

“Great teachers engineer learning experiences that put students in the driver’s seat, and then get out of the way”

Ben Johnson



Physical Education
New Zealand
Te Ao Kori Aotearoa



Quality Control in Primary Physical Education

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Physical Education
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What are we here for today?



THINK CRITICALLY ABOUT OUR CURRENT
PRACTICE WHEN TEACHING PHYSICAL
EDUCATION



DEVELOP KNOWLEDGE AND
UNDERSTANDING OF WHAT QUALITY
PHYSICAL EDUCATION IS



INSPIRATION TO MAKE CHANGE, GROW AS A
PROFESSIONAL AND PROVIDE BETTER
LEARNING OUTCOMES FOR OUR STUDENTS

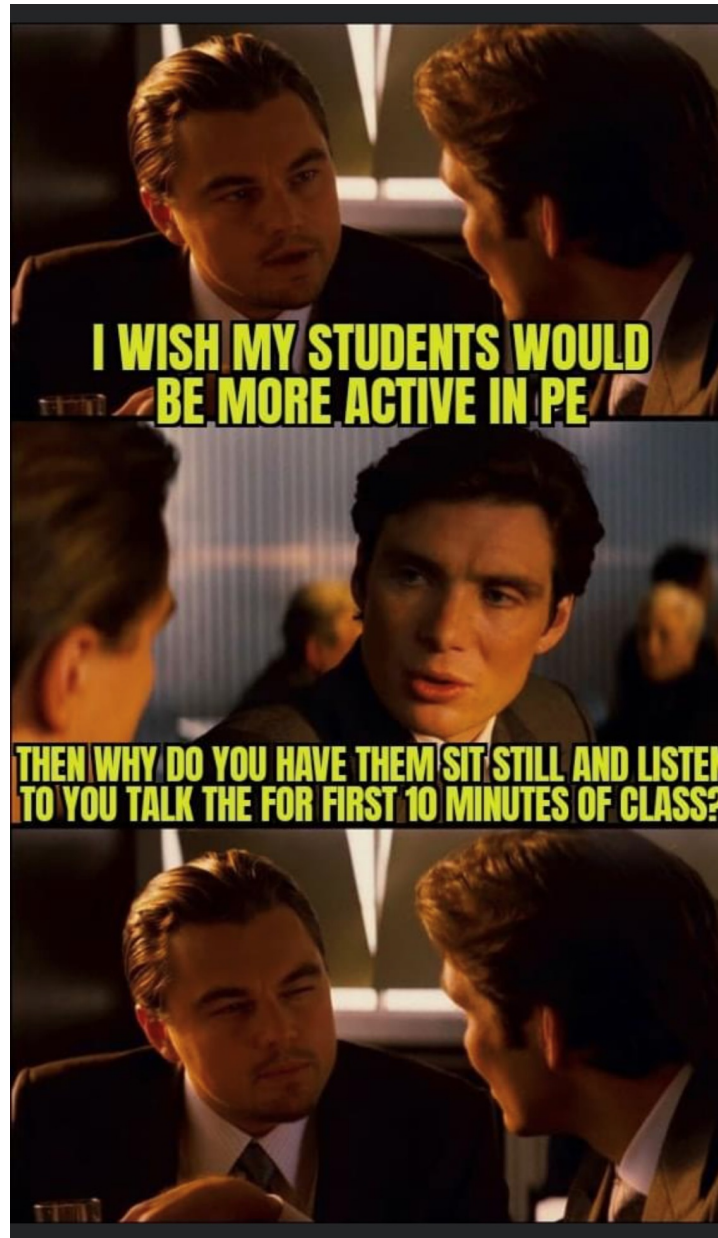


A 3D illustration of a puzzle with a red path leading through a grey maze. The path is made of red puzzle pieces, while the rest of the maze is made of white puzzle pieces. The maze is a circular structure with many paths and dead ends.

Wero / Challenge

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Mediocre Physical Education

- Teacher centered
- Teacher driven
- Solely physical skills based
- Poor skill knowledge and teaching
- No links to curriculum
- No links to other learning
- No student input
- Exclusion
- Whole class
- Limited and poor-quality equipment
- Poor questioning and feedback
- Not enough time to play
- To many instructions/sit time

**‘The children’s wellbeing in developing a sense of self-worth through play and a desire to be active and involved
is a more important outcome
than developing high-performance sports players’**

MoveWell p22

Your friendly reminder...

as a **Physical Educator**

Your role **is** to
educate according
to the NZ
Curriculum.

Your role **is not** to
coach the next
Dame Valerie
Adams



Health and Physical Education Whakatauki

*He oranga ngakau,
He pikinga waiora*

**Positive feelings in your heart
Will raise your sense of self worth**

Quality practices when *planning* primary physical education

Learner centred

Explicit learning

Links to the curriculum

Connected to other learning

Confident supported teachers

Inclusive for all

Develops holistic skills

Movement driven

Develops students in, through and about movement

Teachers as learners too

Purposeful contexts

Allows students to revisit learning and contexts for depth in knowledge


Contexts are manipulated to meet learners needs

Evaluated

Planned

Quality
practices
when
teaching
primary
physical
education

- Fun, new exciting
- Small groups
- Rich questioning
- Opportunities for students to think critically
- Reflection time
- Lots of time to play
- Balanced active and non active time
- Appropriately resourced
- Learner agency
- Allows for things to go wrong to highlight the learning
- Safe, supportive learning environment



No need to
chuck the baby
out with the
bath water...

