

School Sport Futures Project

The Final Report

September 2015

Sport NZ sincerely thanks stakeholders in the education and sport sectors for their input and engagement in this project.

Sport NZ is a Crown entity set up under the Sport and Recreation Act New Zealand 2002. Its functions include to “...**work with schools...and central and local government... to ensure the maintenance and development of the physical and organisational infrastructure for physical recreation and sport: work with health, education, and other agencies to promote greater participation in physical recreation and sport through policy development, advocacy, and support.**”

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Introduction

In 2014 Sport NZ started a project called the *School Sport Futures Project (SSFP)*. The aim of the SSFP was to identify issues with the quality and quantity of **physical education** and **sport** in schools, and to discuss strategies to address these issues.¹ We undertook this project for two reasons:

- To inform **Sport NZ's strategic focus** on young people. Our vision is for young people to have a life-long love of being physically active. PE and sport in schools are crucial to this. We have to ensure that PE and sport (including physical activity, play and outdoor education) are prioritised, are of quality, and are responsive to children and young people's needs.
- We also believe that New Zealand is currently at a '**tipping point**'. While we might assume that we are an active sporty nation, there are signals that this is a rather simplistic and perhaps historic viewpoint. Our young people are not active at the level we need to maintain the sporting heritage we are so proud of, or to maintain a healthy and active population. This has repercussions for all of us, not just the sport sector.

The SSFP Process

Stage 1: Discussion Document 1: Background outlined the current landscape of school sport and PE in NZ. Written with stakeholders.

Stage 2: Discovery Reviewed key report recommendations 2001 to 2013 and assessed past interventions (15 years). Workshops and stakeholder engagement.

Stage 3: 'Stakeholder Feedback' document Summarised stakeholder views. Workshops and stakeholder engagement. Fed back to stakeholders.

Stage 4: 'Testing Your Ideas' document Summarised actions proposed by stakeholders. Tested them back out into sectors. Workshops and stakeholder engagement.

Stage 5: Discussion Document 3: Solutions. Suggested opportunities for supporting school sport and PE going forward. Tested with stakeholders.

The Sport NZ Young People's plan aims to ensure young people:

- Are physically literate
- Can access play, sport and physical activity opportunities
- Have consistent, quality, developmentally appropriate experiences
- Understand and maximise the value of sport
- Are empowered to lead

The SSFP was not a 'top-down' approach, but one built from the ground up. Sport NZ took an iterative and collaborative process i.e. all analysis and documentation was undertaken with stakeholders and was built in successive layers. Stakeholders argued the issues, they workshopped and they commented on each other's views. We said there was no 'right or wrong', but encouraged free and frank debate.

We engaged with over 600 people directly involved in teaching PE and supporting sport for young people (e.g. teachers, principals, teacher educators, PE specialists, teacher unions, sport providers, young people, researchers, coaches, parents, volunteers). The people we worked with were overwhelmingly constructive, motivated and passionate about this subject. They welcomed the opportunity to discuss issues, brainstorm options and to be part of developing solutions.

¹ The project included primary, intermediate and secondary schools. By 'sport' we mean informal, formal, competitive, non-competitive, traditional and new activities, 'mucking around' and active recreation. This work informed the Sport NZ *Community Sport Strategy 2015-2020*, released May 2015.

We also brought our own experience to the table. Sport NZ has been working with schools for fifteen years, supporting PE and the provision of physical activity and sport.

During the SSFP we explored a range of options to address the above issues and look for a ‘game-changer’ for sport and PE. Our intention was not to re-invent the wheel, but to learn from past actions and their impact, to be pragmatic and realistic about what could be achieved, but also to be bold.

We asked questions about all kinds of children and young people and talked to people who work in various fields. We heard about a range of experiences; Māori, Pasifika, Asian, immigrants, kids with disabilities, lower socio-economic groups, young people in remote areas, and young people in built-up urban environments. We also gave regard to outdoor recreation as part of ‘sport’.

The experiences of children and young people across these all these settings are different. The ‘big picture’ issues, however, are not. Issues like quality teacher education, parental/whanau support, appropriate age and stage development, understanding of quality PE, cost of and access to opportunity, qualified providers and listening to kids’ needs – these issues impact on *all* young people and are not specific to any one group.

In this report, we are not breaking down the generic issues into how they must be addressed in specific population groups. The mechanisms to give effect to any solutions will need to do that. So, while we don’t discuss different groups’ needs specifically, be aware they were taken into account and will be fleshed out in the implementation approach.

This document, the final report, summarises the years’ work of the SSFP. It outlines the issues we discovered, discusses the underlying drivers that are feeding these, and proposes a way forward.



At the same time as we concluded the SSFP, **UNESCO released a global call to action to address quality physical education.**² They have identified that PE is in decline across the world and that this is contributing to rising levels of physical inactivity that, along with the substantial associated disease risk, has been described as a pandemic by WHO.³ We are pleased that the conclusions we and our stakeholders came to during SSFP, and the proposed way forward, are fully aligned with the UNESCO call to action. If we implement now, and implement well, we could be the first of the UNESCO nations to address this global issue in a holistic and powerful way.

We believe this could be a game-changer for our young people, if we work together to make this happen. We ultimately want every child to have equal opportunity to be active, and through PE and sport, learn and achieve.

“Physical education exposes young people to a range of experiences that enable them to develop the skills and knowledge they need to make the most of all opportunities today and to shape new forms of global citizenship”
(UNESCO and WHO July 2015)

² *Quality Physical Education (QPE) Guidelines for Policy-Makers* (May 2015). This was the result of three years’ work and involved a range of international bodies including the World Health Organisation. The European Commission, the International Council of Sport Science and Physical Education (ICSSPE), International Olympic Committee (IOC), UNDP, UNICEF, UNOSDP and the World Health Organisation (WHO)

³ QPE pg. 6

The Tipping Point

In 2011 Sport NZ undertook the most significant piece of research into young New Zealanders' participation in sport and recreation in more than 10 years. The *New Zealand 2011 Young People's Survey* (YPS) was a school-based survey of over 17,000 young New Zealanders (5 to 18 years old).

The scale of the survey allowed us, for the first time, to explore how sport and recreation fit into the lives of boys and girls of different ages and backgrounds. It provided a voice for young people to tell us about physical activity in their lives.

Overall, while results were fairly positive and New Zealand has relatively good participation rates, there were also indications from this survey, and other research, of issues that if not addressed, will undermine young people's participation in physical activity, sport and recreation.⁴

These include issues around gender differences; overall, participation is higher for boys than girls in most respects.⁵ Children also are decreasing their physical activity when they perhaps need it most, in those crucial adolescent years as they start to form habits that will follow them into adulthood.⁶ Only 10 percent of secondary students meet current physical activity guidelines.⁷

It also is clear not all of our children and young people have the same opportunities. Participation varies with young people's ethnic backgrounds. In particular, Asian young people are less engaged in most aspects of sport and recreation than young people overall.⁸ Young people in low-decile schools are more likely to be unable to get to sports games or events in the weekends. They are also more likely to state that they do not have sports equipment available at home and were more likely to say facilities were not available.⁹

The overall picture is worrying. Half of New Zealand children aged five to nine spent more than the recommended maximum of two hours a day in front of a screen, going up to two-thirds of children aged 10 to 18.¹⁰ Almost one third of our children and young people do not meet current physical activity guidelines.¹¹

It is not just *children and young people's* relationship to sport and PE that is of concern.

In 2001, almost one-half of secondary school teachers (45%) were involved in secondary school sport; by 2013 this had fallen to one-third (33%).¹² 30% of primary teachers do not have appropriate physical education subject knowledge to provide programmes that are suitable for the students in their class. Almost a third lack the pedagogical expertise to teach Health and Physical Education (HPE).¹³

⁴ In addition to the YPS, other sources were: NZ Secondary Schools Sports Council Annual Census; Regional Sport Trust reporting to Sport NZ; Kiwisport Reporting; SSFP online survey of 170 secondary school students through the Ministry of Youth Development's Aotearoa Youth Voices Network August 2014; Education Review Office reports.

⁵ Sport NZ Young People's Survey 2011

⁶ Sport NZ Young People's Survey 2011. Participation drops off in the teenage years, particularly for girls

⁷ Guidelines state 60 minutes per day for 5-18 year olds and 30 minutes for 18-24 year olds. Youth 2000 series noted that this standard was met by only 10% of secondary-aged youth.

