

MONDAY 8TH JULY 2024			PRESENTER	CO-PRESENTER	TOPIC	ABSTRACT	W/SHOP NO.	ROOM
SESSION 1 - 11.45am								
45 MINUTES								
	Marisa	McKay	Marisa McKay		Quality control In Primary PE	Are you looking for some practical hints and tips on how to be more effective when teaching Physical Education? This workshop will look at practical ways to teach Physical Education, to ensure your students get a quality experience. We will look at explicit teaching strategies, inclusive practices and what learning can look like in Physical Education. Let's fill your kete with helpful takeaways that you can introduce to your classroom after the holidays.	1.1	S BLOCK S12
	Celia	Fleck	Celia Fleck	Zara Taylor	What young people are telling us about their experiences in Physical Education and physical activity	Our ākongā provide us with some at times confronting commentary about their experiences of physical education and physical activity in the school environment. In this workshop we will share with you some of the insights that Sport NZ have captured from students via the Voice of Rangatahi survey tool and the Girl Boss initiative along with some of the ways we have responded to these insights. We will share with you some considerations for co-designing solutions with ākongā.	1.2	S BLOCK S8-S9
	Shea	McEvoy	Shea McEvoy		Navigating the Future: AI in education	As educational paradigms shift towards integrating artificial intelligence (AI), this session explores the imperative role of AI in redefining learning landscapes. Central to our discussion is the utilisation of generative AI tools such as ChatGPT, Bard, and Dall-E, which are reshaping how educational content is created and delivered. These tools showcase how machine learning, a type of AI that learns from lots of data without specific instructions, can help make learning environments more dynamic.  This session is an introduction to the world of generative AI. We will tackle the ethical dimensions of preparing students for an evolving digital world, emphasising the need for a permissive approach to AI in schools. We address critical issues, including the development of knowledge resilience, the limits of AI in problem-solving, and the necessity for professional learning development (PLD) to enhance staff proficiency in AI applications.  Further, we propose strategies for personalised learning through AI-enhanced programs that support tailored educational experiences through one-on-one support and timely feedback. Additionally, the importance of teaching effective prompting techniques is highlighted, ensuring that AI tools are used to foster rather than replace student creativity and critical thinking.  Finally, we will outline the need for students and staff to foster responsible use of AI and maintain academic integrity in a tech-enhanced learning environment. This session will delve into how AI can be a powerful ally in education, preparing students to excel in a world where human-AI collaboration is not just common but expected. Please bring a device.  <b>Note: If you wish to attend this workshop it is preferable that you bring your laptop or device.</b>	1.3	S BLOCK S10-S11
	Gemma	Periam	Gemma Periam		The three key updates in the 2023 EOTC management template	This session would be of most interest to those who are often teacher in charge of an EOTC event or are the EOTC coordinator. What are the key updates to the EOTC Management Toolkit, how have they come about and what do you need to do to ensure your practice is up to date? 1.Introduction of EOTC coordinator management tools, Tool Kit Guide and a completed set of examples 2.Promoting use of standard operating procedures, planning for inclusion and diversity and setting operational limits 3.Moving away from using ratios altogether when setting up an effective leadership and supervision structure. Ensuring competence of staff matches requirements of the EOTC event. This session can also be an opportunity for anyone to ask questions about any aspect of their school's EOTC management system.	1.4	S BLOCK S7
	Amorangi	Apaapa	Amorangi Apaapa		Ngā tohu o te rangi	Attend a workshop that looks at the whakapapa of our celestial bodies and how we can incorporate maramataka into the classroom. There will be the option for those who are interested to follow-up with a Tuesday morning star gaze mena e whakaae ana te huarere, if the weather allows.	1.5	S BLOCK S5

	Hayden	Beaumont	Hayden Beaumont	Tessa Te Kahu	<p>Crafting narratives: Embedding a faculty narrative in Physical Education, Health Education, and Outdoor Education curriculum and practice</p>	<p>This presentation delves into the narrative-driven approach adopted by the Physical Education, Health Education, and Outdoor Education faculty at Cashmere High School, illustrating how the faculty narrative is woven into course design and teaching.</p> <p>Recognizing the power of storytelling underpinned by the faculties values the narrative provides a framework for teaching and learning in this curriculum area.</p> <p>This presentation will outline the journey the faculty has been on in developing and implementing the narrative, showcasing examples of its use in practice as well as considerations for further development. Attendees will be challenged to think about their own practice and how the concept of a faculty narrative may be applicable in their own settings.</p>	1.6	<p><b>S BLOCK</b></p> <p><b>S6</b></p>
	Tracey-Lee	Dalton	Tracey-Lee Dalton		<p>Opportunity for all: A case study of Rosehill special school's hauora journey involving physical activity and inclusion</p>	<p>Healthy Active Learning and Rosehill Special School have collaborated to create positive outcomes for tamariki and rangatahi. This initial collaboration has spread to include other schools and organisations all united to enhance the wellbeing of students' by providing opportunities for people to be active and play. This session will provide details of this collaboration and outcomes to date.</p> <p>The vision was to enhance wellbeing by creating more purposeful opportunities for physical activity and inclusion for students with disabilities. This presentation will show the journey thus far – the challenges and successes. It will begin by identifying the need of the students' and overall purpose for the school. This then determined the plan of action which was implemented using a scaffolded approach. Strategies to promote inclusion have included integration of movement throughout the curriculum, learning through play, and application of the Halberg STEP for success method to adapt to individual needs. Staff professional development has proved beneficial for individual classes, break time activity and school wide events. This presentation will reflect on what has been achieved in the past 18 months in the Hauora journey – increased opportunities for physical activity and inclusion. This experience will influence future goals to continue the journey.</p>	1.7	<p><b>S BLOCK</b></p> <p><b>S13</b></p>
