An Everybody Counts approach to HPE
Considering our teaching practices

Intentional, relevant, meaningful learning

What actually happens during my HPE time? Who is doing what and what are they doing?

How much say do students have in their learning?

In my classroom how is HPE more than sport, mass games, fitness, hand-washing, puberty? Does my HPE programme reflect holistic notions of wellbeing?

What do I know that deep learning is occurring in my classroom?

What do students want to learn? What do I want them want to learn? What do they need to learn?

What influences what I do for HPE and when? How do I respond to the changing needs of my class?

How do I know that deep learning is occurring in my classroom?

How well do I really know my learners?

Critical Thinking and Action (teachers and students)

Where do my views on HPE come from?

How do healthy bodies and minds get constructed by the media? What counts as expertise and why?

How do I know that deep learning is occurring in my classroom?

How much say do students have in their learning?

Am I planning for activities or for learning?

In my classroom how is HPE more than sport, mass games, fitness, hand-washing, puberty? Does my HPE programme reflect holistic notions of wellbeing?

What influences what I do for HPE and when? How do I respond to the changing needs of my class?

How do I know that deep learning is occurring in my classroom?

How do my students feel about what they are doing/learning?

How do my HPE programme reflect the NZC? (HPE learning area, key competencies, values, principles)

How do we and our students question the taken-for-granted?

What are the necessary and sufficient conditions to do HPE?

How does the learning in HPE support my student in and beyond the school gates?

How does the label HPE constrain and facilitate what we can do in the name of HPE?

Who decides what/who comes in and ‘does’ HPE in my school? And for what reason?

What constitutes being active (movement) for different people in different places, at different times?

How comfortable are my students challenging ideas and responding respectfully to others?

How is diversity genuinely valued and practiced in HPE?

Is everyone included in ways where they are engaged, challenged, motivated, safe, successful?

How would I describe my classroom culture?

One size fits who?