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AUT

Curriculum concepts: Understanding  
the complexity of curriculum  
expectations in Physical Education in  
Aotearoa New Zealand





Kia ora koutou e nga mihi nui  
Ko Taupo te moana  
Ko Tutaekuri te awa  
Ko Maungawhau te maunga  
Ko George Seymour te waka  
Ko ngati pakeha te iwi  
Ko Atkins te hapu  
Ko Denise Atkins toku ingoa











Insights into the history of PE in New Zealand and how, when teaching young people, the alignment of physical activity, public policy and curriculum expectations are complex.



One University lecturer's perspective...



# Overview

- Physical Education (PE) curriculum history in New Zealand
- Role of Physical Education in the New Zealand Curriculum and schooling
- Young people's involvement in physical activity and sport in New Zealand today
- What is it to be Physically Educated?
- Adopting a critical pedagogy for PE – a way forward...

# History of PE in New Zealand

## 1877 Education Act

- Compulsory schooling
- Play grounds

## Physical training in schools

- Military drill
- No syllabus
- Influenced by England

**1920-1933 Physical Training Manual (Britain)  
adopted in schools**





# Influence of Swedish gymnastics and Laban movement (1920's)

- Exercise was precise
- Focus on physical culture and expression of movement



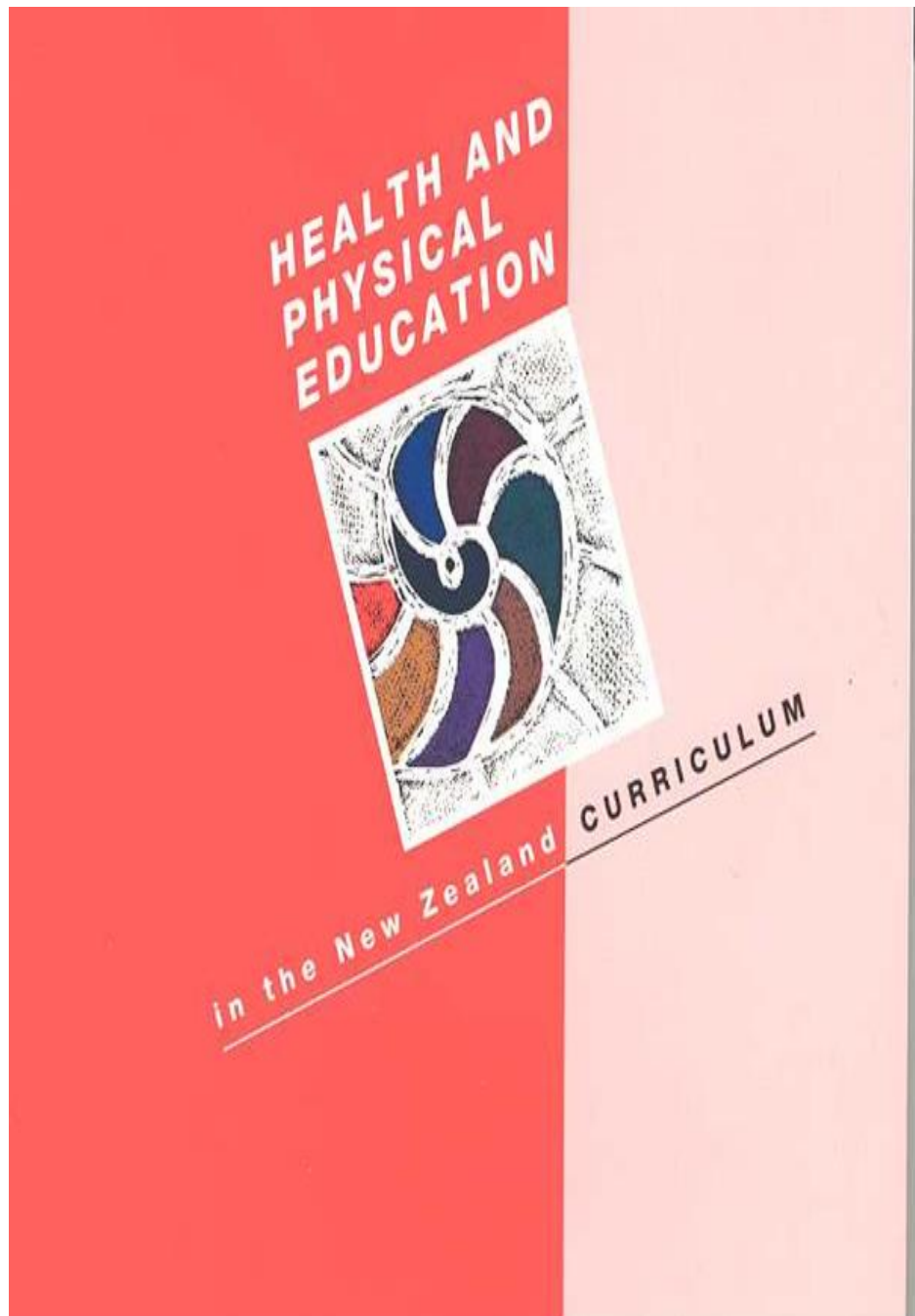
# Changing times 1930-1950's

- The threat of war was a stimulation and invigoration for the subject of physical education
- Change back to physical training for schools
- Build healthy physique, develop sound character, self control, self discipline, concentration
- Philosophy and structured lesson plans developed by the Department of Education
- PE syllabus prescribed topics to teach
  - 1964: physical skills, minor games, folk dance, gymnastics, swimming
  - 1987: small and large ball skills, fitness, aquatics, gymnastics, Te Reo Kori