⁸ Sport NZ Young People's Survey 2011

⁹ Sport NZ Young People's Survey 2011

¹⁰ The 2012/13 New Zealand Health Survey

¹¹ 31.5 % - 60 minutes per day for 5-18 year olds and 30 minutes for 18-24 year olds 14% of males and 6% of females Clinical Trials Research Unit and Synovate, 2010

¹² NZSSSC census

¹³ The Quality of Teaching in Years 4 and 8: Health and PE, ERO, 2007. Survey of 151 schools (non-representative).

These statistics are sobering when considering what the future may hold. Internationally, other nations are already struggling with serious consequences of lack of engagement in physical activity and increasing sedentary behaviour.

*“In just 44 years...physical activity in the United States has declined 32 percent and is on track for a 46 percent drop by 2030. The United Kingdom became 20 percent less physically active in the same amount of time and is trending toward a 35 percent decline by 2030...In many countries, physical **inactivity has become “normal.”**”¹⁴*

Other nations are making a ‘call to arms’ in sport and health policy to address the situation. NZ needs to take a fresh look at physical activity, its purpose and its provision, because we cannot assume that this global crisis will not impact here.

SSFP was about galvanising the New Zealand sport and education sectors to ensure that sport and PE continue to play an important role in children and young peoples’ lives. It is about recognising that we are at a tipping point, and that inaction on issues that seem in the ‘too hard basket’ could undermine the strengths we have built over past decades.

An International Call to Arms ...

We want “urgent action to communicate this crucial message to the public... physical activity is a priority in its own right”

(Select Committee - United Kingdom, March 2015)

“We have stopped moving...this generation of children is the first that may die before their parents”

(Designed to Move - A Physical Activity Action Agenda, USA 2013)

Why are PE and Sport important?

Apart from being forms of physical activity, why are we focusing specifically on school sport and PE?

- We know that the development of quality **physical literacy**¹⁵ is crucial to the overall successful development of our young people. Physical literacy starts at birth, is taught and maintained through quality PE and, as a child ages, increasingly through quality sport experiences.

Physical literacy

“Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”
(Whitehead, 2014)

- Quality physical activity is **fundamental to child development** - cognitive development, motor skills, emotional and mental growth. We can’t just leave this to chance and expect our children to obtain the physical literacy they need for life. Being physically active is not just about burning calories or kids letting off steam - it is fundamental to their development.
- We know that teachers and parents are concerned about kids doing well in literacy and numeracy. Taking time ‘away’ from these subjects can seem counterintuitive to improving student achievement for parents. But teachers tell us that kids learn in different ways - having a school-day of variety, interest and engagement may do more to raise their achievement than narrowing the learning experience. Parents also know that their kids will achieve in different ways and be stimulated by different approaches. We

¹⁴ Designed to Move presents findings from “Time Use and Physical Activity: A shift away from movement across the globe.” This independently peer-reviewed research was commissioned by Nike, Inc. and conducted independently by Professors Shu Wen Ng and Barry Popkin at the University of North Carolina.

¹⁵ Physical Literacy: Through the Life-Course’, International Studies in Physical Education and Youth Sport, 2010. Edited by Professor Margaret Whitehead. Prof Whitehead holds the W.H. Duncan Chair of Public Health in the Faculty of Medicine, University of Liverpool, UK, where she is also Head of the Department of Public Health and Policy and the Head of the World Health Organisation (WHO) Collaborating Centre for Policy Research on Social Determinants of Health.

firmly believe that **improved PE and sport experiences will help kids to engage, to learn and to achieve in all subjects**. If we want to raise student achievement, we need to provide a holistic learning environment to do that. Studies back the value of sport and PE for increased engagement, improved cognitive functioning and academic achievement.¹⁶

- Outside of academic achievement, we also know that sport and PE are essential for kids to grow, think, engage and be part of their community and wider society. They are about teaching life skills, giving everyone a go, and **using their brains and bodies in PE and sport to help young people develop emotionally and socially**. There is a broad and growing evidence base for this.
- Importantly, if we don't support our kids to be involved in sport and PE now, then **the next generation will not only miss out** on the physical, academic and social benefits, **but they will pass their behaviour and attitudes on to their own children**.

The school setting provides the most accessible (and sometimes only) space and opportunity for regular and structured and unstructured play, physical education, physical activity and sport for many children. It is also the most equitable place for all young people to be engaged. This is particularly true for those with financial, transportation or other challenges. Schools have busy days and teachers are increasingly time-poor, we understand that. But the school (and its community) is the foundation setting for participation in physical activity, physical education and sport.

Assumptions and Context

Many assume that children and young people are currently given adequate physical education at school, and that their parents/caregivers provide access to quality regular physical activity opportunities (through sport, clubs, activities, recreational opportunities etc.).

We challenge this. If children and young people were receiving regular, quality physical literacy development through physical activity, PE and sport, then we argue that we would not be seeing the levels of drop-out, disengagement and inactivity we currently see. In speaking to teachers and parents - each has a story to tell of a child turning away, a sport not listening, a school too busy, a parent too pushy.

We know what children and young people need and want in terms of physical activity. There is a plethora of research available to guide us. The research is quite clear that while sport and PE can be powerful facilitators of positive outcomes for children, they can also, if badly designed and poorly executed, do the complete opposite; turn children off, discourage and dissuade.

We don't consider that quality¹⁷ opportunities are available to all children. We also don't accept that adults (parents, teachers, sport providers) always understand what quality looks like, let alone prioritise it over their own perceptions or needs. Ignoring issues in the provision of *quality* PE and sport will not save us from the tipping point, or head off rising levels of physical inactivity.

¹⁶ Brain Boost: Sport and Physical Activity Enhance Children's Learning (literature review), Martin 2010

¹⁷ See Appendix 1 for a discussion on quality

The SSFP focused on understanding what might be driving poor experiences for our young people. However, before we discuss the issues and how to address them, it's important to understand the context in New Zealand schools.¹⁸

New Zealand is changing. What was 'the kiwi way' thirty years ago is not reality now. The nostalgic 'golden era' of everyone on a Saturday playing rugby, netball, hockey, or cricket with teachers and parents happily coaching after school, has to some extent gone. We are increasingly multi-cultural, increasingly urban and the gap between rich and poor is wider. Teachers all over the country report diverse experiences of students and school communities. If you think you know what being at school is like now - think again.

- New Zealand schools are **self-governing**. We cannot 'make' a school undertake sport or teach PE in a certain way or for any specific amount of time¹⁹. If we want to achieve more through sport and PE, we need the agreement of parents, teachers, principals and Boards of Trustees.
- New Zealand's **student assessment approach**²⁰ has significantly changed the school environment. Teachers and students are focused on assessment outcomes and the reporting cycle. There is very little time for teachers to interpret and plan, especially in those subjects that aren't designated as 'priority'. Anything outside the current priorities of numeracy and literacy will need to be well-designed and supported for teachers to embrace it and need to clearly demonstrate that it can contribute to these priority areas.
- Sports are operating in a very **competitive commercial environment** and the drive for participant numbers/revenue is at the forefront of marketing sports into the younger age groups. They are targeting schools as 'markets' e.g. children are to be brought into their sport and to be kept in that single sport for as long as possible. This can restrict the range of skills that children develop, diminish their all-round development, and stops many children from developing a wide range of skills and experimenting with different sports.
- And as our society changes, **parents' view of sport** also changes. Some parents may not encourage sport participation, e.g. 'new' New Zealanders may come from cultures where sport and physical activity is not valued in the same way. Some parents are a negative influence by pressuring children from their belief that unless kids are 'pushed' they won't achieve on the talent pathway. Volunteers, including coaches and officials, are being treated poorly by parents with unrealistic expectations for their children e.g. side-line abuse is causing adults (including teachers) to withdraw from supporting sport.
- PE used to be taught in a rather '**prescriptive**' way e.g.. the 1987 national *Physical Education Syllabus* set out time expectations (a daily allocation of 30 minutes) and was explicit about what should be taught (including fitness and skill components).

Who are our teachers?

