

# 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?

One size fits who?

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

How much say do students have in their learning?

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

How is diversity genuinely valued and practiced in HPE?

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

Am I planning for activities or for learning?

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

What teaching approaches help enhance my HPE programme?

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

How would I describe my classroom culture?

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

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

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

### How well do I really know my learners?

### Critical Thinking and Action (teachers and students)

Where do my views on HPE come from?

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

What are the necessary and sufficient conditions to do HPE?

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

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

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

How does who I am and my beliefs shape what I 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?