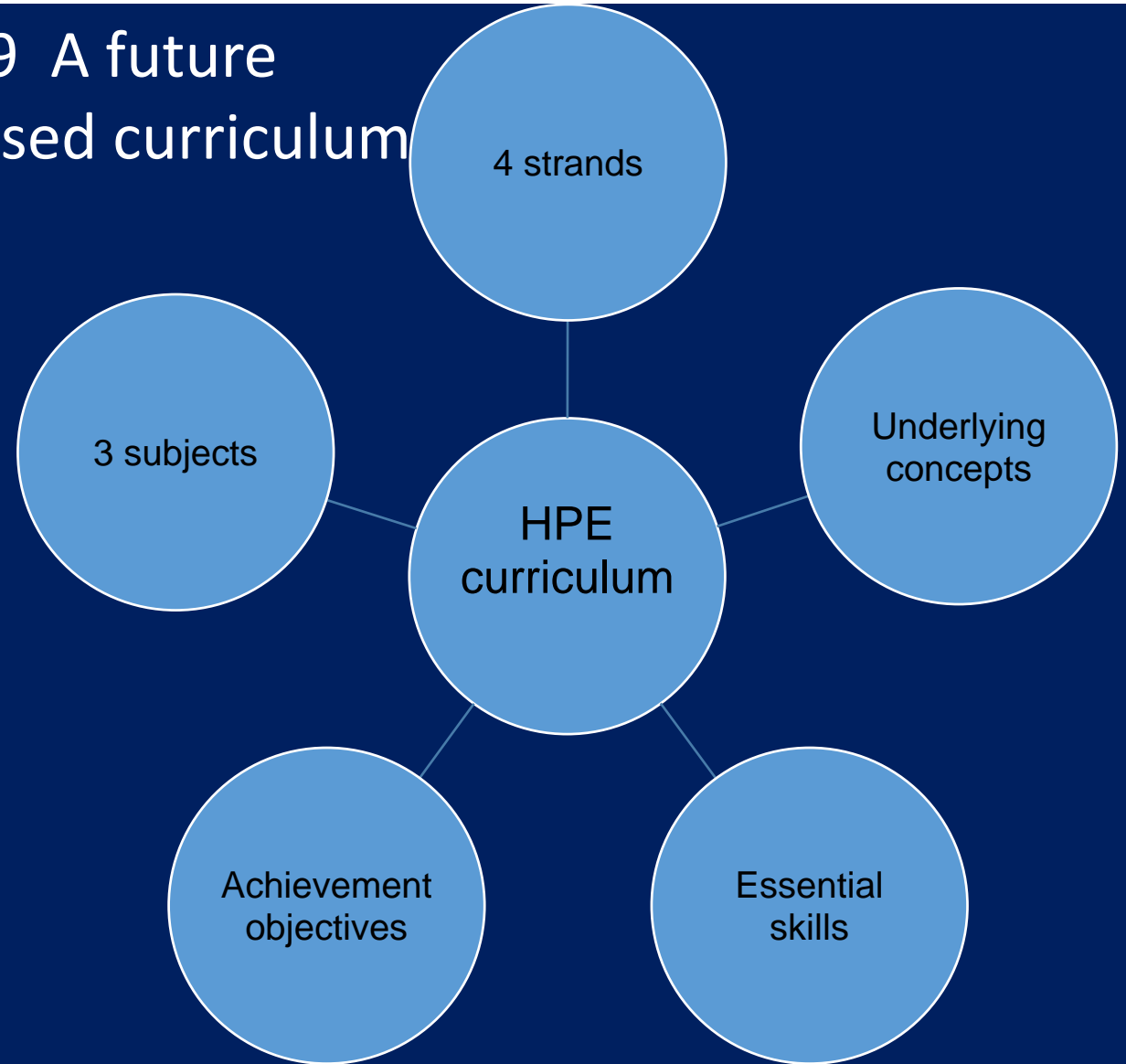




# Health & Physical Education

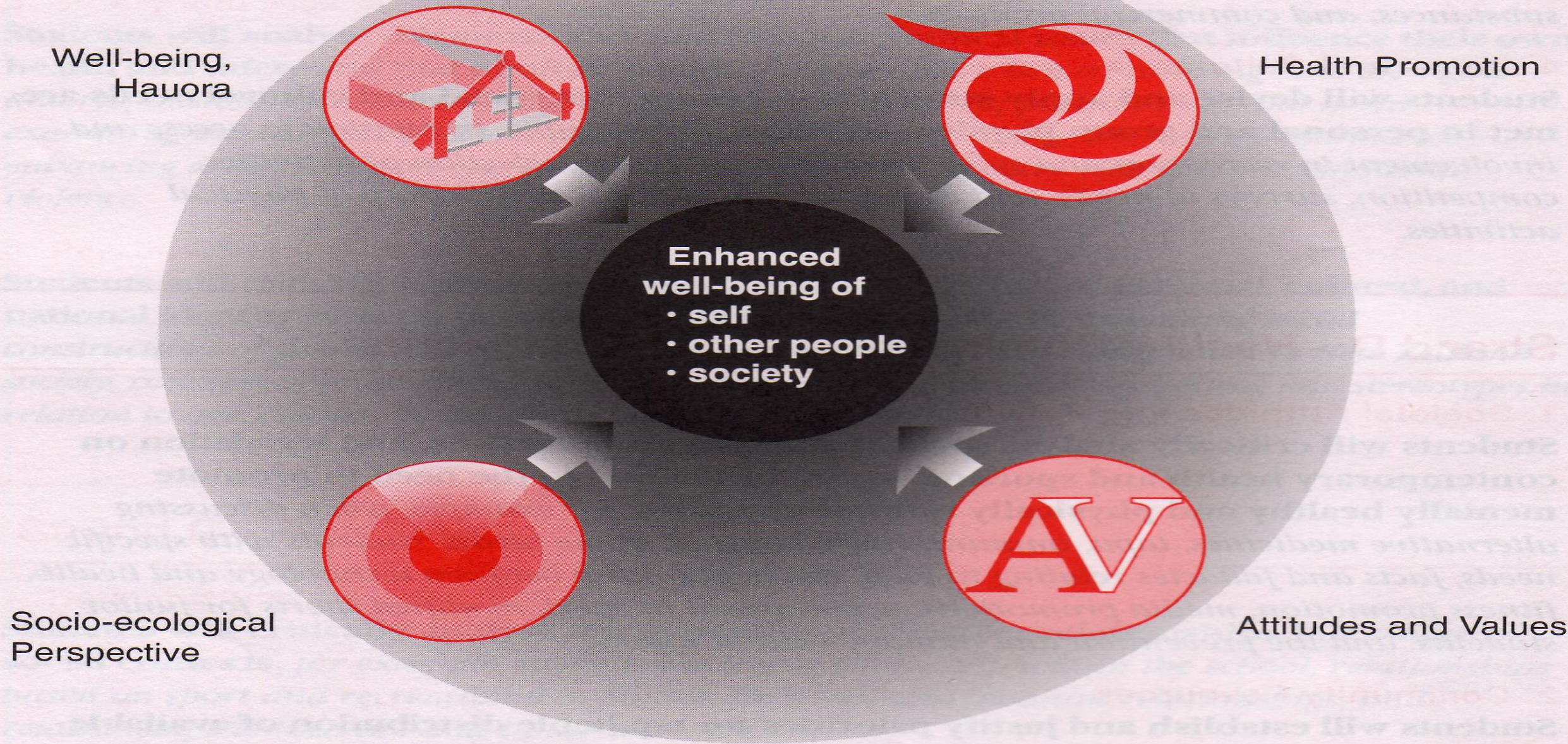


1999 A future  
focused curriculum





# HPE philosophy – 4 underlying concepts





# Hauora – the whare tapu wha

**Taha hinengaro**  
Mental and emotional  
well-being

**Taha whānau**  
Social well-being

**Taha tinana**  
Physical well-being

**Taha wairua**  
Spiritual well-being

*A Maori concept  
of Well-being*

Prof Mason Durie  
(1994)