The majority of teachers in New Zealand schools are **European/Pakeha (74%-76%)**

Māori comprise 12% of primary teachers and 8% of secondary

Pasifika comprise 3% of primary teachers and 2% of secondary

Asian comprise 2% of primary teachers and 5% of secondary

Extrapolated from Education Counts
https://www.educationcounts.govt.nz/statistics/schooling/teaching_staff

¹⁸ SSFP Discussion Document 1: Background sets out this context in detail. It is available from Sport NZ.

¹⁹ Not under the current legislative framework for our education system.

²⁰ National Certificate of Educational Achievement (NCEA) introduced into secondary schools 2002 - 2004 and National Standards into primary schools 2010

- The NZ Curriculum now is regarded by many as world-leading and its content is very good. But it is now better described as **'interpretive'** i.e. the government issues the Curriculum and guidelines²¹ but these do not dictate exactly how a subject should be taught, or how much time a school should spend on a subject. There is no set programme of work or specific lesson-plans. This means schools have the discretion to decide when and in what manner PE (or any subject) is delivered and how sport and recreation education experiences will take place. This can be a positive factor in that programmes and initiatives can be targeted to the specific needs and desires of the school however, it can also lead to large discrepancies in the level and quality of physical activity/sport and physical education that takes place.²²

In **primary schools, 83% of teachers are female.**

By secondary school, the male to female ratio is **42% male and 58% female.**

The **average age of teachers** is approx. **44** years old and for Principals it is **53** years old.

*Extrapolated from Education Counts
https://www.educationcounts.govt.nz/statistics/schooling/teaching_staff*

- *This also means that teachers need to be **equipped** to interpret PE, and **have the time** to interpret PE* There is a detailed history of recommendations from various reviews and reports, however, both nationally and internationally, which have noted concerns in teacher education (training) and professional development, particularly in regard to PE. ...*'the historical and contemporary reality is that teachers have received little support and leadership to implement new curriculums or indeed to clarify what is meant by the term physical education.'*²³
- **Teacher education (training)** is largely delivered by tertiary institutions that are increasingly driven to publish research and to enrol as many students as possible per year for revenue. This has meant shorter and shorter courses offered to 'process' as many students as possible. As a student doing a one year primary-teacher course, you may only receive as little as six-ten hours 'training' in how to teach PE. PE educators have been raising issues about quality and quantity of PE education for almost decade.
- **Who is actually teaching PE in primary schools?** In 2013, the National Monitoring Study of Student Achievement (HPE) found that teachers of the Health and PE Curriculum report relatively high levels of confidence and support. However, the most frequently cited source of support for classroom teaching was external providers- 45% at Year 4 and 33% at Year 8. The report states "*The use of external providers to deliver health and physical education learning is an issue that requires further exploration*".²⁴
- **This** exploration has been started by PE educators and academics. They report approx. 130 national programmes (not counting regional programmes) 'knocking at school doors' to help deliver the Health and PE curriculum.²⁵

²¹ National Education Guidelines and National Administration Guidelines

²² Penney, D., Pope, C.C., Iisahunter, Phillips, S., Dewar, P. 2013, Physical Education and Sport in Primary Schools, University of Waikato

²³ Ibid

²⁴ The National Monitoring Study of Student Achievement (NMSSA) – Wānangatia Te Putanga Tauira – is designed to assess and understand student achievement across the New Zealand Curriculum (NZC) at Year 4 and Year 8 in New Zealand's English-medium state schools. Educational Assessment Research Unit, Otago University and the New Zealand Council for Educational Research.

²⁵ Penney, D., Pope, C.C., Iisahunter, Phillips, S., Dewar, P. 2013, Physical Education and Sport in Primary Schools, University of Waikato

- **Why is this an issue?** External providers are characterised by variation in range and quality. This isn't just occurring in NZ, but is a global trend. A growing number of individuals and organisations are "...money-making enterprises, taking advantage of the societal concern with (physical) health".²⁶ Would you expect your child's reading or maths lessons to be taught by an ever-changing array of non-teachers a third to half of the time?

What do stakeholders tell us about their experiences?

When we worked with stakeholders we said there was no 'right or wrong' in identifying issues or discussing solutions. We simply sought their views and insights on what they experienced. Some of the views given were contradictory i.e. teachers don't all agree, coaches don't all agree, young people don't all agree. There is value in understanding that across the sport and education sectors, there are differing perspectives. Below we provide just some of the views we heard.²⁷

What Teachers said

- It was generally agreed by teachers that initial teacher education (training) for **primary** teachers is often inadequate in regard to PE. (Some teachers commented that they felt primary teacher education was not preparing new graduates to teach well in *any* subject).
- Many teachers (primary and secondary) commented on lack of time to be able to think, plan, and strategize at school. Teachers felt that there is currently little support around their development in any learning area outside of literacy and numeracy. They emphasised that support needed to be accessible and on-going, resources needed to be practical and, overall, that if quality support was available they would welcome the assistance.
- Teachers suggested that professional development should also be targeted at *Principals and senior management*, because of the key role Principals/management play in supporting PE and influencing school culture. They recognised that they could only do so much if the school itself didn't value learning through PE.
- Some primary school teachers admitted that they thought there was little difference between PE and sport. They viewed sport sessions as fulfilling the PE curriculum. They acknowledged that some sport providers were 'poor' (i.e. didn't work well with children or were 'lackadaisical') but others were 'good' (i.e. seen to have the ability to upskill teachers and provide quality PE).

"Teachers need mental space. They don't have that. [provider product name] works because the cards are all in one place, they are clear, and they can just pick them up and do it."
(Teacher, South Island)

"We say we can teach the 3Rs but some kids don't know how to behave and interact with others. The best way to behave is through PE and sport, drama and the arts." (Teacher, North Island)

²⁶ Gatman Vanessa, Physical activity and physical education within health and physical education in the New Zealand curriculum: A primary school teacher's perspective, University of Auckland, 2005

²⁷ During May - July 2014, Sport NZ had meetings with stakeholders in the sport and education sectors in relation to the SSFP. These stakeholders included Regional Sports Trusts (RSTs), Regional Sports Directors (RSDs), National and Regional Sports Organisations, sport and physical activity providers, teacher educators and researchers, primary and secondary school teachers and principals. We ran a short online survey asking kids what they liked about school sport and PE using the Ministry of Youth Development's *Aotearoa Youth Voices Network*. We also asked parents (who were often represented in various stakeholder groups) what they thought of the provision and delivery of sport and PE in their kids' schools. Available from Sport NZ - "Stakeholder Feedback Document- What You Told Us".

- Many teachers also acknowledged that they often didn't always work *with* the external provider – but used the time to catch up on other work.
- Primary teachers that identified that curriculum PE and sport were different tended to be: from private schools which had PE specialists; in schools that had quality external providers specifically assisting them to align their curriculum work to the sport; or had been part of models that delivered good in-service support (such as *Active Schools*).
- Both primary and secondary teachers identified that the opportunity to use PE across *all learning areas* was not well understood in primary or secondary schools.
- In regard to sport, most teachers noted how time consuming it was to run school sport, purely from a logistical and administration point of view. Some also noted how stressful and difficult it was, with little parental support, or the 'wrong' kind of support.
- Teachers appear increasingly concerned about the behaviour of parents. Teachers also noted that they don't always feel confident in the rules of a specific sport to be able to coach or umpire. Increasing abuse/poor side-line behaviour from parents when they are "so uptight" about it and react so strongly to any perceived "mistake" is also putting teachers off supporting sport.
- Many teachers and sport providers commented specifically on children's 'fundamental movement skill'²⁸ level. Teachers generally reported that they thought fundamental movement skills were worse than in the past. Some thought that it depended on demographic e.g. "*rural and/or Pasifika kids were more physically competent and confident*". Others in more urban areas thought that parents did not seem to understand the importance of physical development and "*they are prioritising reading and technology to give their kids 'an edge'... it's an iPad generation*".
- A number of teachers also commented on the transition of kids from primary/intermediate to secondary schools and suggested better communication needs to be established between primary and secondary schools "*... schools don't know if kids have played sport for the club when at primary school, so have no idea if they want to play when they reach secondary school, and kids may not tell them because they are overwhelmed and shy...kids reports and notes should discuss their sport interests as well as academic grades when transferring to secondary school*".
- Secondary school teachers had a different view of sport. More discussed representative competition, logistics of managing teams and school pride in sport. Tension with sports codes was more pronounced for secondary teachers, and discussion covered the issues of 'poaching players' or restricting kids to play for school or club only.