	Shannon	McNatty	Shannon McNatty	Michelle Matthews	<p>Practical ideas and strategies to incorporate journeying in the local environment.</p>	<p>Journeys into te taiao offer a multitude of benefits for students, promoting physical health, mental well-being, experiential learning and social development. Integrating local journeys into school curricular can provide invaluable experiences to enrich students' lives.</p> <p>In this presentation we share local journey programmes offered by Dunedin schools and University programmes and will facilitate discussion and planning for teachers to conceptualise and integrate a journey into their own programme.</p> <p>From our experience, local journeys are accessible, and we advocate using active transport as much as possible for all aspects of the journey. A local journey using active transport encourages physical activity, overall health and wellbeing, is more convenient, cost effective, and promotes an environmentally sustainable way to engage students in te taio. Journeys help students discover and learn more about their local area and the connecting pathways, as well as how to replicate and further explore local spaces in the future.</p> <p>In our presentation we present practical ideas and strategies on how journeying through the local environment offers a plethora of rich educational opportunities to learn about the nearby ecosystems, foster a deeper connection to the community, learn about the history, culture, and natural features of their unique local place.</p>	1.8	<p><b>S BLOCK</b></p> <p><b>S3-S4</b></p>
	Pete	Smith	Pete Smith		<p>Learn to play Tapu Ae for the purpose of completing Physical Education standard 1.1.</p>	<p>Learn to play Tapu Ae for the purpose of completing Physical Education standard 1.1. Attendees will participate in Tapu Ae and film the play to use when analysing strategies. The workshop also covers how to set up the field and camera, possible strategies, and rules.</p>	1.9	<b>GYM 1</b>
			Presenter tbc		<p>Physical Education practical</p>	<p>Abstract to follow shortly</p>	1.10	<b>GYM 2</b>

MONDAY 8TH JULY 2024			PRESENTER	CO-PRESENTER	TOPIC	ABSTRACT	W/SHOP NO.	ROOM
SESSION 2 - 1.30pm								
90 MINUTES								
	Dr Susannah	Smith	Dr Susannah Smith	Amy Kaukau	Exploring ways of authentically integrating mātauranga Māori in Physical Education.	With the rapid roll out of the NCEA changes in PE, and the curriculum refresh ahead of us we are well positioned to think about how we teach PE in Aotearoa New Zealand. With these changes, there is an increase in demand for teachers to have a depth of understanding in mātauranga Māori and a want for genuine integration of mātauranga Māori concepts in physical education. Now is the time to push pause and reflect on our bicultural approaches to movement. Have we asked ourselves what 'Te Ao Kori   World of movement' means in our Physical Education contexts? Do we know what tools there are to help unpack our programs and plan learning experiences for ākonga? Do we go beyond 'Māori games' and think about how we authentically integrate mātauranga Māori in Physical Education spaces? This workshop will provide a safe space and support to critically unpack these questions with other thought leaders and colleagues. Bring an open mind.	2.1	GYM 2
	Lynley	Stewart	Lynley Stewart		Swimmers drown: What are we missing in aquatic education?	Evidence shows being able to swim alone may not protect you from drowning, being a water competent person who develops all 15 water competencies likely will.  While we all deserve the right to access and enjoy New Zealand's extensive aquatic playground the reality is that too many people are drowning. This is neither acceptable nor necessary. Schools are well placed to provide learning opportunities to enable tamariki and rangatahi to acquire the knowledge, understanding, skills, attitudes, and behaviours that will help them be safer in, on, and around water. Within the context of aquatic education, a multi-dimensional pathway which sits across the New Zealand Curriculum (2007), teachers can plan and implement a sequential, needs based programme enabling tamariki and rangatahi to develop competencies to be safer around water environments. This workshop looks at understanding the NZ drowning problem, exploring the 15 water competencies recommended for drowning prevention, and critiquing our current aquatic education programmes for learning to be more effective.	2.2	S BLOCK  S7
	Annie	Macfarlane	Annie Macfarlane	Shelley Hunt	10 active learning activities for the Health Education classroom	Come and participate in activities that enhance learning and build relationships. Some are golden oldies, and some are new, but all are activities Annie and Shelley have used and enjoyed. No laptops needed.	2.3	S BLOCK  S3-S4
	Erik	Persen	Erik Persen		Authenticity in the age of generative AI and the new 1.3 and 1.4 assessments	In the past few years generative Artificial Intelligence has emerged as a transformative force in education, both positive and negative. Pioneers like Salman Khan believe that "we are at the cusp of entering the biggest positive change education has ever seen" by giving every student an AI powered 1:1 personal tutor, and every teacher an AI powered personal assistant. However, amidst these advancements lies the nuanced issue of authenticity in student work, and particularly in assessment. This presentation will explore ideas around promoting ethical and safe use of AI, how students are using AI to cheat, the (in)effectiveness of AI detectors, and offer some guidance on effective policies and processes for administering and submitting the new 1.3 and 1.4 externally assessed standards. As a pilot school in 2023 we can share how we applied NZQAs Assessment Specifications, the process of uploading student work into the new portal for marking, and the process for dealing with breaches of academic integrity. Perhaps more importantly we can share the changes we will be making for 2024!	2.4	S BLOCK  S1-S2
	Sophie	Watson	Sophie Watson		Everybody in: Inclusive practices in action.	Keen to attract a wider range of students to your PE and Outdoor Education classes...?! Join us for this interactive workshop to learn how you can design and facilitate learning experiences that respond to the needs of diverse student groups, including ākonga who menstruate, are rainbow, or who have disabilities. You'll be supported to reflect on your current practice, discuss ways to grow your teaching methods, and you will leave with a range of tools and strategies to help you hit the ground running. This workshop offers a safe space to learn more about menstruation and gender diversity, and caters for all levels of knowledge and experience.	2.5	S BLOCK  S8
