

AUT

A FUTURE IN  
**HEALTH & PHYSICAL  
EDUCATION**







## WHAT IS HEALTH AND PHYSICAL EDUCATION ALL ABOUT?

Globally there is increasing interest in wellness and in physical, mental, spiritual and social wellbeing.

Health and Physical Education (HPE) professionals encourage people to take responsibility for their own well-being and those of others, and think critically about health-related and movement related issues. The goal is to encourage students to become confident, connected, lifelong learners, who are actively involved and ready to contribute to their world.

Health and physical education (PE) teachers get these messages across through using health, sport and movement. As well as teaching physical education movement related sequences and skill development, PE teachers develop communication skills, team work and encourage students to challenge assumptions such as 'being skinny means you're fit'.

The HPE curriculum includes outdoor education, food and nutrition, mental health, body care and physical safety, sports studies, physical activity and sexuality education. Examples of topics taught include bullying, alcohol and drug education, leadership in sport, resilience, exercise physiology and outdoor pursuits.

Do you want to help young people appreciate sport, be active and think positively about the importance of a healthy body, mind and community? Are you good at communicating, organising, developing and implementing ideas? Then a career in health education and physical education may be a great choice for you.

## OUTLOOK AND TRENDS

**Academic focus within Health and PE** – Health and PE are now separate academic subjects at senior level, and part of NCEA level 3, Scholarship and University Entrance. This shift away from a purely sport and fitness focus within PE is still a work in progress for many schools and communities. PE teachers are encouraged to champion their role in schools as teachers who encourage all students to reach their potential, not just future elite athletes.

**Equity issues** – A social-cultural perspective is now part of health and physical education. This includes social, environmental and equity issues, such as whether there should be a sugar tax, how sports funding is distributed and the impact of living conditions on people's ability to experience full, active and satisfying lives.

**Sexuality education and mental health** – Many sectors of our society don't think sexuality education and mental health should be taught in schools, despite sex education being a requirement in the Education Act. These subjects require sensitivity and a down to earth approach and teachers can feel under-equipped, particularly if they haven't been through a Health and PE degree qualification. The NZ Health Education Association (NZHEA) and Ministry of Education (MoE) recently developed a number of sexuality education planning and teaching resources to further support teachers.

Source: NZHEA

**Keeping up with technologies** – An increasing number of apps and computer programmes have been designed to support well-being, sport, performance analysis and health, eg fitbits. When harnessed appropriately they are stimulating and useful tools within HPE programmes.

**Job opportunities** – Prospects for health teachers are often tied into PE opportunities with jobs frequently advertised as 'PE and Health' even if the job involves teaching Health to senior (NCEA) levels. This means a combined Health and Physical Education specialisation offers value to schools.

Overall there is a 'bubble' of teachers approaching retirement that should lead to a global shortage in coming years. (Source NZHEA). NZ teacher qualifications are well respected overseas with younger teachers often teaching offshore as part of their OE.

**Middle and senior management in schools** – Senior roles in education require teachers to be good communicators with a holistic view of wellbeing, leadership capability and an interest in lifelong learning (often senior managers and principals need higher qualifications in leadership and management). A growing number of HPE teachers are moving into school leadership and management.

## WORK SETTINGS

Graduates in Health and Physical Education generally become health education and/or physical education teachers in secondary schools, but an increasing number also teach in mainstream primary and intermediate schools.

To teach in NZ schools, graduates must also complete postgraduate teacher training (AUT offers the Graduate Diploma in Secondary Teaching and the Master of Teaching and Learning).

Health and PE graduates' health and fitness knowledge, along with their organisational and communication skills, make them good applicants for other workplace roles, e.g. Find your Field of Dreams.

They also enter facilitator, coaching and trainer roles in sporting organisations and health agencies. These include Sport New Zealand, regional sport trusts, district health boards (DHBs), Mental Health Foundation etc.

## CAREER ROLE EXAMPLES

**Health and PE secondary school teacher** – Plans and teaches curriculum based learning, organises tests, activities and assignments, keeps records and writes reports on students. Meets with parents and whanau. Stays current with curriculum updates and assessment methods. Manages form class and classroom, organises extra-curricular activities, usually field trips, sport and outdoor education camps.

**Primary school teacher** – Plans and prepares topics, units, lessons and activities based on the children's needs and the eight curriculum learning areas. Stays current with curriculum updates and new assessment methods. Gets involved in extracurricular activities such as sport, and leads a curriculum area such as health or physical education.

**Sports manager or director in schools** – Promotes sport in an education setting. Undertakes the role of coaching and management of sport within co-curricular programmes in schools. This includes school sports events, coaching sports teams, managing equipment, taking field trips etc.

**Recreation coordinator** – Works with community groups and individuals, including school students. Plans and manages community leisure programmes and events, including school holiday programmes. May prepare budgets, write proposals, run centres, advise on health and physical activity related issues.

**Health promoter to schools** – Sets up and coordinates health promotion programmes, advocates and lobbies for health promotion causes within schools and surrounding community groups. May also develop and manage health promotion programmes, research, write submissions, manage and evaluate reports.





## SKILLS AND KNOWLEDGE

- Understand the Health and Physical Education curriculum within NZ schools and its relevance to NZ culture
- Have knowledge and skills in health and physical education, including HPE pedagogy suitable for all levels
- Understand and be able to develop needs based programmes in health and physical education suitable for schools
- Understand management principles and legal issues relevant to sport and recreation
- Work collaboratively and communicate effectively across all ages
- Be critical consumers of research within the education, health, sport and recreation context

## PERSONAL QUALITIES

- Self-directed, reflective lifelong learners
- Critical thinkers
- Creative problem solvers
- Able to think and act professionally

## PROFESSIONAL REGISTRATION

Primary and secondary teacher graduates apply to the Education Council of New Zealand for provisional registration and a practicing certificate. They then teach as a provisionally registered teacher for at least two years to be able to gain full registration. Mentoring and support is provided for beginning teachers.