"The fact that teachers have given up their time to stay after school or support/co-ordinate Saturday sport doesn't seem to be acknowledged/valued by parents." (Teacher, North Island)

"Primary schools in reality only have 25 hours a week to teach in - if you take out 20 minute breaks, assemblies, and the 15 hours for numeracy and literacy we have to put in, everything else is squeezed into only a few hours." (Principal, South Island)

²⁸ Fundamental Movement Skills (FMS) are the "building blocks" of movement – locomotor skills, stability skills, and manipulative skills.

- Because secondary schools have specialist PE teachers, their view of the place of PE is more formalised – PE is more likely to be regarded for its subject content than as a significant contributor to the development of the whole person. Many teachers however view PE as less of an academic subject and more the domain of “sports jocks”, despite the challenging course content in senior PE.

What Principals said

- Many Principals noted that they thought a holistic education, *including quality PE*, is vital for kids’ learning and that the ‘3Rs’ (or numeracy and literacy) are only one part of this.
- However, they thought that the push for results (National Standards/NCEA) meant they were focusing more on assessments in the areas that are prioritised. Some thought that that the responsibility lay with them and that they needed to ‘step up’ and ensure that they supported broader learning outcomes, even in the face of other pressures.
- But to shift emphasis to PE (or any other subject) Principals are left with the difficult question of ‘what gets de-prioritised?’ They want to develop their teachers, but again, this is about prioritisation. *“Even if there was a PD [professional development] opportunity for PE, there is no time for teachers to take it.”*
- In regard to choosing who comes in to help schools, Principals noted that if something is free then they are likely to take it. This applied to sports programmes as well as coaching and sport organisation/management help. Some principals were very comfortable with this ‘open market’ approach and felt sports *should* be advocating for their sports to the school and ‘selling’ their sports code.

“85% of my kids go home to a household whose first language is not English. It’s extremely important to get these kids engaged - and sport can do this.”
 (Primary Principal, Auckland)
- Some Principals said, however, that they often know that sport providers aren’t meeting the student’s needs. But because it was “only PE or sport” it wasn’t a priority issue. Many suggested there was a need for some quality control/accreditation on the programmes/services being offered to schools.
- A number of Principals, who were very supportive of sport, thought that the value proposition of sport wasn’t being made clear. They noted the significance of sport as a medium for engagement and learning e.g. using sport as a vocabulary building mechanism; and its ability to assist in establishing peer relationships.
- Relationships between clubs and schools varied greatly between sporting codes and regions. While many schools acknowledged that the ideal was for schools and clubs to co-exist well together, they noted that systemic issues often undermined their ability to align e.g. timing issues between how schools want sport to be run (in alignment with term time) and how clubs run tournaments/seasons was a common problem.
- Many secondary school Principals identified the increasing pressure being put on kids by some codes e.g. extending and conflicting seasons, constant training, too many tournaments, pressure to succeed (‘talent’ programmes) and at times financial pressure through clubs focusing on revenue generation.

“Saturday sports – big thing is the cost....if they are struggling at home it’s difficult to get the kids on the field/pitch + transport + uniform.” (Principal, rural North Island)

- Financial concerns about the cost of students taking part in sport were significant in lower decile and rural schools.
- The ability of kids to engage in meaningful competition was also raised. Grading was an issue identified at secondary school level by many schools with comments that competition should be more ‘even’ i.e. not just a couple of ‘sport schools’ *“smashing everyone else...that is not enjoyable nor does it help raise the quality of competing for most kids”*.

- Some noted that the most successful sports in their schools were where codes are modifying games, equipment, rules, and team structures. Other felt that sports continued to be too rigid.

- Many Principals also thought that parents were becoming ‘difficult’ – particularly in terms of the team configuration on the day and side-line behaviour. This was seen as being indicative of parental expectations that their kids had to ‘shine’ on the sports field *“The actual developmental needs or desires of the kids were not registering with some parents”*.

“If parents are pushing then the kids just go along with it....the parents are pitching their kid’s ability higher than is realistic.” (Principal, North Island)

- Some noted that it wasn’t too hard to manage parents at primary school level, but felt that the more ‘difficult’ parents tended to come out at secondary school, particularly at inter-school competition level. There was a mention of parents “bullying” student coaches. *“The volatility is often quite extreme... they don’t have a bigger picture about the game or team and how embarrassing it is for the kids. It is limited to a few parents.”*

What Parents said

Many parents noted that the expectations, attitudes and restrictions of some sports/schools were working against their children having constructive and enjoyable experiences in sport – they gave many examples:

- Having to sign up for lengthy seasons when this meant other sport pursuits would have to be dropped, at an age when a broad range of activities would be better for skill development and enjoyment.

“You don’t need to be the best player to be passionate about rugby, but getting some time on the field certainly helps.” (Mum email to NZRU, thanking them for half-time change rule in kids sport)

- Being made to choose between sports when a kid was good at both and wanted to pursue both (no flexibility from coaches/teachers on fitting both in); or trying to do both but burning out because both sports drove long training sessions.

“Giving up my time on Saturday mornings for hours in the cold just to be called a **** ** on a regular basis - is not something I choose to do anymore.” (Ex-umpire, Parent, South Island)

- Not getting a chance to play, always being on the bench because the coach/parent takes the game too seriously.
- Uneven competitions where teams are getting thrashed every weekend allowing no challenge for the top teams and no enjoyment or development for the lower teams.
- ‘Sport schools’ driving their top teams above all else and ignoring the bulk of the kids who wanted a constructive experience that allowed them to develop skills in a fun and inclusive way.

- Some parents were positive about sport codes modernising and providing great flexible opportunities. These were considered to be successful because they acknowledged cultural differences, they logistically allowed for more even competition between kids, and they adapted to the times/structure that worked better for age-appropriate sport.
- Parents noted that they didn't like to volunteer much because schools "didn't explain well what was required", or the minute they signed up for one thing, they felt pressured to undertake a wide range of duties. Parents themselves noted that behaviour of other parents was off-putting, particularly around parent coaches and side-line spectators being abusive and aggressive.
- Like many primary teachers, parents often struggled to articulate the difference between PE and sport. Parents thought that PE was about kids being exposed to a "range of different sports" and about developing sport skills. They noted that PE was sometimes briefly mentioned in kid's report cards but that they didn't receive a lot of information about it. PE was not viewed as a learning area.

What Providers said

'Providers' include private programmes, sports clubs and Regional Sports Trusts. There were differing views on their role in schools and their relationship to teachers and sport/PE.

- Many providers thought that teachers should be 'upskilled' during a sports programme, rather than just assisting or taking part. Many providers considered they were able to do this up-skilling or were already doing it i.e. they had teacher professional development as part of the package they delivered.
- Many noted that if teachers didn't engage then the opportunity for 'up-skilling' was lost. Some suggested that teachers were 'getting lazy' and abdicating responsibility to them to lead the delivery of PE in schools. Others saw teachers as being used just to 'manage the kids' while the sport got to 'pitch its product'.
- Some providers thought that teachers were great and "very engaged" with sport as a learning experience.
- Some discussed that providers leading delivery in curriculum time was not perhaps sustainable. Some suggested it should be teachers leading PE, not external providers at all (providers sticking to delivering sport).
- The influence of age and/or gender of teachers was noted. Some providers thought female teachers were more likely to back out of sport/PE and with the lack of males in primary schools in particular, this was impacting the nature of activities on offer.

"Ageing teachers have an impact and some aren't wearing the appropriate attire so feel they can't get involved."
(Sports provider, South Island)

"Clubs are missing out if they are not involved in schools... schools are the biggest membership selling strategy for club sport. Primary schools are great for club membership." (Sport Provider, North Island)

- Some acknowledged that they thought there needed to be different approaches between delivering with female or male teachers. "Females don't necessarily understand boys". Some male sport providers also acknowledged that they didn't have a great understanding of girls.
- Many sports club providers considered secondary schools more 'structured', making it more difficult to 'get into' the school to pitch their

product (sport). This was viewed by the clubs as an issue for young people, as it made it hard to keep players who aren't as 'good' playing socially i.e. there is no link to a club (or alternative playing structure) so often these kids miss out, as sports consider that schools only cater to the elite/top teams.