	Jonathan	Lynch	Jonathan Lynch		What has outdoor and environmental education research got to do with me? Trying to work with current research concepts on the ground.	This proposed workshop explores ways we might bridge the gap between outdoor environmental research and practice. Working with emerging ideas in outdoor and environmental education, it is an experiential workshop that introduces concepts like post humanist thought that seeks to challenge the separation of nature and culture. The first part of the workshop will involve discussing some conceptual and theoretical ideas being used in environmental education research internationally around how we understand ourselves as part of or separate to nature. Next, I will explore ways educators might find these ideas useful for their practice through a series of activities. Topics will include how we perceive nature, planning outdoor curricula, and the pitfalls and possibilities of technology in the outdoors.	2.6	S BLOCK  S9
	Darren	Houston	Darren Houston	George Read	How schools and community groups can work together to use skateboarding to have a positive impact on tamariki and rangatahi.	In this workshop you will have the opportunity to learn the basics of skateboarding through a practical session by developing confidence and capability at your own pace. Skateboarding is gaining in popularity in Aotearoa New Zealand as a viable complement and alternative to the traditional activities and experiences. We will look at how skateboarding has been implemented into school and college programmes and how this has benefited tamariki and rangatahi in the community settings.	2.7	S BLOCK  S5

	Nicola	Potts	Nicola Potts	Lea Stening	How sports nutrition can help to grow an athlete	Good nutrition is critical to fueling, adapting and repairing our bodies following exercise. It is also critical for optimal growth. Understanding how to fill the nutrient and energy gap created when growing children exercise is key to their long-term mental and physical well-being. However, teaching parents and children these concepts when trying to also navigate puberty is not easy against the backdrop of misinformation, doctor google, celebrity advice, the busyness of family life and high expectations of everyone for sporting success. Dietitian Lea Stening will focus on the key nutrition ingredients of growth, training and competition and the importance of timing meals and snacks to maximize performance. Lea will also discuss research looking at how athletes prefer to learn about sports nutrition. HETTANZ Kaiārahi Nicola Potts shares her first-hand experience on how she manages teaching sports nutrition directly and indirectly to the male adolescents and visiting schools at her school from year 9 to year 13. Together Lea and Nicola examine the key ingredients needed to build a healthier school sporting environment and team culture around better nutrition helping kids to set up habits for life.	<b>2.8</b>	<b>S BLOCK</b>  <b>S6</b>
	Sophie	Hoskins	Sophie Hoskins	Mark Smith	It's not all about going up. Developing movement strategies and technique in rock-climbing.	This workshop will introduce you to a range of activities and games you can use with ākongā to help develop movement strategies and technique in rock-climbing. Come along, participate, and leave with a kete of tools you can take with you to the climbing wall. Throughout the workshop, we will discuss 1.1 movement strategies in a rock-climbing context (for those interested) and there will also be the opportunity to ask an EONZ EOTC support person any questions you have around health and safety in rock-climbing.	<b>2.9</b>	<b>GYM 1</b>

<b>MONDAY 8TH JULY 2024</b>  <b>SESSION 3 - 3.30pm</b>  <b>45 MINUTES</b>			<b>PRESENTER</b>	<b>CO-PRESENTER</b>	<b>TOPIC</b>	<b>ABSTRACT</b>	<b>W/SHOP NO.</b>	<b>ROOM</b>
	Rod	Philpot	Rod Philpot		Exploring New Zealand Health and Physical Education teachers' perspectives, passions and practices in teaching for social justice	This presentation begins with a report on a study that investigated the perspectives and experiences of Health and Physical Education (HPE) teachers in New Zealand regarding the integration of social justice principles into their pedagogical practices. Data was gathered from an online survey completed by 122 HPE teachers from communities across New Zealand and a full range of school types. Some of the key findings concern HPE teachers conceptions of social justice, key barriers and enablers experienced by teachers, key social justice issues faced by HPE teachers in schools, and a summary of teachers actions taken for social justice. This is followed up with an overview of a HPE teacher-practitioner partnership that focuses on local solutions to equity, inclusion and the application of student voice in HPE classrooms. The session finishes with an introduction to PhysEquity, a website with a focus on equity, diversity and inclusion that is designed as a conduit to sharing resources, teaching strategies and research.	<b>3.1</b>	<b>S BLOCK</b>  <b>S8-S9</b>
	Sarah-Kate	Millar	Sarah-Kate Millar		Non-linear learning and teaching for skill transfer	Traditional approaches to skill learning have been based on linear approaches and trying to get students to 'learn' a skill before applying it to a context or game. This is opposite to a non-linear approach for learning and can both slow the learning down for the student, but also open up challenges of not being able to perform a skill under pressure or in changing situations. This practical workshop will be based on key contemporary skill acquisition theory and non-linear pedagogy principles to help give teachers simple ideas to support skill learning. The session will draw on a constraints-led approach, as opposed to TGfU, and allow teachers to easily set up sessions that meet varying student needs.	<b>3.2</b>	<b>GYM 2</b>
