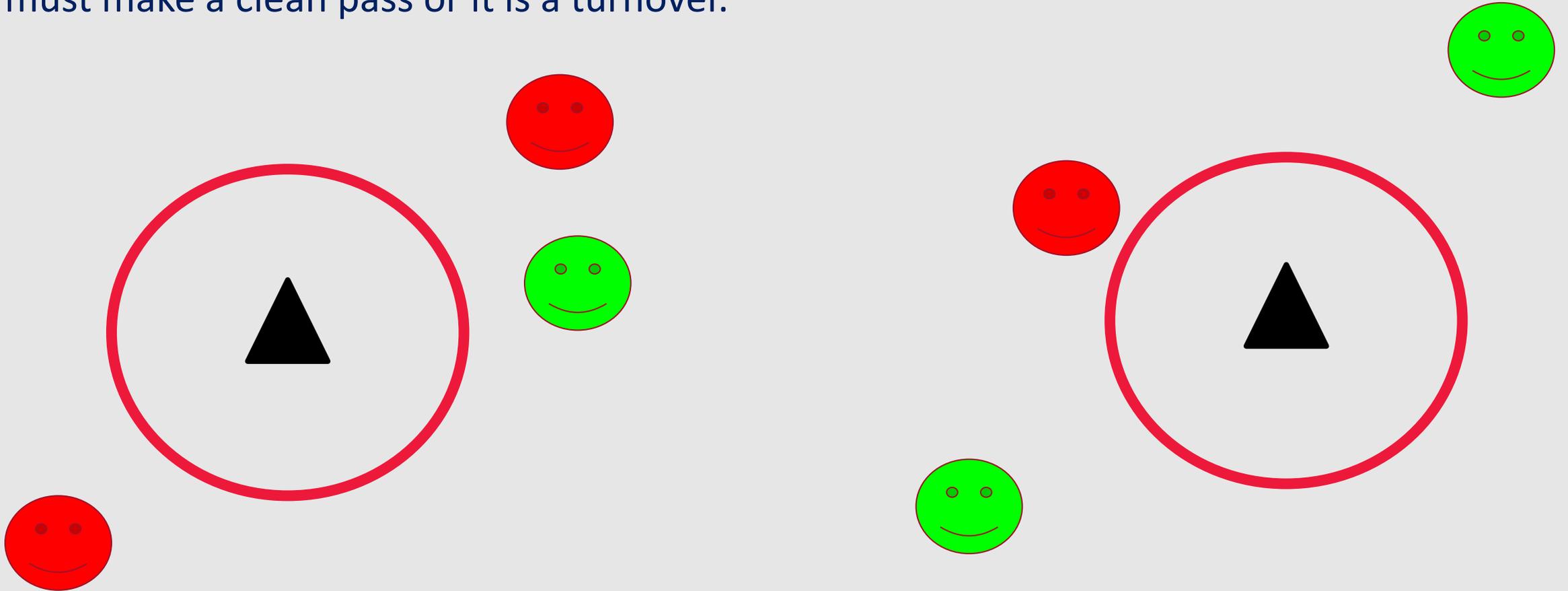


## Learning Activity #2: 3v3

The groups of three from the last activity are now working together as one team versus another group of three.

Each team is now attempting to knock over their oppositions cone with the ball.

Minimum rules - no one is allowed in the hoop, no running with the ball, non-contact, must make a clean pass or it is a turnover.





# Encourage reflective thought and action

- **Allowing children to embrace the creative process. Make new games, modify games, allow free play, environmental play and opportunities to move the body creatively.**

Post learning experience:

- The teacher consolidates the learning intentions and objectives
- Links could be made to the bigger picture
- The teacher makes reference to the success criteria so students are able to see if they have been successful.
- Students can reflect on the lesson (quick flick, thumbs gauge, social responsibility slap, make a face etc.)

A large, abstract yellow watercolor splash shape on the left side of the slide, with various shades of yellow and orange, and some darker spots and splatters extending towards the center.

# Inquire into the teaching- learning relationship

- There is a reflection on the lesson by the teacher
- Reflect on non-participation - if any, why? Can you do anything for next time to encourage involvement?

# Thank You

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