- Low decile and remote schools also had specific issues. Those in more rural areas noted that 'providers aren't exactly fighting to come here'. Some had no sport codes offering to come in and support teacher training, others only had been offered swimming. They therefore relied heavily on local volunteers to run any sport events or come into schools to help teachers deliver sport.
- Some commented that the diversity across the country in regard to the roles of Regional Sport Directors, Sports Coordinators and Regional Sports Trusts was not helpful and that some consistency in the roles and expectations of them would help both sports and schools understand how to work together.
- Most sports clubs/organisations noted the pressure for them to achieve growth in participant numbers and identify 'talent'. Some sports considered this pressure was potentially at the expense of quality and what is right for the kids. They thought National Sports Organisations (the main body overseeing their regional and clubs structures) as pushing them "to work 12 months of the year to secure kids".
- Parents were acknowledged as vitally important, but an often problematic group. Some sports had already started their own side-line behaviour campaigns at a regional level and noted that these have worked well in many cases.
- Most sport providers acknowledged the increased focus on younger and younger age groups, almost to the point that they felt parents had "abdicated doing anything 'sporty' with their kids" leaving it to the school/sport provider .

What Teacher Educators said

- Initial Teacher Education was identified by all PE educators as an area of major concern. They saw universities/tertiary education as challenging because of the tertiary funding models and the competitive tertiary environment. While university lecturers are regularly reviewed on their teaching, research, and contribution/service to the university and wider community, the quality and quantity of their research outputs can at times be seen to have more value than the quality of their teaching.

"Teachers aren't getting feedback and comments if their practice isn't up to scratch. Teachers are busy managing behaviour to enable them to teach. Lost sight of what learning is about." (PE Educator)

"Unless the government mandates a certain number of days a year of PD for teachers and uses an ERO review to check up on it, there won't be a priority for PD." (PE Academic)

- Educators agreed that teachers often don't have time to give professional development justice because they are time poor. It was considered that many schools were spending 85% of PLD funds on literacy and numeracy and the rest was side-lined.
- Researchers and Educators also noted that teachers may say that they are 'confident in PE, but that practice and delivery is not necessarily reflecting this. Some noted a danger that knowledge is too content (sport) specific, not learning specific.

- Some considered that teachers accepted the 'concept of PE', but they had no pedagogical²⁹ breakdown to teach it well. Many considered that teachers do not have a good understanding of what *quality* PE looks like. There is not enough guidance to differentiate between poor quality and good quality.
- Researcher/Educators felt strongly that advocacy on the broad role and the effect of PE on learning and inter-personal skills is crucial e.g. *"Principals worry about bullying, kids being disengaged...priority learning areas. It is about how PE can affect those if delivered effectively..."* They felt a stronger value proposition needed to be established and promoted for PE.
- Many noted that commitment to professional development for teachers relies on Principals. They thought lack of time is a barrier, as is cost, but funding to increase engagement of teachers in professional development is not necessarily going to 'fix the problem'. Advocacy and working with Principals to understand the "bigger picture" is critical to getting them to support professional development. Some noted that "Principals will usually only listen to other Principals and education leaders..." Therefore they considered it important that key messages, stronger position statements and champions are established within the education sector.
- Educators had significant concern with the current role of external providers in schools. They noted that sports are too often 'pitching their sport' and asking teachers to become coaches and managers as 'professional development'.
- They noted that providers need to link their programmes to the curriculum, but again, there are mixed views as to the level of knowledge of the curriculum that outside providers/sport deliverers should be required to have.
- Educators noted that schools have an obligation to be discerning in relation to the use of external/sport providers, but currently that there are no guidelines for Principals to follow. In addition external sport providers do not have to meet any criteria when delivering in school curriculum time in relation to quality or qualifications.

"There needs to be a long conversation with outside providers/sports. Teachers are not just another source of volunteer coaching for sports. They are professionals who need to focus on what they are there to do."

What Young People said

The young person's survey we managed in conjunction with the MYD received 172 responses. Therefore, while providing some extra context for the sport and PE discussion; bear in mind it is a small and non-representative sample only. We also spoke to small focus groups.

*We asked young people what they felt should be **kept the same in school sport***

- Variety and choice of activities are the two common high-level themes. This included having a choice about whether they could participate socially or competitively in sport. Not only did young people consider this from their own perspective, a number gave thought to their peers. *"Availability to*

"...sport coaching NOT just limited to PE teachers... It's encouraging having the history teacher who's also into netball help out in that area. Seeing someone can be good at academia and sports helps students strive for excellence in both areas, rather than having to choose one"

²⁹ Teaching practice and methods

everyone - everyone gets an opportunity" (female, still at school, into sport).

- Young people reflected that school sport brings about personal benefits (e.g. meeting new people, spending time with friends) and this should be kept the same. *"Because you can exercise with your friends and still have a sense of achievement at the end"* (male, still at school, into sport). Retention of other existing benefits (e.g. development of confidence or team and leadership skills, fitness and school spirit) is also sought. *"I think every student who is learning at any school across New Zealand should play a team sport as it builds confidence, and people learn to work together to achieve the same goal. Also... students can learn leadership skills as well"* (male, still at school, into sport).

We asked them what should be **changed in school sport**

- Variety and choice are the more common high-level themes. Choice involves being able to choose activities of a social nature.

"The range of different sports should be larger for most schools. Everyone is different and they may not want to play the most common sports such as football, rugby, cricket, basketball etc. They might prefer other sports which are fun, exciting and different to the mainstream sports such as dodgeball, table tennis etc" (male, still at school, into sport).

"Have the option of having a social team for those that don't want to play competitively" (female, school leaver, into sport).

- There were also suggestions that the provision of sport did not always currently consider student learning and this should change. *"Travel. There were times where we had to travel an hour away from school, which meant that we had to miss classes in order to attend games. This was not beneficial for anyone's learning"* (female, school leaver, into sport).

We asked young people what should be **kept the same in PE**

- A number of young people wrote 'nothing' should be kept the same.

"PE is too competitive and belittling to those who don't have any talent in sports. I don't think any part of PE should remain the same. The ideology needs to be overhauled from the ground up" (male, still at school, not into sport).

"It is technically not learning and should be abolished"

- Conversely, young people indicated a number of things should be kept the same; the most prominent being the range of activities on offer.

- Some young people also showed an appreciation of the curriculum, including the mix of theory and practice, and the link to health. Staff with the right skills, attitudes and relationships with students is important. *"The staff at my school are really passionate about what they do when it comes to the PE department; they made it fun and exciting to have a PE lesson when I was taking PE! This needs to be kept the same as what will the students do if the teacher teaching PE isn't enjoying the lesson, this will definitely rub off on the students and they should not be negatively influenced by others especially teachers"* (male, still at school, into sport).

"Experienced teachers because they make us feel like we can really trust their teaching"

We asked them what should be **changed in PE**

- Common high-level themes were PE should be about individuals – not only in terms of young people’s abilities (streaming was an idea proposed by a few), but also in terms of the activities they want to do. *“More focus on continual progress and improvement of skill development, not just natural talent” (a female, school leaver, into sport).*

“Less essay writing. I know it’s hard to remove some as its necessary, but I honestly wrote the longest essays at school in PE, not other classes!”

“PE teachers could possibly provide a list of sports people want to do (maybe even let the students decide what sports they want to do) and then aim for doing those sports over the year. The suggestions have to be realistic and the final decision can be based on what facilities and equipment the school has and how possible it is to do those sports” (male, still at school, into sport).

- Young people sought a broad range of activities including offsite opportunities (in both urban and outdoor environments) to provide diversity. Young people also indicated lessons needed to be fun. A positive experience was something that was lacking for a few young people. *“Recognise that PE can exacerbate a culture of bullying in a school, and take steps to change this” (a female, school leaver, into sport).*

Drilling into what works and what doesn’t

Given all the issues on the table, it would be easy to assume that good things are not happening out there and that positive changes haven’t been made. **Appendix 2** contains an overview of some of the interventions that were implemented specifically to assist schools teach and deliver PE and sport. Some past actions or interventions have been evaluated robustly, some monitored, some not. We looked at the evidence base on these and also worked with stakeholders to identify interventions that were valued and effective.

The following is a summary of what stakeholders considered ‘worked’ i.e. they gained benefit, they saw change and the approach was pragmatic on the ground.