	Shannon	McNatty	Shannon McNatty	Olivia Wheeler	What is being taught in initial teacher education for Outdoor Education, Health Education and Physical Education at Otago College of Education and what could we be doing?	Initial teacher education (ITE) programmes for Health, Physical, and Outdoor Education play a pivotal role in preparing future educators to effectively teach and promote health and well-being among students. This abstract examines what is currently taught at Otago University's College of Education in ITE and asks participants to share their expertise from the field with suggestions for improvement to enhance the quality and efficacy of our teacher preparation programme. Currently, ITE for Health and Physical Education and Outdoor Education typically includes coursework in pedagogy and curriculum development alongside practical experience with peers managing groups, adapting and scaffolding learning, and developing their kete of ideas. However, there are areas where ITE programmes can be enhanced. These include strategies to motivate students, enhance inclusive practices and accommodate diverse learners, integrate technology, and foster collaboration between professionals. Moving forward, ITE programmes need to ensure that future Physical Education teachers are equipped with the latest insights from the field alongside integrating current research findings into their teaching. Additionally, how do we support ongoing growth and refinement of teaching skills for our students to meet the ever changing needs of our tamariki and foster partnerships with community organisations who can provide resources and valuable opportunities for local practical experiences. In conclusion, while our current ITE programme lays a foundation for future educators, there is a need for continuous improvement and innovation to meet the evolving needs of students and society. By incorporating current teacher's expertise and ideas, ITE programmes can better prepare our future Physical Education teachers to inspire and empower students to lead healthy and active lives.	<b>3.3</b>	<b>S BLOCK</b>  <b>S10-S11</b>

	Hannah	Berning	Hannah Berning		From bicultural research approach to bicultural teaching practice through the context of Ahi   Fire	Arguably, fire is one of the oldest practices that is found in all cultures on this planet. Yet, through tool-enhancement many people have lost their connection to traditional fires. In order to produce heat, light, or power, most people flick the light switch, turn the button from their oven or press the remote for the heater. In this presentation/workshop, I argue towards the importance of traditional fires within teaching and learning. The presentation is based on a three-year PhD research, drawing on He Awa Whiria (A braided river) approach which highlights the strength of mātauranga Māori and Western knowledge systems (Macfarlane, 2024). Research findings indicate that fire can support whakawhanaungatanga (for example through sharing of kai) and equality when used in a more conscious way (Berning, 2023). This presentation/workshop will not focus on wildfires but might touch on historical and recent fire events. Instead, greater light will be placed on the pedagogical inclusion of fire pūrākau, place-responsive approaches, and crafting skills (such as, fire skills, whittling, weaving).	3.4	<b>S BLOCK</b>  <b>S5 THEN MOVE TO THE MEADOW</b>
	Mike	Brown	Mike Brown		Preventing fatalities in Outdoor Education	Outdoor education has a well-established place in schools and evidence shows that it contributes to positive learning outcomes. Unfortunately, since 2000 there have been 22 fatalities in outdoor settings involving school students/staff in Aotearoa New Zealand. The vast majority of teachers will never encounter a fatality so cannot rely on personal experience to understand how fatalities might be prevented. When a death occurs it is often assumed to be a freak accident. This is a natural assumption given the sector has operated under various risk management regimes for decades. However, detailed analysis reveals that few deaths in the outdoors prove to be caused by misfortune alone; unfortunately, most involve failures to learn from the past (Brookes, 2018). In order to learn from the past we can review reports of previous fatalities; by doing so we may avoid the situation where newer educators repeat mistakes that have occurred previously. The purpose of this presentation is to highlight how the study of previous cases (e.g., Coroner's reports) can provide valuable lessons to prevent future fatalities. The presentation discusses what is meant by a fatality prevention mindset and gives an example of what can be learned from a case study.	3.5	<b>S BLOCK</b>  <b>S6</b>
	Emma	Davison	Emma Davison		Starting from scratch: Planning a programme of learning	Planning and designing a new programme of learning can be a daunting concept. This workshop offers a guide for teachers on ways to approach such a task. Based on the experiences of designing and implementing the NCEA level one changes and adaptations of junior HPE curriculums, it will provide some ideas, strategies and resources that can be used and adapted to assist teachers and leaders to design a curriculum tailored to the unique needs of their learners. Whether you're a seasoned educator seeking to refresh your curriculum or a novice embarking on your first curriculum design project, "Starting from Scratch: Planning a Programme of Learning" offers some examples and framework towards creating new programmes of learning. Join us to unlock the potential of your curriculum and inspire meaningful learning outcomes for all learners. Bring with you any curriculum projects you are developing or come along to get some ideas and resources to take away with you.	3.6	<b>S BLOCK</b>  <b>S10</b>
	Adam	Wilson	Adam Wilson		Yr 9 and 10 Whats on Top - How we moved away from a traditional model	Abstract to follow shortly	3.7	<b>S BLOCK</b>  <b>S3-S4</b>
	Tom Arps		Tom Arps		Implementing a Kahui Ako wide wellbeing model: The Ngā Mātāpuna O Te Waihora experience	Here at Ngā Mātāpuna O Te Waihora Kahui Ako we have been on a journey from tragedy to creating a Kahui wide teaching a learning program embedding our wellbeing model across all schools. We have worked closely with Wiremu Gray to implement his wellbeing model - Te Whare Mauri Ora across the Kahui. This presentation will look into the journey that we have been on and give some tips and tricks should others want to do the same.	3.8	<b>S BLOCK</b>  <b>S7</b>
	Sarah	Ryan	Sarah Ryan	Tash Brill	What the WHanaungatanga	Relationships, people, and connections are central to wellbeing. Whanaungatanga, in particular, is a foundational value for most people, created through forming, sharing, and maintaining close ties with people and communities. Working together to embody the principles of whanaungatanga provides the basis and framework for a sense of belonging and unity – an integral part of any child's development. These are ideal for pre, mid and post learning activities and provide instant connection for the akonga. Join us to explore a variety of activities to foster this connection and leave with a kete of resources to explore in your classroom. Be prepared for maximum fun.	3.9	<b>GYM 1</b>