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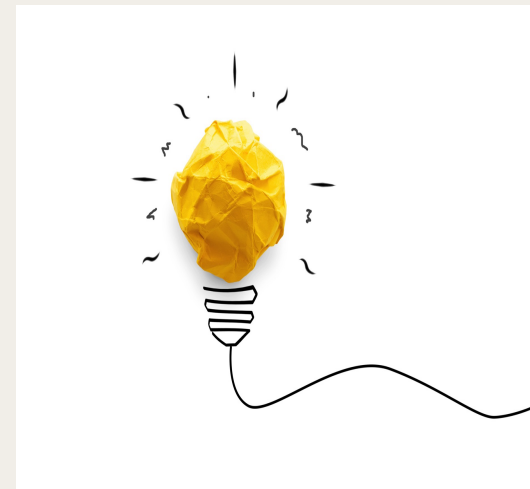


So, what can
it look like?

Fostering Creativity

“Creativity takes courage” Henry Matisse

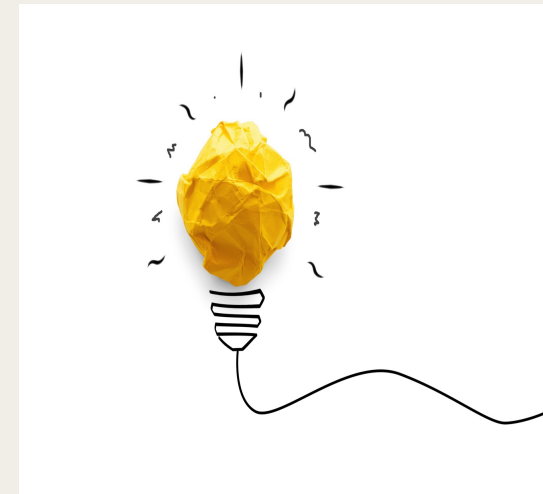
- WALT: creating games and discussing the enjoyment the games bring?



Fostering Creativity

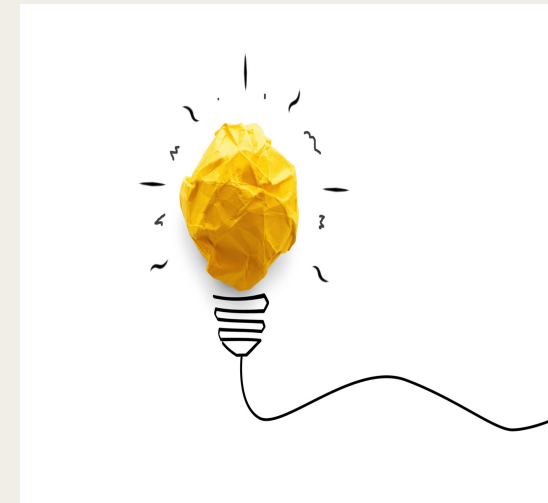
Effective questioning

- How did you show courage in your creativity today?
- In what way did you use the equipment creatively?
- What was challenging about being creative?
- What helped you to be creative today?
- What would you like to think about/change or improve for our next session?
- Did your creative game bring you or others enjoyment? What was it that people enjoyed the most? What might you change to bring more enjoyment?



Fostering Creativity

- Potential Scenarios
 - Game that can be played by # people
 - Game that develops ... striking and fielding
 - Create a game based on a book
 - Create a game from this equipment
 - Create a game that shows respect
 - Use a game you know, to create a new one
 - What else



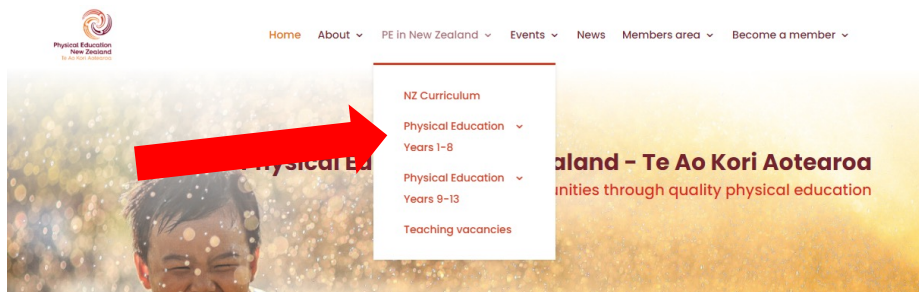
PE PLEASE



Where to find more...

www.penz.org.nz

Year 1-8 Health and PE Collective - Facebook



Contact me for further support

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penz.org.nz

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