- There were various regional or community approaches which were/are working well. Teachers in ‘clusters’ of primary schools being supported by an RST were very enthusiastic about the support they received and what they could achieve for the kids (e.g. the value of accessing external expertise, linking to secondary schools, having sport coordination/logistic duties managed by a sport coordinator and being able to access a range of opportunities).
- Clusters of schools work particularly effectively when they are geographically close, can share practical resources, are supported by capable sport coordinators and specialist PE providers, and have commitment from *all principals and teachers* to support the cluster. School saw this as a cost effective way to provide quality experiences.
- Teachers think curriculum resources for PE are effective when they are practical, easy to interpret and accessible. For example, teachers who had been involved in previous school community sport/PE models (including *School Community Physical Activity Pilot 2006* and the *Active Schools programme 2008-2010*) noted that they still used the resources from those. The *Teaching Games for Understanding* teacher support model was also identified as very useful.

- With the wide range of sports also now on offer, teachers also identified that practical support resources to understand and support the diversity of extra/co-curricular sports were very helpful.
- External providers were viewed as effective when: they *really* understood the curriculum (not just gave “lip-service” to it); they understood the need to align sport with learning outcomes through co-curricular activities; and they worked *with* teachers to deliver a programme (not *instead of* teachers). Several examples around the country were given.
- School Sport ‘Coordinators’ are effective when they are skilled and resourced to develop and organise sport and sport programmes. They, however, need to be given the mandate and resourcing from the school to do this. Currently the majority (59%) of secondary school Sports Coordinators are part-time. Relatively few primary schools have dedicated paid sport organisers.
- Sports are effective when they are open to moving beyond purely sport outcomes e.g. they recognise what schools want to achieve for students and focus on outcomes like behaviour, leadership and engagement in other subjects. They are also successful when they can adapt to the needs of kids, whether it is through offering cultural sports, modifying sport to meet diverse needs (e.g. ability levels, cultural or disability) and a quality experience regardless of skill or ability.
- In-school teacher professional development has been effective when it is in-depth, on-going, motivating and empowering. Models which have focused on process (and empowering others) rather than outcomes and delivery have been successful in primary schools e.g. the *Active Schools* model³⁰ (which had a similar and consistent approach to the *Health Promoting Schools* model³¹).
- Policy change is effective when it is coordinated and those responsible for implementing it are held to account. The National Education Goals (NEGs) and National Administration Guidelines (NAGs) were amended in 2004 to add physical activity as a priority in the curriculum (along with literacy and numeracy, science and technology)³². This was a good policy step forward. However, accountability was lacking.
- Coordinated messages and support from government was also valued. The Tripartite Agreement (Sport NZ, MoH and MoE) 2004 was noted. This saw the 3 key agencies working collaboratively to deliver quality physical activity opportunities, with a focus on effective teaching and learning; and establishing school/community partnerships. It helped provide a consistent Government voice and gave direction to providers about what priorities were.
- The *Active Schools*’ model 2004-2010 was seen as particularly good at developing a collaborative school culture. The programme was clear on its role in curriculum and outside of curriculum - an ‘Active School Facilitator’ in an RST focused on co-curricular and worked with an ‘HPE Advisor’ that delivered support to teachers.

³⁰ *Active Schools* was a whole school-community programme that delivered quality sport and physical activity opportunities for young people. See <http://www.sportnz.org.nz/managing-sport/guides/activating-communities-through-active-schools>

³¹ *Health Promoting Schools* was developed by the WHO in 1986 and is designed to encourage school Boards of Trustees to improve the well-being of students, and the school and community environment by establishing appropriate policies and healthy practices.

³² This change was implemented in 2006 and guidelines released in 2007 to support the new prioritisation-*Guidelines for Sustainable Physical Activity in School Communities*.

Discussion of Future Actions

The following section sets out proposed solutions that were suggested and debated by stakeholders. The *Stakeholder Feedback Summary* document notes many more. Firstly, we note the key *areas* that stakeholders agreed action should focus on.

- **Initial teacher education must be improved.** In-service support for teachers also must be expanded, particularly in the first two years of teaching. The withdrawal of support for professional development (apart from numeracy and literacy and high needs areas) has had an impact on teacher confidence and competence in teaching PE.
- **The value of sport and PE needs to be made explicit** to schools, parents and government. This requires articulating broader outcomes than the sport and health outcomes more commonly understood e.g. student engagement, academic achievement, mental health, social inclusion. Advocacy needs to be strong and clear. Better understanding of what *quality* PE looks like and what learning outcomes are sought must be articulated and promoted.
- **Knowledge and understanding of parents in relation to PE and sport** is lacking on many levels. There needs to be an increased understanding of the value of sport and PE. Parents also want to know what kids should be able to achieve at certain ages and stages of their development. Side-line behaviour of parents is another issue requiring attention.
- **The sports sector also needs to revisit its influence.** Children are not simply a 'market' proposition. The current competitive sport business model is driving many sports codes into poor behaviour i.e. achieving growth in participant numbers is often at the expense of quality sport experiences for kids.
- **'Fundamental movement skills' must be addressed.** Concerns focus on a lack of readiness of new entrants to be physically active and engage in learning activities.
- **Teachers should not be further disempowered from teaching PE and supporting sport.** They need practical hands-on support to reenergise delivering the PE curriculum, until such as time as improved initial teacher education is producing teachers who feel competent and confident in PE. Views differed on the best mechanism to support teachers. Some PE educators considered that teacher education must come from appropriately qualified teacher-educators. Teachers, however, reported that they were not averse to receiving in-service support from a non-teacher i.e. regional sports person or a private provider, as long as that person was capable and knowledgeable.
- **Overwhelmingly proposals focused on 'an extra pair of trained hands'.** Human resource was the most valued commodity and the biggest perceived need in the delivery of sport and PE. Past interventions were assessed as being effective when this human resource was appropriately qualified, had a clearly defined role and was supported through on-going professional development, training and adequate resourcing.

Specific Actions that were suggested and debated by stakeholders, and assessed by Sport NZ.

So, what actions did people think should be put into place? Below we summarise the actions put forward and discussed. Some of these are contradictory, but we believe it's important to see the range of mechanisms that were considered and where stakeholders see value. As you can see, there are many ways teachers, schools and communities can be supported to drive quality provision of PE and sport.

Workforce suggestions

- **Put PE specialist teachers into primary schools.** While secondary schools have people appropriately trained in PE, primary schools often do not. Funding should be provided for schools to access specialist PE teachers.
- **Re-establish Health, Physical Education (HPE) Curriculum Advisors.** Expand the current curriculum support (3 National Coordinators for HPE) so all schools can access support for curriculum questions and best practice.
- **Fund more School Sports Coordinators.** At present few primary schools have access to a coordinator. In secondary schools the coordinators need to be better valued (remuneration and status) to attract and retain qualified applicants to the positions.
- **The Regional Sport Director network should extend to primary schools.** RSDs positions are supported through partnerships between schools and Sport NZ. The roles provide "quality sport opportunities in the secondary school context for secondary school age students". This network is not currently available to intermediate or primary schools and an equivalent should be considered.

Funding suggestions

- **Return to funding supplementary sport education lecturing positions** in tertiary institutions.
- **Lower decile access fund.** The cost of sport (membership, uniforms, trips to tournaments, access to facilities) is a concern in lower socio-economic areas.
- **Review KiwiSport funding** to ensure that the Direct Fund and the Regional Partnership Fund are being spent on quality sport opportunities, aligned to a national vision.
- **Establish a travel subsidy** for schools to access sport opportunities. This includes urban schools as well as rural.
- **Reinstate Teacher Participation Funding** given to schools to cover the costs of hiring relief teachers to allow teachers to access professional development.