	Shea	McEvoy	Shea McEvoy	Amy Kaukau	Death by meeting	Do you often find yourself wishing for more time for professional development within your team? Have you pondered the differences between leading and managing, especially when promoted within a school or work setting? Join us for a practical workshop focused on leadership and making the most of your team meetings. In this session, we'll explore strategies to create space for professional learning and strategic planning with your teams in amongst the hustle and bustle of workplace administration. Come prepared with examples of your team agendas as we reflect and brainstorm ways to optimise your time together. This is your opportunity to share insights, collaborate with peers, and elevate our game in Health and Physical Education and Outdoor Education. Don't miss out on this chance to develop your leadership skills and support your team effectively!	3.10	<b>S BLOCK</b>  <b>S1-S2</b>

<b>TUESDAY 9 JULY 2024</b>				<b>PRESENTER</b>	<b>CO-PRESENTER</b>	<b>TOPIC</b>	<b>ABSTRACT</b>	<b>W/SHOP NO.</b>	<b>ROOM</b>
<b>SESSION 4 - 10.40am</b>									
<b>45 MINUTES</b>									
	Max	Pringle	Max Pringle			Exploring inclusive Physical Education	It's important that Physical Education includes students of all abilities. Halberg Train is leading this important change, helping teachers, coaches, students and volunteers all over New Zealand create inclusive environments in sports, play, recreation and Physical Education. In this session, we will explore how to actually make Physical Education inclusive. We will look at the basic ideas behind inclusion and provide practical tips and tools that teachers need to know and use. Our main points will focus on how to modify sports and physical activities to be more inclusive, how to build a positive learning environment, and how to use technology and new resources to help all kinds of students. Participants will learn how to better understand the challenges and opportunities in teaching inclusive physical education and will also get useful strategies and tools that they can start using right away in their classes to make sports more fun and enjoyable for everyone.	4.1	<b>S BLOCK</b>  <b>S1 - S2</b>
	Gemma	Perium	Gemma Perium			EOTC: Working with providers, getting the relationship right and can they waive their responsibilities?	This session focuses on how schools and external EOTC providers need to work together so both organisations meet their Health and Safety obligations. The workshop is centred around a Lessons Learnt video clip produced by Dive!Tutukaka following a near miss incident in 2020 where two Y10 students got into difficulty in a rocky inlet at the Poor Knights Islands. Kate Malcolm (Owner and Director) speaks about respective responsibilities and having an open and transparent relationship based on good communication and understanding of each other's accountabilities. Checking out a provider and setting up an agreement will be looked at using the 2023 EOTC Template 'External Provider Agreement'. Recently some schools have asked for advice when receiving waivers from external providers. These should no longer be used. Find out why and why it may still be an issue.	4.2	<b>S BLOCK</b>  <b>S14</b>
	Amorangi	Apaapa	Amorangi Apaapa			Atua	This workshop will explore atua māori and how the personifications and connections of atua māori can help us better understand how we navigate and interact with te taiao. There will also be discussion and links to the recently developed EONZ unit standard assessment resources from the Māori Environmental Practices domain.	4.3	<b>S BLOCK</b>  <b>S7</b>
	Jane	Townsend	Jane Townsend			Empowering student leaders through place and culturally responsive approaches	In this workshop you will examine and discuss case studies from two secondary schools where student leaders were empowered through place and culturally responsive approaches. The positive outcomes of this approach will also be shared. You will then have the opportunity to design your own leadership programme that is responsive to your students and place. This workshop will be relevant for any physical education and outdoor education teachers who want to genuinely and authentically grow leaders.	4.4	<b>S BLOCK</b>  <b>S12</b>
	Jenny	Robertson	Jenny Robertson			Primary school Mental Health Education	This workshop will provide opportunity for teachers to familiarise themselves with the NZCER resource Mental health and hauora for primary: Teaching interpersonal skills, resilience, and wellbeing (2023). Activities will consider how mental health education can link across the curriculum, and how a selection of activities from the resource can be used in combination to form a coherent unit of learning related to a mental health topic or theme.	4.5	<b>S BLOCK</b>  <b>S5</b>

TUESDAY 9 JULY 2024 SESSION 4A - 10.40am 90 MINUTES			PRESENTER	CO-PRESENTER	TOPIC	ABSTRACT	W/SHOP NO.	ROOM
	Leigh	Morgan	Leigh Morgan		Health Studies level 1 NCEA external assessments	With the focus in the second half of the year shifting toward external assessment, this 'just-in-time' workshop will provide support for teachers using the Health Studies 1.3 and/or 1.4 Achievement Standards. The workshop will provide a brief overview of the standards with most focus coming from participant questions related to the structure and nature of the assessment, and the breadth and depth of teaching and learning required to adequately prepare students for the assessment.  <b>Note: If you wish to attend this workshop it is preferable that you bring your laptop or device.</b>	4.1A	S BLOCK S13
	Emma	Don	Emma Don		Know me guide Me: Health and Physical Education level 1 changes Rangiora style	Our workshop is about sharing with you our journey of establishing 4 new teaching and learning courses across Health Education, Health Studies, Physical Education and Food & Nutrition for approximately 325 students and 12 kaiako within our North Canterbury kura. We will share with you some practical activities, along with sharing our take on the changes at Level One, allowing you the time and space to sit with your ideas, and the ideas of others as you head into Term 3 at your own kura. Our mahi and kaupapa will be shared within the framework of our Know Me Guide Me strategic planning, an approach which is the focus of our teaching and learning programmes across our kura.	4.2A	S BLOCK S10-S11