# Health & Physical Education Learning Area within the NZC

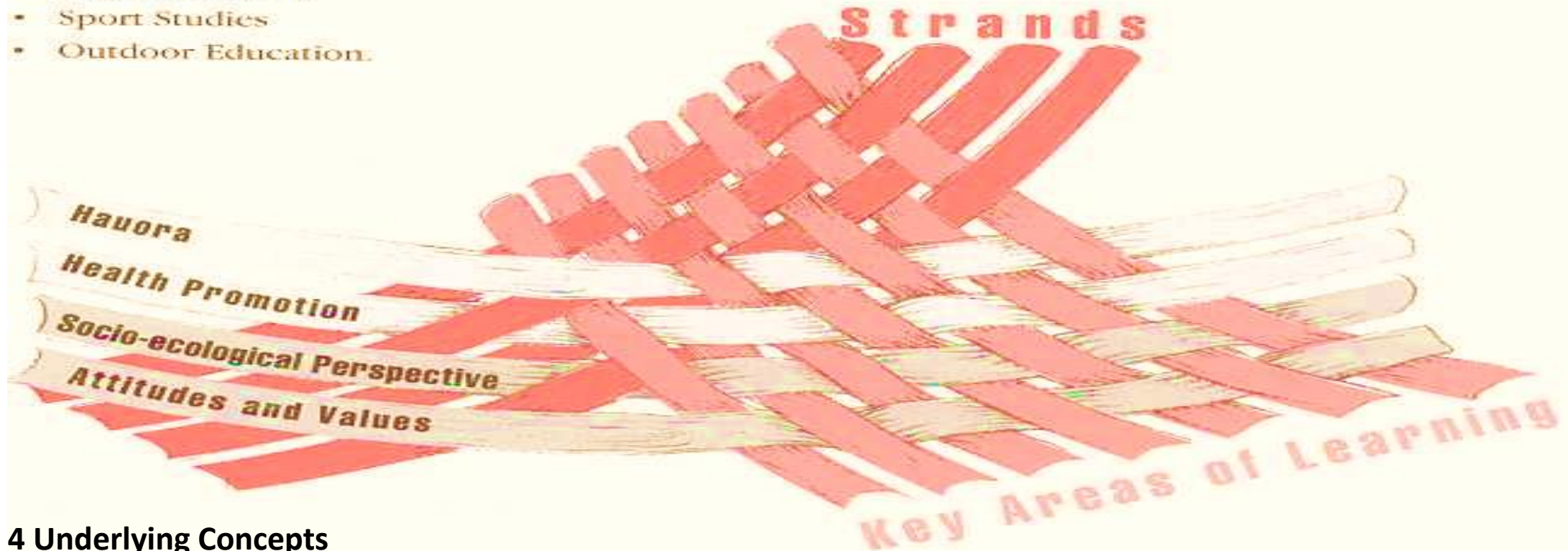
## 7 Key areas of learning

The key areas of learning are:

- Mental Health
- Sexuality Education
- Food and Nutrition
- Body Care and Physical Safety
- Physical Activity
- Sport Studies
- Outdoor Education

## 4 strands

- Personal health & physical development
- Movement concepts & motor skills
- Relationships with other people
- Healthy communities & environments