Governance and Accountability suggestions

- **Teacher registration.** Review current registration criteria to ensure meaningful assessment of professional development commitment and practice and competence in PE.
- **Hold schools accountable for NEG 5 and NAG 1.** School management should implement strategic and annual plans that ensure the school complies with NEG 5 and NAG 1, thus prioritising PA within the school and ensuring the allocation of appropriate funding for, and provision of, professional learning opportunities.
- **Change NEG5 and NAG1** to specifically mention PE and sport with more detail on accountability.
- **Education Review Office (ERO) to undertake a review of PE in primary and secondary schools** (last done, in part, in 2007) in particular the quality of PE. Followed by planned regular assessment.
- **Introduce National Standards for PE.** This would include PE in the annual school improvement and accountability framework and would elevate PE's status in the school.
- **Mandate minimum number of active PE hours per week.** Currently no minimum is set e.g. primary schools to allocate one hour per day.
- **Make Fundamental Movement Skills** mandatory in primary schools with an allocated portion of time per week.
- **Teacher Graduating standards** should be reviewed and meeting them should be enforced through an accountability mechanism.
- **Establish a School Sport and PE Report Card** (Australian model) to monitor yearly kids' engagement, satisfaction and achievement.
- **ERO to incorporate PE into the standard school review process** (in most schools every three years, some annually).
- **Make PE compulsory in all years.** This would mean extending it from becoming selective from Year 11 to being compulsory from Years 1 - 13.
- **Publicly endorse providers of teacher education** to highlight those providing quality ITE
- **Establish a quality assurance/accreditation system for external providers.** To ensure appropriately qualified people with appropriate programmes are working in schools.
- **Sport NZ change its investment outcomes in regard to young people.** Sport NZ should be more specific about the quality outcomes (not quantity) they expect from investment partners who deliver PE and/or sports in schools.

Advocacy suggestions

- **increase the voice of young people.** Establish national/regional panels engaging kids to discuss and advise on how sport and PE. This would need to be resourced, sustainable and well-managed.
- **Principals should advocate** (supported by Sport NZ and PENZ) to their Board of Trustees and the Ministry of Education for a focus on the PE curriculum including greater support, resourcing and teacher education and professional learning.
- **Educate teachers on the value of sport and PE to all learning areas.** The importance of PE and physical activity to other learning areas and student achievement is not well understood by teachers. Also, provide guidance on how PE can be used to encourage kids to engage and achieve in regard to their social and behavioural development
- **Campaign for quality sport provision.** Sport NZ should work with National Sport Organisations on a campaign to highlight the benefits of PE and sport to parents, Boards of Trustees and Principals. This should also cover appropriate side line behaviour and the roles and responsibilities of volunteers and officials in sports teams and tournaments.
- **Investing in Educational Success.** From 2015, new positions (Executive Principals, Expert Teachers, Lead Teachers and Change Principals) will be paid to work in their own schools, as well as mentor other schools in their community, to lift performance in specialist areas like maths, science, digital technology and literacy. Establish these roles in PE, or ensure that some of those chosen have PE expertise also.
- **Ministry of Education/PE academics** to clearly define 'what is quality PE' and what the outcomes for a PE class/learning area should be. The Curriculum needs further 'unpacking' and sharing of meaning.
- **Work with 'Best Practice' schools** to identify how they managed improved engagement in, and the quality of, PE in their school. Establish 'beacon schools' and promote them widely.

Teacher education suggestions

- **Regional Sports Trusts should provide support for quality PE to primary teachers.** Appropriately qualified/trained RST or private providers could take over PE professional development. This would provide better alignment between the PE curriculum and school sport programmes.
- **Ensure Curriculum delivery is teacher-owned and led.** Providers, including RSTs, should not run or lead PE curriculum work and should not be 'training' teachers.
- **Establish Mentoring for new teachers (primary and secondary).** Quality assessed mentoring should be provided especially in the first two years of their service. Including an induction programme with guidance on minimum standards developed by the Ministry of Education and the New Zealand Teachers Council.
- **Improve the amount/quality of PE-specific training in the pre-service environment.** Progressive tertiary institutions could lead change by introducing and/or expanding models that deliver better quality teacher education e.g. **Establish a new diploma** for quality education in PE
- **Boards of Trustees and Heads of Departments professional development.** Teachers identified if Principals/senior management did not understand PE then they would get little traction. HPE Advisors could support this training and provide support to Principals during the school year.
- **Sport-specific support to teachers.** Instruction on the effective implementation of modified sports, sports for the disabled and traditional Maori, Pacific Island or immigrant sports.

Suggestions on general delivery models

- **Establish a new PE and School Sport Entity** responsible for the provision of quality teacher professional development
- **Review school facilities and needs** e.g. how funding is allocated for property management of fields, areas where few facilities are available, issues with degraded facilities. Collaborate during design and build with territorial authorities (councils).
- **Audit school and community sporting facilities** and assess whether schools are utilising them and why not, identify barriers to access and design a plan to maximise use.
- **Intra-school sport only at primary level.** No inter-school sport.
- **Expand existing 'cluster' models.** Many good models are working in the regions and are supported by Regional Sports Trusts. Explore how to expand good practice.
- **Establish vocational pathways for sport in secondary schools.** Sport is a large and diverse industry both domestically and internationally. It offers work opportunities many young people would connect with yet vocational pathways are not clear and schools do not focus on sport as a potential vocation.
- Provide short **generic foundation coaching courses to parents and teachers** that cover the basics of age and stage development and key messages about coaching kids. Supported by a practical resource.
- **Sport in Education Project** could be expanded. Principals/Boards of Trustees currently involved can see the value of PE and sport in student engagement and learning outcomes. This could help back the advocacy work.
- **Re-establish the Active Schools model.** The 'whole school' approach had an evidence-based health promotion approach (including planning, needs analysis, whole school community buy-in). Many of the processes and philosophies behind the programme are still valid and are being used by teachers in the absence of any other support.
- **NCEA credits through sport.** Sport participation can be linked to achievement standards (credits towards NCEA)
- **Raise Regional Sport Trust (RST) capability and capacity.** RSTs can bridge the education and sport worlds and therefore are well placed to advise schools and clubs. There should be a greater emphasis placed on the capacity and capability of RSTs to do this (e.g. staff, resourcing, training).
- **Establish a new School Sport Entity** that is responsible for the delivery of sport in schools
- **Rationalise Government activities and initiatives in school communities** through an agreed annual joint work plan (aligned with a 10-year National Plan).
- **Fundamental Movement Skill national framework.** A national, co-ordinated approach in relation to fundamental skill development is led by Sport NZ, supported by the Ministry of Education, schools, national sports organisations and other organisations.
- **Change sport structure to kids-** e.g. shorter seasons, decreasing training expectations, aligning school terms and club seasons.
- **The majority of sports should not work in schools in PE time during Years 1-4.** Regional agreements on what codes operate in schools and when, could be negotiated.

Suggestions on practical resources and guidance

- **Joint research partnership.** Sport NZ and tertiary institutions should enter into a joint research partnership to investigate the fiscal value of quality HPE and the predicted spend in the future of health and welfare.
- **Provide an evaluative service for the design, development and delivery of young people's programmes** – outsource it or Sport NZ to do it. Including, building a toolkit that the sport sector and schools can use to have a basic attempt at evaluation at a programme level.
- **Online National Portal** of tried and true case studies available to support others with ideas – one place for all the good stuff (linked to the national integrated plan for kids in sport and PE).
- **Resources such as the Sports Mark and Active Mark** need to be refreshed and re-released with a cross sector campaign to schools, Boards of Trustees and parents as a way of assessing quality sport, PE and outdoor recreation in schools.
- **Establish longitudinal evaluative research** to understand PE's impact over time on the development of young people and the performance of schools. There is also a particular lack of **qualitative data**. We have limited information on what kids think about their experiences in PE and/or sport delivery in schools.

Sport NZ's final position

One thing that has been apparent in speaking to people around the country is that there are conflicting agendas. Unless we all get behind what kids want and need, we will continue to see drop-off at certain ages, poor experiences and lack of engagement by many in PE and sport.

We can't have organisations, agencies or the government changing the goal posts because of changing business models or philosophies.

We also can't have sport and schools working against each other because they treat kids as a competitive market opportunity, rather than young people who need quality learning and sporting experiences.

This means a mutually agreed vision for physical activity, PE and sport is essential.

Policy is often seen as the responsibility of government. However, policy needs to be agreed, adopted, promoted and implemented by the right parties to be effective. Particularly, when policy is expected to be adopted by Boards of Trustees and principals and implemented in schools. *"The autonomous nature of schools means that in order to impact on the provision of ... sport and physical education, it is necessary to influence the attitudes and behaviours of school communities, and not focus exclusively on improving government policy or funding or delivery by clubs and regional providers."*³³

Any national approach to sport and PE for young people therefore, needs to be developed and agreed by principals, teachers, parents, kids, specialist groups in the education and sport sectors, between different government agencies and different political parties.

The relationships developed during the SSFP were important to access information, but also to lay a foundation for this type of approach in the future across both the sport and education sectors.

There are some core concepts that we believe are important if we want to make meaningful change.