	Tumokai	Morgan	Tumokai Morgan		Empowering young people's critical thinking: A new resource focused on health attitudes towards alcohol and being online	Tūturu is a modern approach to secondary student wellbeing. It has developed an innovative new resource that builds on our existing cross-curriculum health content. Health Attitudes resource was created through collaboration with CensusAtSchool, health professionals, Netsafe, the former Chief Censor, and educational experts from Mathematics, Health Education, Physical Education, and Social Studies. Teachers play a crucial role in fostering students' critical thinking skills amid an inquiry-based learning environment. The Health Attitudes resource utilises data from the largest-ever survey of New Zealand secondary students in 2023 and is aimed at students in Years 9-11. It facilitates critical thinking through data analysis, delving into two key areas: alcohol consumption and online wellbeing. Students using the resource engage with CensusAtSchool survey data, interpreting its implications for wellbeing and contemplating health-promoting actions. The resource includes learning activities that follow an inquiry approach in the two health areas using the CensusAtSchool questions, including: digital technology use and wellbeing, use of digital devices and social media, influences on teenagers' use of alcohol, teenagers' attitudes towards alcohol use, and more. The presentation outlines the resource's background, its components, including health learning activities, examples of health promotion information, and practical examples for teachers of how to use the resource with students in Years 9-11.	4.3A	S BLOCK S8-S9
	Celia	Hogan	Celia Hogan		Unleashing creativity with natural resources	This hands-on workshop will encourage teachers to think outside the box on how to use natural resources in interesting and creative ways in your classroom. While exploring the properties and design possibilities, Celia will provide practical examples and experiences that can help engage students in hands-on projects while creating a deeper understand of the opportunities in te taiao.	4.4A	S BLOCK S6 THEN MOVE TO THE MEADOW



TUESDAY 9 JULY 2024			PRESENTER	CO-PRESENTER	TOPIC	ABSTRACT	W/SHOP NO.	ROOM
<b>SESSION 5 - 11.35am</b>								
<b>45 MINUTES</b>								
	Tracey-Lee	Dalton	Tracey-Lee Dalton		Education beyond four walls using physical activity and the outdoors: A case study of Kauri Flats School	Opened in 2017 amidst high-density housing, Kauri Flats School (KFS) faced space constraints and limited green space. Kauri Flats transformed 'dead' spaces within the school into outdoor recreational areas. Utilising partnerships with community organisations and funding, Kauri Flats created wilderness trails, outdoor fitness apparatus and recreational games to enhance student engagement and wellbeing. Their efforts earned them a Merit Award at the Recreation Aotearoa Recreation Awards 2023 for 'Outstanding Community Recreation Programme.' Kauri Flats has an expanding roll, with an average attendance of 88 percent when declining school attendance is the norm. KFS is not afraid to do things differently. In practice that looks like a school that doesn't let anything stop them from providing quality sport, play and physical activity opportunities for students. Not even COVID restrictions – during which KFS provided socially distanced outdoor experiences in sailing, orienteering, cycling, and picnics. Systems ensure that students are given regular opportunities to be purposefully active in sport, outdoor activities, and play. There's also a kete of accessible equipment to get ākongā outside and learning through movement as often as they can. The school is committed to continue to explore ways to get students physically actively engaged.	5.1	S BLOCK S5
	Chris	Button	Chris Button		What are the challenges and benefits of teaching children water safety education in different aquatic locations?	The University of Otago has developed a water safety education programme for children that is delivered in different aquatic environments (e.g., pools, lakes, beaches, rivers, etc.). In this innovative programme children are taught transferable knowledge and skills (such as safe entry/exit, floating, and rescue techniques) and not just how to swim certain strokes. We aimed to explore the challenges and benefits of implementing the programme in different places (i.e., South, Central and North Otago) and with different providers. Across the three locations, 80 primary school-aged children took part over 4-5 days. Focus group interviews with education providers revealed they were very happy with the logistics of delivering the programme particularly as it was the first time that many had taught outside of a swimming pool. However, it was acknowledged that experienced/qualified educators were necessary to help teach the open water activities. Many participants commented on how different and valuable the programmes were compared to traditional, pool-based swimming lessons and that they felt better prepared to recreate in the different locations the programme was taught. In this presentation we will discuss the implications of this study for children's water safety education across Aotearoa.	5.3	S BLOCK S7
	Mark	Atkins	Mark Atkins	Grace France	Shifting towards a skills-based Junior Health Education curriculum	We've revamped our Junior Health curriculum, shifting towards a skills-based approach that is tailored to real-world contexts. Through collaborative efforts, we've integrated our school's values into every unit, while fostering the skills of emotional intelligence, leadership, resilience, problem solving, decision making, and critical thinking. The overall aim being to provide students with meaningful learning experiences, from inclusive discussions to practical applications. Join us as we encourage you to critically think about your current programme, discuss the iterative process behind your own evolution, and learn how each unit aligns the skills with relevant health issues. Together, let's explore innovation in Health Education and its role in "developing both the intellect and the character of our students".	5.4	S BLOCK S1-S2
	Freya	Bullock	Freya Bullock		He waka eke noa: We're all in this waka together. Teaching Health Education, Physical Education & Outdoor Education from a te ao Māori perspective	Te ao Māori concepts bring deeper meaning, purpose and authenticity to learning. At Aorere College we have used indigenous knowledge, such as the Maramataka, Māori values, and a waka model to shape our curriculum. A holistic te ao Māori worldview cannot fit into a linear western education system, therefore the key is to allow the depth and width of te ao Māori to be the foundation for learning. The Maramataka (Māori lunar calendar) is a concept that connects us with te taiao; it provides wisdom around the influences that the environment has on our energy levels, activities, attitudes and behaviours during different phases of the moon. We have used this mātauranga to provide deeper insight into the environmental influence on Hauora. Our current achievement standards are easily adapted to demonstrate imagery, kōrero and observation, informing learning from a te ao Māori perspective. For example, using the model of a waka to symbolise identity, kotahitanga and purpose through 2.8 Social Responsibility. Through a te ao Māori way of learning, we seek to connect our rangatahi with their cultural identity and empower them in their purpose and direction in life. Haere mai ki tēnei wānanga to learn about our kaupapa.	5.5	S BLOCK S3-S4