## 4 Underlying Concepts

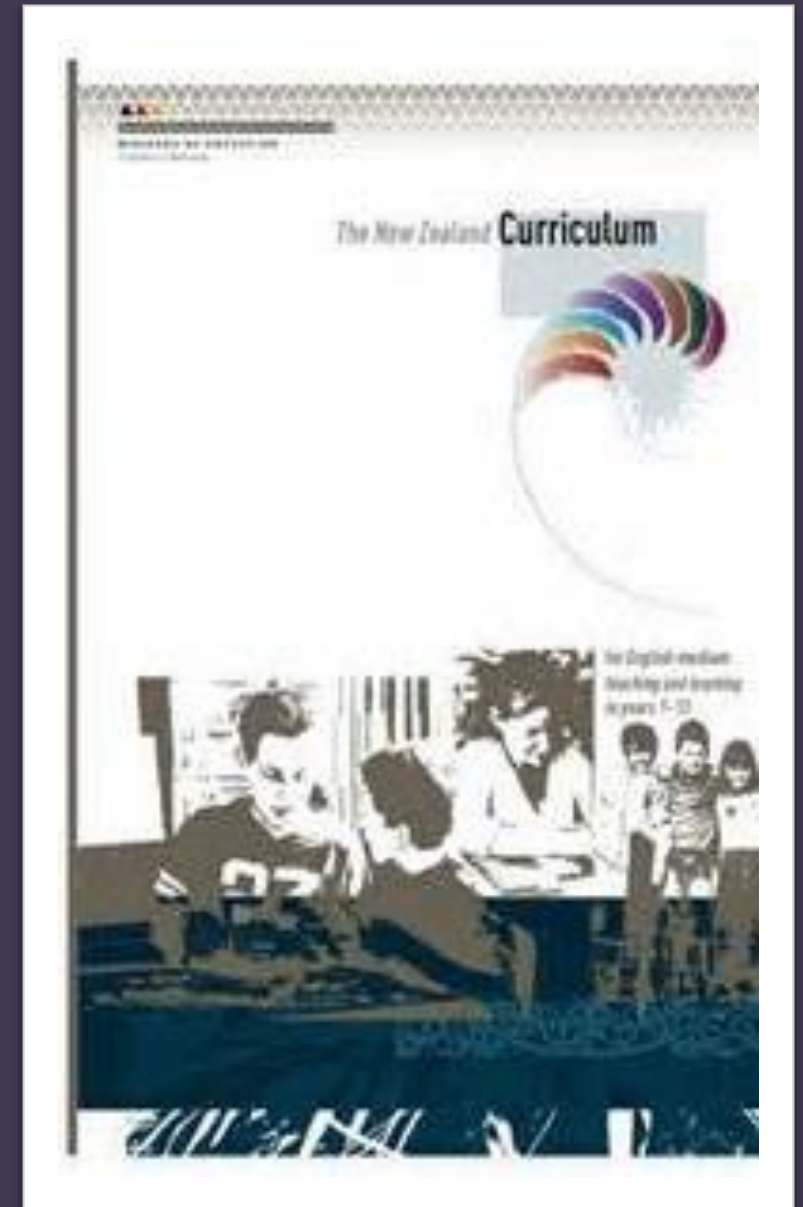


# The NZ Curriculum (NZC) 2007

Combines 8 learning areas

**Vision:** Confident connected  
actively involved lifelong learners.

*“In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health and movement related contexts” (pg.22)*



# Teaching and Learning in NZ



- School is compulsory up to age 17
- The learning areas within the NZC are all to be taught up to year 10 (age 15)
- Primary schools have a generalist teacher
- Secondary schools have specialist Health & Physical Education teachers
- Programmes are guided by the NZC and focused on the needs of the students





## Teaching and Learning in NZ


- Approximately 60% of a young person's awake time each day in NZ is spent in schooling.
- For many children physical education is the only opportunity during a school day where physical activity is required.

# NZ Young people's involvement in physical activity today

The NZ Physical Activity Report Card (2016)

9 key indicators (WHO international comparison)

Indicator	2016 Grade
Overall Physical Activity Levels	B-
Organised Sport Participation	C+
Active Play	B-
Active Transportation	C-
Sedentary Behaviours	C
Family and Peers	C
School	C+
Community and the Built Environment	B
Government Initiatives	B-



Journal of Physical Activity and Health, 2016, 13 (Suppl 2), S225-S230 <http://dx.doi.org/10.1123/jpah.2016-0323>



# Young people's involvement in sport and activity today

Sport NZ young people's survey (2017)

[www.sportnz.org.nz/activenz](http://www.sportnz.org.nz/activenz)

- 11 hours per week
  - 59% informal play
  - 41% organised participation (PE at school, sports training & competition)
- Motivation = fun 76%
- Participation decreases after 14 years old

