



Year 9 & 10 PE What's on top?

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Term 1

Whakatauki

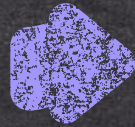
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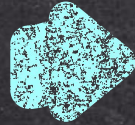
**Ehara tāku toa i te toa takitahi,
engari he toa takitini**

**My strength is not as an
individual, but as a collective**

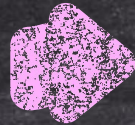
Session Aims...



What's happening in our own kura -
PMI



Learning from others



Discover new possibilities

LET'S GET
STARTED!

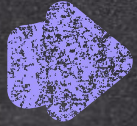
What's on Top?

Thinking about your own kura, AND with the people around you, share some of your own Y9 & Y10 PE programmes:

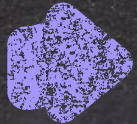
- Plus
- Minus
- Interesting



Questions to consider:



What do we want our students to learn? What is our WHY?



What do you want students to:

- UNDERSTAND by the end of the unit / Year 10?
- KNOW by the end of the unit / Year 10?
- Be able to DO by the end of the unit / Year 10?

PHYSICAL EDUCATION

‘EDUCATION IN, THROUGH AND ABOUT MOVEMENT’

IN

For students to become aware of their bodies, and express how it makes them feel when they move in a certain way.

THROUGH

Students will indirectly gain knowledge or understandings as a result of the activity.

ABOUT

Movement as a subject to be studied and covers fields in the areas of “anatomy, physiology, physics, psychology, sociology, anthropology, aesthetics and philosophy”

Discover new possibilities - maybe!?!



On the following slides are some examples of the journey that we have been on within our Department @MRGS. We are definitely not there yet / finished as it will continue to keep evolving!!!!

From this Kamar Markbook...

Question to ponder...

HOW WELL DOES OUR
CURRENT REPORTING AND
ASSESSMENT STRUCTURE
REFLECT THE STUDENT
LEARNING WE WANT GOING
ON IN OUR CLASSES?

2020 Example of
9PE Markbook

1	S	9Pretest	Cross Country PRE TEST
2	G	9PED14	Striking and Fielding
3	G	9PED01	Adventure Based Learning
4	G	9PED10	Movement and Body
5	G	9PED28	Cross Country - Perseverance
6	G	9PED12	Beep Test
7	G	9PED07	Minor Games
8	G	9PED02	Cross Country :Timed Run
9	G	9PED19	Aquatics
10	G	9PED06	Interpersonal Skills PRETEST



YEAR 9 & YEAR 10
H&PE YEAR PLAN

2024 PLAN FOR YEAR 9 PE

	1	2	3	4	5	6	7	8	9	10	11
T1	"It's more than just a game... everyone's a winner"										
	Factors Affecting Participation - ABL & Invasion Games						Performance Improvement - BYC / Kilikiti				WELLBEING WEEK
	<i>A2 - Regular Physical Activity</i>										
T2	"Challenge of Activity"										
	Movement Education					Fitness Education					WELLBEING WEEK
	<i>B2 - Positive Attitudes</i>										
T3	"Celebrating Roskill"										
	Games From Other Nations					Ki-o-Rahi and Festival					WELLBEING WEEK
	<i>B1 - Movement Skills & B4 - Challenges AND Social and Cultural Factors</i>										
T4	"Kiwi Summer"										
	Invent-a-Game				Kiwi Summer Games						
	<i>C3 - Interpersonal Skills</i>										

2024 PLAN FOR YEAR 10 PE

	1	2	3	4	5	6	7	8	9	10	11
T1	“Mahi Tahī”										
	ABL and Outdoor Education						Performance Improvement - Volleyball				WELLBEING WEEK
	<i>C3 - Interpersonal Skills</i>										
T2	“Sports Unloaded”										
	Teaching Games For Understanding (TGfU)					Sport Performance				WELLBEING WEEK	
	<i>B2 - Positive Attitudes</i>										
T3	“What is the limit of human potential?”										
	Science of Sport					Fit 4 Life				WELLBEING WEEK	
	<i>A2 - Regular Physical Activity & B3 - Science and Technology</i>										
T4	“Kiwi Summer”										
	Leadership and Kiwi Summer Games										
	<i>A2 - Regular Physical Activity</i>										

How did we get to here?

- Identify the Barriers AND Enablers to Physical Education for our Year 9 and 10 students.
- Look at AND develop a PURPOSE, our WHY for Junior Physical Education AND for each Unit of work / Term.
- Look at our HPE Curriculum AND Achievement Objectives and use 'Assessment for Learning' strategies to think about how we wanted to gather evidence of the students learning.

Assessment is 'ideally supposed' to be a reflection / evidence gathering of some of the learning we wanted to take place - Not the other way around!!

- Then use PL and Department allocated meeting time to work together and brainstorm new possibilities.



Assessment for Learning



Assessment for Learning

It is essential that students that understand their learning, and in time be able to answer the following:

1. What are we currently learning?
2. Why are we learning about this?
3. How are we going about learning this?
4. How do you know how well you are doing currently?
5. How do you check your ongoing progress / success?
6. What's your next step / work?

One of our big underlying concepts for PE...

MRGS Performance
Improvement Cycle

***MOUNT ROSKILL GRAMMAR SCHOOL
HEALTH AND PHYSICAL EDUCATION***



PERFORMANCE IMPROVEMENT CYCLE

And something for a bit of fun because I attended 2 x AI workshops today...

ChatGPT prompt



We are a New Zealand coeducational secondary school and want to design a new Physical Education curriculum for students aged 14 - 15 years old. We operate with 4 Terms of 9 weeks and have 2 lessons of Physical Education each week. We like to use 'big idea' themes for each Term and want to encourage our students to value movement and physical activity in order to maintain and enhance their wellbeing (hauora).

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Link to the result...

https://chatgpt.com/share/d_ba85c85-2ad4-45ee-a723-4b72e76c6ac0



Thank You