

PHYSICAL EDUCATION

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON PHASE 1 MATERIALS

The Physical Education Subject Expert Group (SEG) would like to thank those members of the sector and wider public who took the time to review the Phase 1 Physical Education subject content for the Review of Achievement Standards (RAS). We received 68 responses to the online survey. The compiled Phase 1 survey feedback is being used to refine the subject content ahead of phase 2 product development.

It was encouraging to read that there was general confidence in, and support for, the Learning and Assessment Matrices, Mana ōrite mo te mātauranga Māori, the Teaching Learning and Assessment Guide, and the sample Course Outlines.

Your feedback indicated that there is a need for clarification of some material, and that you want professional learning and development (PLD) to help you deliver the new subject content for Physical Education. You also highlighted the need for further development of support materials, such as a glossary, to avoid ambiguity when using and exploring subject-specific, common-assessment, and mātauranga Māori terms and concepts.

The feedback has been collated into themes and the SEG has responded to each theme.

Theme One

Respondents sought general clarification of subject content and the material development timeline.

Response

The SEG acknowledges that messaging around the purpose of Phase 1 subject content needs further clarification. The next stage of development starts in May and these materials will be published in August. Phase 2 materials include Achievement Standards, Internal Assessment Activities, Assessment Schedules, Conditions of Assessment, updated Course Outlines and more detailed information under the Teaching, Learning and Assessment tabs on the website landing page. Further guidance, including exemplars of student work, will be provided after the Pilot of Physical Education in 2022.

The provisional subject list for NCEA Levels 2 and 3 will also be published in June for public consultation, and development of Level 2 materials will start in late 2021.

For Physical Education, the content on the NCEA.education website will be amended so that:

- links between the Learning Matrix, the Achievement Standards and Course Outlines are more explicit
- there are examples of how teaching and learning can inform assessment in the Unpacking the Big Ideas and Unpacking the Standards sections
- all common teaching, learning, and assessment words and terms are glossed and support a consistent interpretation of the subject content

- e.g. clarification of 'place and space' in the Learning Matrix
- 'spatial awareness' is included as an important capability for physically challenged students.

Changes to the Learning Matrix will also be considered. The Learning Matrix outlines the most Significant Learning that every student is expected to engage in over a full year course. This is intended to strike a balance between consistency across Aotearoa New Zealand, and flexibility in teaching and learning, to allow teachers to meet the needs of the students in front of them.

Based on any changes made to the subject content, the SEG will also refresh the Course Outlines. It is important to note the use of Course Outlines is not compulsory - the purpose of these products is to offer some guidance as to how the new Physical Education subject content *may* be delivered across a full year's teaching and learning.

Theme Two

Balanced inclusion of Mātauranga Māori and Pacific values and concepts across subject content.

Response

The phase 1 material have been designed to ensure that they give effect to Change 2 of the NCEA Change Package, 'mana ōrite mo te Mātauranga Māori'. The Ministry engages with internal and external Māori experts at every stage of product development, beginning with the Learning Matrix, and including quality assurance and feedback points. The inclusion of critical perspectives in Physical Education, including Mātauranga Māori and Pacific values and concepts, will be reviewed to ensure:

- mātauranga Māori is explicit in the teaching, learning and assessment guidance and the Learning Matrix
- the Course Outlines reflect mātauranga Māori, and support equitable outcomes for all learners
- kupu Māori are comprehensively and succinctly glossed on ncea.education.govt.nz
- Pacific values and concepts are made explicit, wherever relevant and appropriate.

The Physical Education subject provides additional capability support:

- The Learning Matrix and Course Outlines illustrate how mātauranga Māori can be woven through teaching and learning.
- The Glossary will define any kupu Māori used in the subject content.
- Assessment resources, student exemplars, and examples of the Teaching and Learning Programmes used in the pilot will further exemplify the integration of mātauranga Māori.

[A further response from the Ministry can be found here.](#)

Theme Three

Subject progression across Levels 1-3.

Response

NCEA Levels 2 and 3 are yet to be developed through the RAS. The draft subject list for these levels is set to be released for public engagement in June, and work on NCEA Level 2 subjects will progress according to the [RAS timeline](#). This work will be informed by and aligned with the new Level 1 subject content, to ensure appropriate progression and pathways across levels for students. Subsequent to the confirmation of the Level 2 and 3 subject lists later this year, we will be better placed to explore senior secondary pathways in Physical Education. At this stage in the subject development process, however, the key reference document for progressions across Levels 1-3 is the Learning Matrix, which provides guidance on the expected learning pathway for students at Levels 7 and 8 of the curriculum.

Theme Four

The interrelationship between 'biophysical and sociocultural factors' in AS 1.4 is too advanced for Level 1.

Response

There is broad agreement across the SEG that asking students to explore the interrelationship of biophysical principles and sociocultural factors at Level 1 (Curriculum Level 6) would be too sophisticated for these learners. The intention was that students could explore biophysical and sociocultural factors, not that they will be assessed on their explanations of how these factors interact. As such, the standard will be revised to ensure that it reflects the Level 6 Significant Learning shown in the Learning Matrix and is therefore appropriately broad and foundational for all ākonga. This change is intended to allay concerns that the draft Physical Education standards are too theoretical.

The Phase 1 Physical Education content currently published and consulted on is foundational subject content, with an indication as to the direction of assessment. It has been published early in the development process to provide an opportunity to comment on the proposed teaching and learning at a formative stage.

Theme Five

Achievement Standard 1.1 – Performance Standard.

Response

This standard was drafted based on principles of universal design for learning (UDL), equity, and accessibility, with the intention to provide equal opportunities for students who demonstrate a wide range of physical strengths and abilities. The SEG will have further discussion around how to balance performance and engagement, and acknowledge that this standard requires further work, including clarification of its achievement outcomes and what it aims to assess.