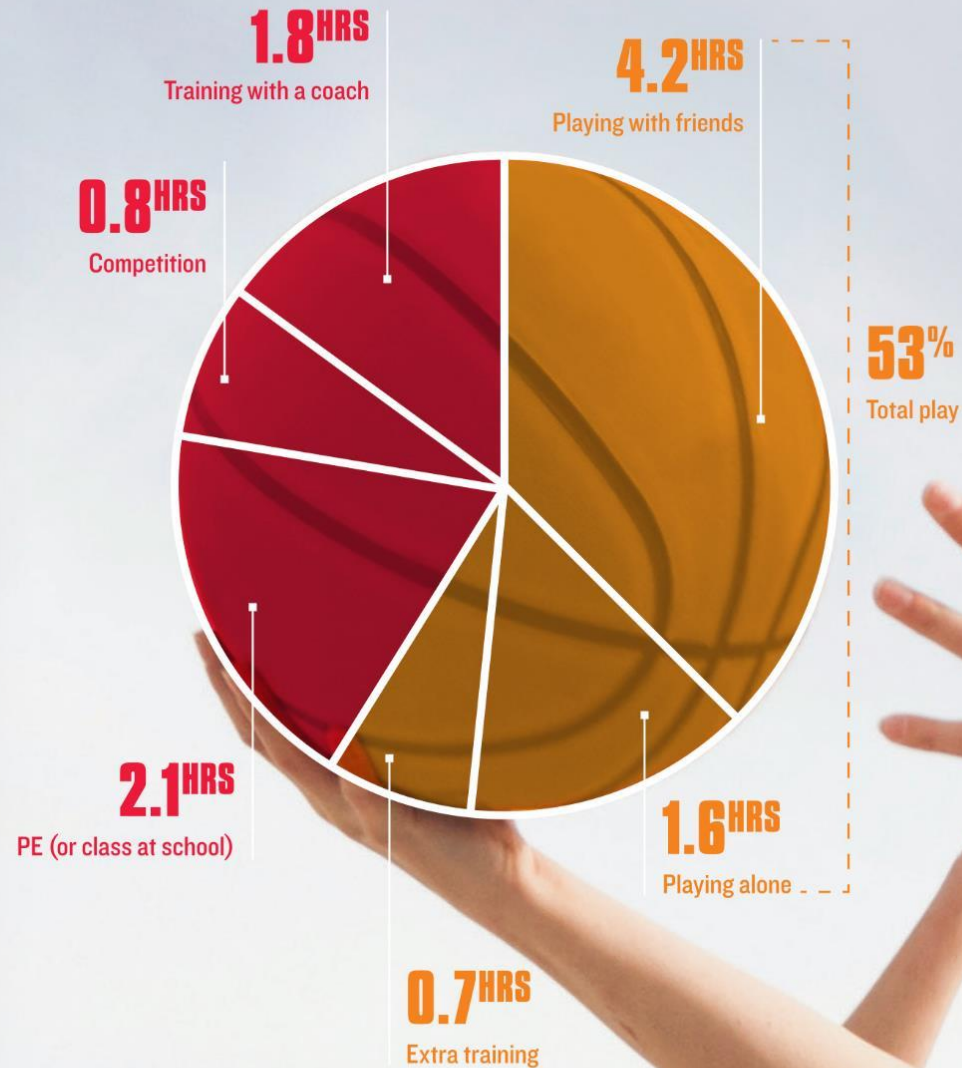


# YOUNG PEOPLE

**FIGURE 16**

AVERAGE TIME SPENT PER WEEK PARTICIPATING IN ORGANISED AND INFORMAL SPORTS AND ACTIVITIES.

On average, young people spend 11 hours participating in any given week, and informal participation (mostly play) makes up 59 per cent of that total time. Of the other 41 per cent spent in organised participation, being physically active in physical education (PE) or class at school, together with participating through competition and training with a coach, make similar contributions.



**4.5 HRS**

ORGANISED (41%)

**6.5 HRS**

INFORMAL (59%)

**11 HRS**

TOTAL (100%)

**FIGURE 26**

Base: All respondents aged 5-17.

Q12. In the last 7 days (not including today) have you done any physical activity specifically for sport, physical education (PE), exercise or fun?

Q16a. Where or how did you do <insert activity> in the last 7 days?

Q16b. About how many minutes did you spend doing <insert activity> in the last 7 days in <this way / these ways>?