## FURTHER STUDY OPTIONS

Graduates wanting to teach need to undertake the AUT Graduate Diploma in Secondary Teaching or the Master of Teaching and Learning (Primary) after completing their undergraduate degree.

Further postgraduate study is available in sport and exercise science at postgraduate certificate and diploma and master's level. There are also PhD options.

Research areas include skill acquisition, performance analysis, teacher identity and body pedagogies.

## TEACHER SALARIES

Most teachers pay is directly linked to relevant national employment agreements. Postgraduate subject or specialist qualifications start on a higher salary.

Salaries go up automatically every year for seven years if the teacher meets the Education Council of New Zealand registration criteria.

## SALARY GUIDE

	Salary (per year)
Beginning primary teacher	\$47,662 – \$73,000 over 7 years (bachelor's degree, plus recognised teaching qualification)
Beginning secondary school teacher	\$49,282 – \$74,460 over 7 years (bachelor's degree, plus recognised teaching qualification)
Recreation coordinator	\$32,000 – \$49,000 depending on experience and organisation
Health promoter	\$35,000 – \$75,000 depending on experience and organisation

Sources: NZEI, PPTA, MoE, Careers NZ

Salary range is indicative of the NZ job market at the time of publication (mid 2016) and should only be used as a guideline.

## THE AUT APPROACH

The Health and PE major, which is part of the Bachelor of Sport and Recreation, is aligned with AUT's graduate teacher trainee programmes. This ensures HPE students learn pedagogy (how to assist people to learn, learning theories and styles) as well as knowledge and skills in biophysical and socio-cultural sciences during their three years' study.

Health and PE students have two work integrated learning placements in an educational environment in their final year, working alongside teachers, coaching sports teams, assisting with field trips and camps, running lunchtime activities etc.

Some students do other education related placements such as Safe Kids in Daily Supervision (SKIDS), coaching in a sports organisation or working in a health agency.



## SOPHIE MCLACHLAN

Health and PE teacher at Botany Downs Secondary College

Bachelor of Sport and Recreation in Health and PE/  
Graduate Diploma in Secondary Teaching

"My role as a Health and PE teacher varies greatly day-to-day, which is one of the most enjoyable aspects of my job. I teach Year 9 to Year 13 students, covering courses including Junior HPE, NCEA Physical Education and NCEA Health Education. Junior HPE involves two periods of PE and one period of Health Education each week, while senior courses are four periods per week. I spend about half my teaching hours in a classroom and the other half in a practical PE setting.

I wanted a job where every day would be different, where I would get to work with young people and constantly be challenged in my role so I love the fact that no two days are the same in teaching. I am passionate about the Health and PE curriculum and enjoy teaching the variety of subject content it encompasses. I love seeing students acquire new understandings and develop their physical skills and abilities, and have fun doing so!

I think Health and Physical Education is extremely important to the personal development, health and well-being of high school students. It provides an opportunity for them to explore and develop their movement skills and gain new experiences and interests in physical activities. They are challenged to think critically about the society in which we live and develop positive attitudes towards supporting and promoting the well-being of themselves and others. I would love Health and PE to be taught as a core subject at all levels at secondary school.

While doing my second practicum at Botany Downs Secondary College, a Health and PE teaching position came up. I applied and was successful and I'm now in my fourth year of teaching and am the Acting Head of Department of Health Education."

## EMPLOYER COMMENT

"Sophie has a passion for knowledge, teaching, and her students. Her boundless enthusiasm for the subject creates a positive, exciting atmosphere in the classroom and with colleagues in the staffroom and the office. Her meticulous knowledge of the curriculum and her subject and work ethic ensure her students have a creative and exciting learning environment both in the classroom and practical environment.

The main challenge for a new teacher is to build a positive classroom culture. Teaching is hugely complex. It takes time to establish yourself, gain respect, set your ground rules, gain confidence and the truth is, you will never stop learning and never stop reflecting on what you could have done better.

I advise students to build relationships and networks particularly during teaching placements. Get as much experience as possible. Be confident. Be flexible. Be proactive and take initiative."

### Jonny Saville

Head of Learning Area Health & PE at Botany Downs Secondary College



## USEFUL WEBSITES

Ministry of Education Health and Physical Education outline  
<http://health.tki.org.nz>

Physical Education New Zealand  
[www.penz.org.nz](http://www.penz.org.nz)

New Zealand Health Education Association (NZHEA)  
<https://healtheducation.org.nz>

TeachNZ  
[www.teachnz.govt.nz](http://www.teachnz.govt.nz)

NZ Education Gazette  
[www.edgazette.govt.nz/Vacancies/](http://www.edgazette.govt.nz/Vacancies/)

NZEI Te Riu Roa  
(primary school teachers union)  
[www.nzei.org.nz](http://www.nzei.org.nz)

For further information about the study of Health and PE or the Bachelor of Sport and Recreation please visit our website:  
[www.aut.ac.nz/health-pe](http://www.aut.ac.nz/health-pe)

For employability and career support, visit CareerHub:  
<https://careerhub.aut.ac.nz>

For other Future Career Sheets visit:  
[www.aut.ac.nz/careersheets](http://www.aut.ac.nz/careersheets)

You can also contact the AUT Student Hub team for help and advice:

**0800 AUT UNI (0800 288 864)**  
**email: [studenthub@aut.ac.nz](mailto:studenthub@aut.ac.nz)**

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The information contained in this career sheet was correct at time of print, Aug 2016