			Presenter to be confirmed		Physical Education practical to be confirmed	Abstract to follow shortly	5.6	FITNESS AND WELLNESS CENTRE

TUESDAY 9 JULY 2024			PRESENTER	CO-PRESENTER	TOPIC	ABSTRACT	W/SHOP NO.	ROOM
<b>SESSION 6 - 1.30pm</b> <b>45 MINUTES</b>								
	Gregor	Fountain	Gregor Fountain		New government, new priorities: What are the implications for Health and Physical Education?	Education featured prominently in the 2023 election campaign and since they were elected, the coalition government has wasted no time in rolling out their agenda for the reform of curriculum, assessment and pedagogy. In this workshop, we will take a deep dive into the government's education reform programme and look ahead to see what might be the implications for Health, Physical Education and Outdoor Education in both primary & secondary schools.	6.1	S BLOCK S1-S2
	Marisa	McKay	Marisa McKay		Planning for chaos	Insanity! Defined by Einstein as "doing the same thing over and over, expecting different results". How can you rethink your current Physical Education plan for your class, syndicate or school that finds balance between the chaos of free for all, and the rigidity of structured little boxes? This session, aimed at the primary and intermediate sectors, will introduce a supportive framework to consider when it comes to planning. We will look at ways to support integration, explicit learning, and how to explore a range of different contexts in Physical Education, to keep the engagement and interest high for both teachers and students.	6.2	S BLOCK S13
	Chris	North	Chris North		Te Rūnanga o Arowhenua, Aoraki and mountaineers	The New Zealand Alpine Club identified that it spends more money helicoptering human waste out of the mountains than it receives in hut fees. This is a non-sustainable situation for financial reasons as well as carbon emissions. There are also important Māori cultural dimensions to this situation, particularly when considering this is happening in Aoraki/Mt Cook National Park. The New Zealand Alpine Club, University of Canterbury, Leave No Trace New Zealand and Te Rūnanga o Arowhenua have researched the values of Arowhenua people about mountaineers and human waste on Aoraki/Mt Cook and the practices and attitudes of mountaineers towards human waste. This presentation presents conflicts and similarities between the mātauranga of Arowhenua whānau and mountaineers. Importantly, this shows a way of engaging with mana whenua and mountaineers in ways that recognise and highlight the insights from diverse people. The research also shows that some differences can't be easily resolved, but are still critical to acknowledge. Without highlighting the differences we cannot find a way forward where all people feel their voices are heard and valued.	6.3	S BLOCK S6
	Caroline	Reddish	Caroline Reddish	Celia Hogan	Building resilience through Te Taiao: A holistic approach to supporting ākonga in education outside the classroom	In today's ever-evolving world, the importance of resilience cannot be overstated, especially for our current ākonga, kaiako are facing increased levels of anxiety and other mental health presentations. This workshop looks at the changes in our student's resilience levels, the impact of smart devices on resilience and how the approach to building resilience outdoors needs to shift to cater to the unique needs of today's ākonga. This korero will be framed by Te Whare Tapa Whā where educators can gain insights into fostering resilience in students and supporting them in Education Outside the Classroom (EOTC). Through engaging with Te Taiao, students can experience a holistic environment that nurtures their well-being while equipping them with essential skills to overcome life's challenges.	6.4	S BLOCK S7
	Maika	Hemera	Maika Hemera		Embedding mātauranga Māori within level 1 Outdoor Education	Incorporating Māori into senior Outdoor Education can evoke mixed feelings based on experience, tikanga, whenua, and several other factors. This presentation will outline how we are embedding mātauranga throughout our outdoor education program at a level that all of our staff can be confident in delivering. We will also break down the new Achievement Standard 1.2 "Demonstrate understanding of the application of strategies in movement" by applying Kotahitanga through traditional and non-traditional group processes. This will provide attendees with an example unit outline that will be implemented within our school.	6.5	S BLOCK S12

TUESDAY 9 JULY 2024			PRESENTER	CO-PRESENTER	TOPIC	ABSTRACT	W/SHOP NO.	ROOM
<b>SESSION 6A - 1.30pm</b> <b>90 MINUTES</b>								
	Tash	Brill	Tash Brill	Amy Kaukau	Niho Taniwha	Join us for a transformative workshop led by Amy Kaukau, introducing the culturally responsive Niho Taniwha framework developed by Melanie Riwai-Couch. Dive into the three integral phases of Whai, Ako, and Mau, discovering practical strategies for fostering Māori language, identity, and culture in educational settings. Tash Brill will offer firsthand insights into implementing Niho Taniwha in HPE programs, sharing successes and navigating challenges. Don't miss this opportunity to explore how Niho Taniwha can revolutionise teaching practices and empower Maori learners. Join us for an enlightening session focused on empowering student agency and nurturing holistic well-being through this pioneering framework.	<b>6.1A</b>	<b>S BLOCK</b> <b>S10-11</b>
	Anna	Wetherall	Anna Wetherall	Tom Percival	Breaking Barriers: Fostering inclusion in practical Physical Education lessons	This session explores key themes essential for promoting inclusivity in Physical Education lessons. Participants will gain both practical and theoretical understanding and experience of modified activities that can be used in their Physical Education lessons to promote and enhance inclusive practices. It will explore how fostering inclusion not only cultivates physical skills but also nurtures critical thinking and the development of interpersonal skills essential for learning in Health and Physical Education. Using real-life examples from our school, participants will be provided with valuable information and resources to enhance their teaching programmes and create inclusive Physical Education environments that empower all students to thrive. Our Faculty focus has been on developing a major unit of work to implement into our Junior curriculum, however our next step is to build and incorporate this into the new NCEA level one programme. This is a practical workshop, so be prepared to participate. We have worked closely with the Halberg Foundation and they will be present to assist with further questions and resources.	<b>6.2A</b>	<b>GYM 1</b>