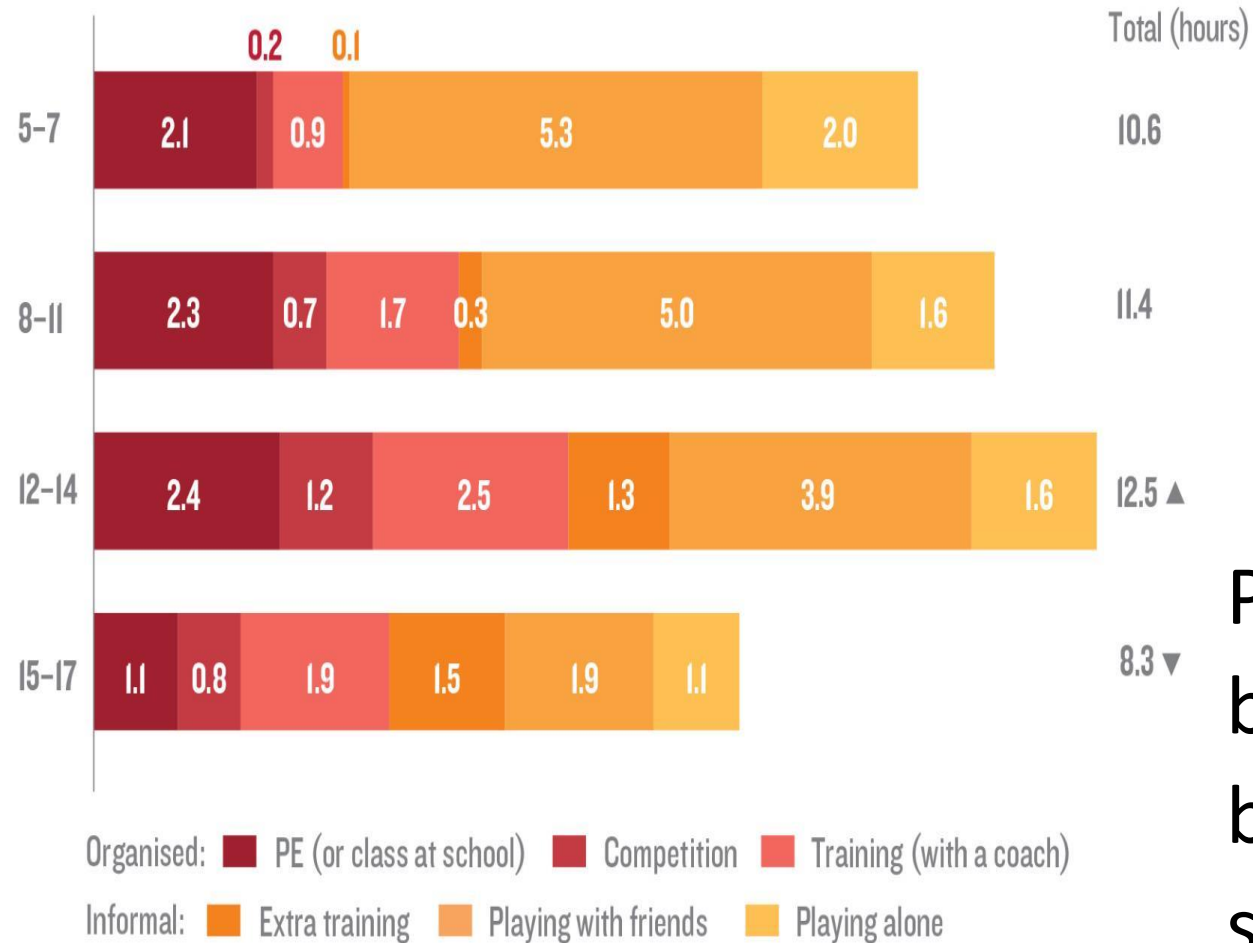


# YOUNG PEOPLE

FIGURE 19

AVERAGE TIME (HOURS) SPENT PER WEEK PARTICIPATING IN DIFFERENT TYPES OF ORGANISED AND INFORMAL SPORTS AND ACTIVITIES BY AGE.

Young people aged 5–7 spend 7.3 hours or 69 per cent of their time participating through play. Those aged 12–14 spend 6.1 hours participating in organised sports and activities – the most of all other age groups. The amount of time spent participating drops by 4.2 hours between aged 12–14 and 15–17, mostly accounted for by a reduction in time spent in play (2.5 hours) and PE (1.3 hours).



Participation peaks between 12 and 14 years before dropping off significantly between ages 15 and 17

TABLES 17, 18 & FIGURE 19  
 Base: All respondents aged 5–17.

Q12. In the last 7 days (not including today) have you done any physical activity specifically for sport, physical education (PE), exercise or fun?  
 Q16a. Where or how did you do <insert activity> in the last 7 days?  
 Q16b. About how many minutes did you spend doing <insert activity> in the last 7 days in <this way / these ways>?

# What motivates young people?

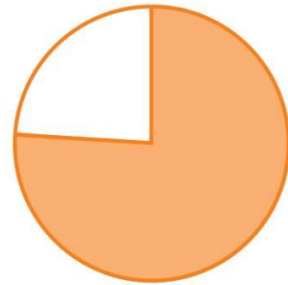
## MOTIVATION

**FIGURE 21**

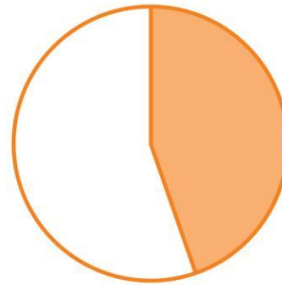
TOP MAIN MOTIVATION FOR  
YOUNG PEOPLE AND ADULTS.

Although there are many reasons why people participate in different sports and activities, the lead motivation for young people is fun, and for adults it is physical wellbeing.

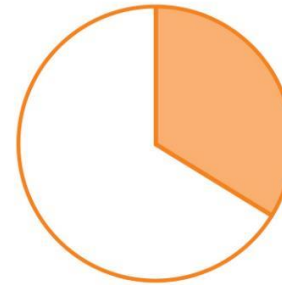
### YOUNG PEOPLE



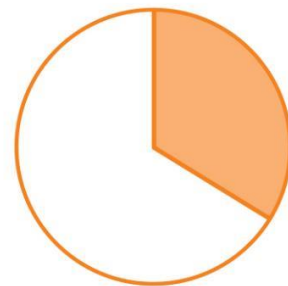
**76%** For fun



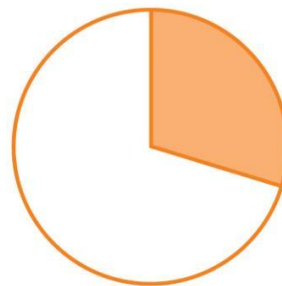
**45%** To hang out  
with family  
or friends



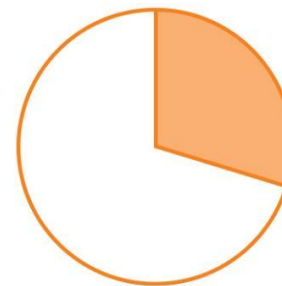
**31%** For fitness  
or health



**31%** To learn  
a new skill



**28%** To physically  
challenge myself  
or to win



**28%** I have to  
(my parents or  
school make me)

Fun 😊

Friends

Fitness

New skill

Challenge

Have to 😞

**FIGURE 21**

Q17. (18+) People do different activities for different reasons at different times. So, thinking about the last time you did this physical activity, what was the main reason you did it?

Q58. (5-17) People do different activities for different reasons at different times. So, thinking about the last time you did this physical activity for sport, PE, exercise or fun, what was the main reason you did it?

# Sport New Zealand's (SportNZ) vision

To enrich lives and inspire a nation through physical activity and sport.