	Jenny	Robertson	Jenny Robertson		Becoming and being a HPE pedagogical middle leader	The practice of a being pedagogical leader includes a substantial focus improving teaching and learning. Through a combination of presented material and discussion, workshop participants will explore what being a pedagogical leader of HPE involves. Questions to be explored include: What does it mean to be a pedagogical leader (or leader of learning), rather than a manager of people and resources, in HPE? What are the challenges (barriers) and opportunities (enablers) to being an effective pedagogical leader in the face of some much curriculum and assessment change? As a middle leader, what can you be doing to lead the professional learning of teachers in your faculty/department? This workshop will have most application for new and developing middle leaders who have responsibility for other teachers in the HPE faculty.	<b>6.3A</b>	<b>S BLOCK</b> <b>S8-S9</b>
	Liz	Thevenard	Liz Thevenard		Exploring the school grounds with a focus on literacy and numeracy	This practical workshop aims to engage participants in a variety of literacy and numeracy activities around the school grounds. The workshop will explore outdoor spaces through a variety of activities using our senses of observation, touch, feeling and communication and will encourage participants to engage with nature. This session will be of interest to primary teachers and would enhance any outdoor programme. Participants will be encouraged to share their own ideas and expand the ideas presented. Active participation is required to take full advantage of the session.	<b>6.4A</b>	<b>S BLOCK</b> <b>S5 AND MOVE TO THE MEADOWS</b>

TUESDAY 9 JULY 2024			PRESENTER	CO-PRESENTER	TOPIC	ABSTRACT	W/SHOP NO.	ROOM
SESSION 7 - 2.25pm 45 MINUTES								
	Phil	Washbourn	Phil Washbourn		Sowing the seeds of a better future	Within your local area there are opportunities to take action to address issues around biodiversity, Habitat deterioration, climate change and connections with te taiao. One of these is through eco-sourcing and raising native seedlings, to plant out in your local area. This hands-on workshop is designed to stimulate your thought on how your classes could contribute to a resilient and restored local environment.	7.1	S BLOCK  THEN MOVE TO THE ORCHARD
	Lynley	Stewart	Lynley Stewart	Gemma Periam	Risky river behaviours – How bad is it and what can we do?	In 2023, 25 of the 90 (28%) fatal drownings in Aotearoa New Zealand occurred in rivers (1). Almost one-half (43%) of all youth (aged 13 – 24 years) drowning fatalities in 2023 occurred in rivers. These drownings are preventable. Research identifies high-risk behaviours around rivers. A recent Waikato River study (2) observed and interviewed river users at different sites and found significant participation in risky actions and an underestimation of the risk involved. This workshop will present the findings of this study, deliberate on their applicability to rivers nationwide, and consider the implications for teaching and learning. How can educators challenge the knowledge, attitudes, and perceptions of tamariki and rangatahi undertaking risky behaviours around rivers and enable them to take informed actions to keep themselves and their mates safer? (1) WSNZ. (2023). Drowning Prevention Report 2023. Water Safety New Zealand. (2) Stanley, T., Carmine, J., & Moran, K. (2023). Waikato River - Hazard Assessments, Behaviours, and Factors that may Encourage Risky Behaviours. Report to Hamilton City Council.	7.2	S BLOCK  S14
	Dave	Williams	Dave Williams		How can we, as tangata Tiriti authentically weave mātauranga Māori into our teaching	There are some exciting things happening within the kaupapa of mātauranga Māori and Te Ao Māori being woven into Outdoor Education. As tangata tiriti, it is our role to support Mana ōrite mō te mātauranga Māori – Equal status for mātauranga Māori in NCEA and navigate how this will sit within programmes. Many of us are on the first few steps of this journey and can find it intimidating. Personally, I have felt whakama (shame) to give things a go in case I mess things up or culturally appropriate. This workshop will be a safe place for non-Māori, and Māori to share their experiences and whakaaro, when implementing Te Ao Māori and mātauranga Māori into their programmes.  Topics we may explore: Where do I begin? Tikanga of traditional practices. Tangata tiriti and tauwiwi identity. Utilising local tangata whenua in programmes. Creative and fun ideas. Teaching and learning strategies- Tuakana-teina and Ako  We would love to hear from anyone who has been navigating this space and all levels of experience are welcome. He waka eke noa- A canoe which we are all in, with no exception.	7.3	S BLOCK  S3-S4
	Adam	Wilson	Adam Wilson		A games based programme to develop a tactical understanding using Badminton.	A games based approach to learning for students to develop tactical understanding using Badminton. We have incorporated a delayed video feed so the players on court can review their performance. However, those off the court have been tasked with doing a Pitch Mapping exercise to learn about strengths and weaknesses of their opponents. Then use this data (via paper and pen!!!!) to plot their own tactics against that opponent. FYI - This has been for my Year 9 Sports Performance class.	7.4	GYM 2
	Jacob	Kelly	Jacob Kelly		A Te Ao Māori Approach to Physical Activity through Tū Manawa Funding - Sport NZ	I approached Sport Waikato who facilitate the Tū Manawa Funding through Sport NZ to plan and implement the Hato Hoani; Te Ao Māori Programme St John's College. The purpose of our programme was to engage students within our Waikato Catholic Kāhui Ako in Te Ao Māori through a physical activity approach to improve their hauora. We have 11 Catholic Primary Schools in our Kāhui Ako throughout the Waikato from Paeroa, Te Aroha, Morrinsville, Hamilton, Te Awamutu, Ngaruawahia to Huntly. The programme is aimed at Year 3 to 8 students. Through the programme we are teaching students in our Catholic Primary Schools; Kapa Haka, Mau Rakau & Ki-o-Rahi through an engaging and safe environment. We also have a focus on teaching tikanga and te reo in this physical setting. Students from the St John's College Kapa Haka rōpū who are also part of our Whānau Ope (Form Class) are running the sessions with our contributing schools. Our students work in groups of 4 and we have 16 student leaders in total ranging from Year 10 to 13. Our Te reo Māori Teacher (Jordan Rangihika) trained the student leaders to prepare them for the sessions. My role is to facilitate this programme and liaise with schools to organise times and dates. We would be looking to run 4-5 sessions per school through Terms 2-3 depending on demand and need from schools	7.5	S BLOCK  S1-S2