*We want young New Zealanders to develop a love of sport and recreation that leads to lifelong participation*

- The Sport NZ Physical Literacy Approach takes a holistic view of the participant that considers their physical; social and emotional; cognitive; and spiritual needs



# NZ Health survey (2017/18)

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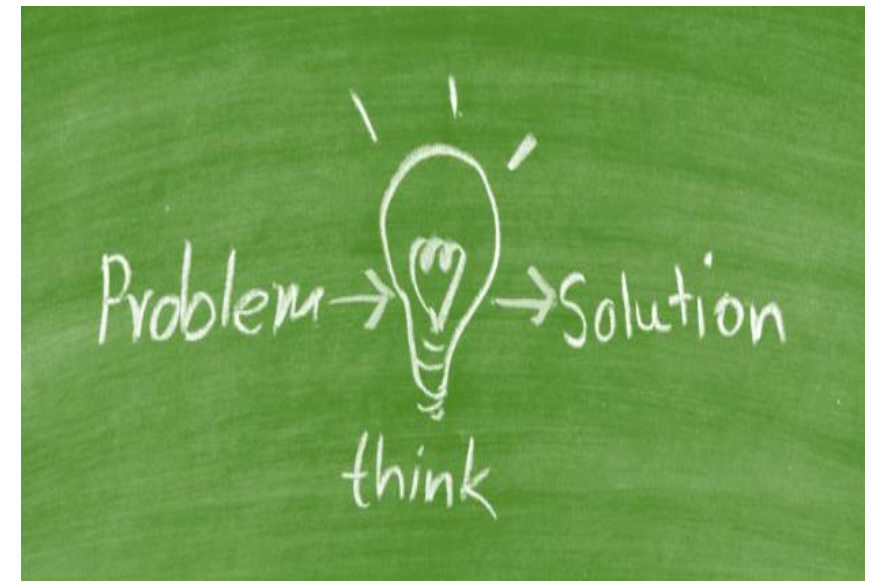
## Young People's physical health

- 1 in 8 children (aged 2–14 years) were obese (12%)
- 17% of Māori & 30% of Pacific children were obese
- children living in the most deprived areas were 2.1 times as likely to be obese as children living in the least deprived areas
- Child obesity rate increased from 8% to 12% (10yrs)



# Tensions

- Policy set by Government
- Health discourses are dominant
  - Controlled by public health – resourced for population
  - Obesity and healthism focus adopts aspects of power, class and control (Fitzpatrick, 2013; Gard & Wright 2009; Kirk & Colquhoun, 1989)
- Biomedicalised view of well-being
- Physical activity the panacea for improved health?





# Contribution of Physical Education to well-being



**Physical well-being:**  
the physical body,  
acquisition and  
development of movement  
skills, physical competence  
and ways of caring for the  
body.





**Social well-being:**  
decision-making, leadership,  
learning processes in social  
relationships, as well as feelings  
of belonging, compassion and  
caring.



**Spiritual well-being:**  
physical activity has  
been positively  
associated with  
numerous dimensions  
of psychological and  
emotional  
development  
including searching  
for meaning and  
purpose in life,  
personal identity and  
self awareness.








**Mental and emotional well-being:**  
physical activity can improve  
concentration and arousal,  
coherent thinking processes,  
acknowledging and expressing  
thoughts and feelings and  
responding constructively.

# What is it to be Physically Educated in the New Zealand Curriculum (2007)?

- Focus on movement and its contribution to the development of individuals and communities, especially physical and social skills
- Movement is integral to human expression and contributes to people's pleasure and enhance their lives
- Learn to understand appreciate and move their bodies, relate positively to others and demonstrate constructive attitudes and values



- 
- Contexts of learning (in diverse physical and social environments): engagement in play, games, sport, exercise, recreation, adventure and expressive movement
  - Fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society
  - Enables young people to be critical consumers of the movement culture, issues, devices and products

What is your  
philosophy?





## How? A way forward...

- School programmes are guided by the New Zealand Curriculum (NZC) outcomes
- Teachers have knowledge of current Government policies and academic discourses in HPE
- Teachers co-construct needs based programmes with their students
- Teachers adopt a 'modest' critical pedagogy (Tinning, 2010)





Articulating the purposes of physical education is a dangerous game. Dangerous because as we try to be brief we run the risk of reductionism in which we give the impression that there is actually an essence that can be named with some consensus.

(Tinning, 2000)



A full-page background image of a sunset over a beach. The sun is low on the horizon, casting a bright orange glow across the sky and reflecting on the wet sand. A large, dark rock formation is visible in the distance. The overall mood is serene and contemplative.

**Continue to  
learn IN,  
THROUGH and  
ABOUT  
movement**

The curriculum encourages us to  
problematise the construction of  
knowledge in relation to issues  
within health & physical education

Interrogate 'taken for  
granted assumptions'

Adopt a 'socio-cultural  
perspective'



# Physical Education in Aotearoa NZ

- Embraces a holistic focus
  - Considers the 4 dimensions of Hauora (well-being)
  - Acknowledges self, others & society
  - Adopts a socio-cultural perspective
  - Recognises attitudes & values
- Learning **in** physical education includes learning **about** health





Questions?

Thank you

Haere ra



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