³³ Penney, D., Pope, C.C., Iisahunter, Phillips, S., Dewar, P. 2013, Physical Education and Sport in Primary Schools, University of Waikato

- **'Carrot more than stick'** - demonstrating success is more powerful than enforcing compliance (i.e. regulating or mandating PE or sport isn't a solution in itself - prove their value as well).
- **'Community Ownership'** - national leadership must be strong, but it isn't a one-size-fits all. Communities need to own and lead solutions, or they won't work.
- **'We work best when we are a team'** - strength is in community cohesion, collaboration and connectivity. This is particularly true for the school environment, both from the perspective of students and from teachers.
- **'Build not break'** - too often poor decisions are made because of the attraction of the 'shiny and new'. Much previous work was successful, but it was stopped too soon, and the sport and education sectors (especially schools) are tired of 'flip-flops'.
- **'Kiwi-led'** - our history, culture, people and communities are unique. The *Tomorrow's Schools* model and the design of the *New Zealand Curriculum* impact significantly on how change is driven here.

So what do we want to do?

We need to build and support an approach that will systematically improve the quality and quantity of school sport and PE for all children and young people in New Zealand, rather than implement a series of short-term interventions and programmes. This is a long game. More short-term, non-aligned programmes aren't going to be a game-changing. We have to drive a national, ten-fifteen year (plus) approach.

In addition, for young people, addressing one component of their experience (e.g. PE or sport) and ignoring before, during and after-school/weekend/family experiences - undermines our ability to change their relationship with physical activity and sport. What happens outside of the school-day is as important as what happens inside it.

We therefore will look to build a national approach that:

1. Focuses on building a sports "system"
2. Is about connectivity
3. Is phased over time

Sport NZ's decision

Based on all the work outlined above, we believe that the following actions are required.

Support Schools - Provide a network to all schools to access what they need, when they need it.

Schools need hands-on support, training and practical assistance. Our most successful interventions in the past have been when education (curriculum) and physical activity and sport (extra-curricular) have worked in alignment. Providing access to expertise and support in both areas is the most practical and cost-effective way for schools to empower themselves and make sustainable change.

How? We want to provide access to:

- **PE Mentors/Specialists**- PE mentors available to work in the classroom (part of the week) with all primary teachers, regularly, long-term (3-4 years in their cluster before moving to the next one) to empower and upskill the whole school.

- **Curriculum Advisors** - To work with Principals, Boards of Trustees, and teachers to strategize and develop innovative PE strategy and school plans, encompassing all learning areas to improve children's engagement and activity at school. Available part time.
- **Activators (primary school)** - School-based physical activity/sport staff to work within schools and across communities to ensure aligned, appropriate and organised opportunities that meet the needs of the children. This would be a new role to manage and deliver physical activity and sport opportunities, and to support teachers in integrating quality physical activity and sport in and out of school time.
- **Sport Coordinators (secondary school)** - Extend support for existing Coordinators schools to further their role in providing sport opportunities and supporting alignment with clubs and communities.

Communities must lead and manage their own solutions – flexible, integrated, community orientated

Any change rolled out can be supported by government but it should be overseen by a governance/management group at community level to identify community specific needs and adapt accordingly.

How? We think that there needs to be:

- **A community alliance and agreement**
 - Bring all the parties together that need to reach local agreements to solve local problems e.g. teachers, clubs, parents, coaches, councils, young people Link with existing community initiatives where possible.
 - Assist them to clarify roles and responsibilities (across education, physical activity, sport and community providers) to provide consistent and appropriate experiences for young people
- **Facilities (spaces and places) audit process and shared operating model.**
 - Understand what children and young people need from spaces and places (built facilities, green, grey and blue spaces, clubs, fields, etc) by working with them to identify issues and opportunities.
 - Audit community spaces and places and issues.
 - Agree through the Community Alliance a shared operating model /joint responsibility to make spaces and places accessible and safe for young people (and the community).
- **Quality assurance process for providers.** Currently there is not a quality assurance process (beyond a range of guidelines) for providers who work in the school space i.e. it is an 'open door' to schools who will often allow in providers based on cost only. To provide schools and clubs with guidance on how to select appropriate providers to deliver sport and physical activity in their setting.

Government should provide Leadership - a vision for young people in NZ that we all strive for

Leadership is about practical guidance for effective delivery. Leadership supports the best use of limited resources by ensuring collaboration where it matters. Leadership is about understanding and working towards some common goals.

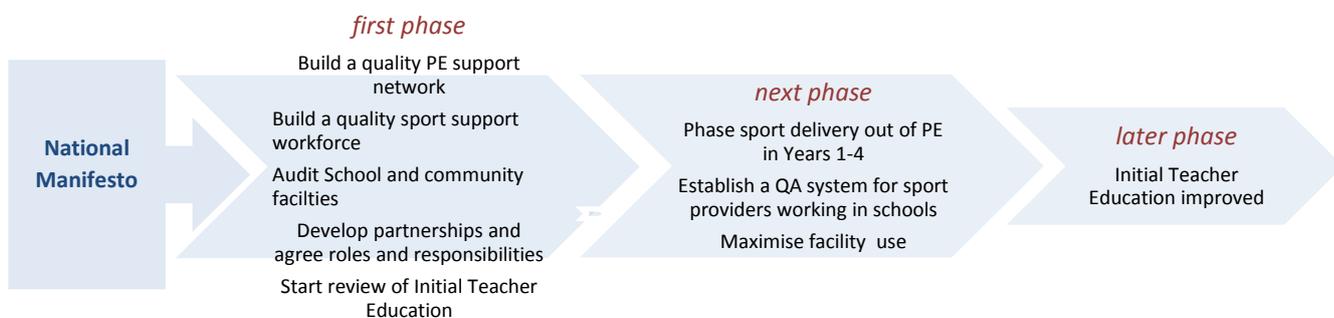
How? We think that there needs to be:

- **A National 'Manifesto':** highlight and give effect to the social, economic, education, health and personal benefits that quality sport and PE bring to individuals and the community. Setting the expectation that every child should have equal access to quality physical activity opportunities. Ensuring the importance of physical education to assist with children's learning and development is well understood. Ensuring the engagement of children in regular quality physical activity is well understood and promoted.
- **Physical Literacy Approach:** Sport NZ believes that a better understanding of physical literacy, like 'health literacy' or 'nutrition literacy', will support people to have the motivation, tools and confidence to be active. Having a shared physical literacy approach will enable the health, education and sport sectors to be better aligned in their respective contributions to supporting physical activity.
- **Research, Monitoring and Evaluation (RME) framework.** We will evaluate changes in the quality of PE teaching, appropriate sport provision, and teacher confidence and competence, as well as student confidence and competence.
- **Initial Teacher Education review:** This is a difficult policy/regulatory area that involves tertiary institution funding models driving course structure. Intention is to initiate discussion with relevant government agencies and training providers to agree to review process.

Phasing

Clearly there are fiscal, logistical, policy and management challenges with any major change. We can't expect our "ideal state" picture to be implemented all at once.

Spacing out activities could look like this"



Conclusion

We need to find ways to enable young people to have access to quality physical activity, PE and sport opportunities that meet their diverse needs. That means taking part, learning, growing, having a role - no matter what age, gender, ethnicity, socio-economic background or geographical area.

Schools are about child development, learning and achievement. Sport and PE contribute to this, but only if quality opportunities are provided. We need to support our school communities and teachers in their part in PE curriculum and school sport participation.

We need to be supporting a system that is responsive and flexible, that can change as young people's needs and our society changes. We want to encourage young people, and the adults around them, to engage in enjoyable, rewarding and diverse sport experiences. We need to invest wisely and well in the right parts of the system for the greatest benefits.

Our new national approach will be initiative called Play.sport, with the ground work being built with communities in sites from 2016.

Sport NZ will shortly be releasing a national manifesto outlining our "call to arms" for physical activity, PE and sport in schools.

Appendix 1: What does Quality look like?

Quality sport experiences for young people:

- are appropriate for the stage of development of the participants;
- meet the social and development needs of the participants;
- are built around the needs and interests of children and young people;
- are delivered at a time and for a duration that is appropriate;
- remove barriers that might prevent participants from being involved; and
- are supported by caring and knowledgeable teachers, coaches, parents, organisers and officials.

Physical Education is defined in the New Zealand Curriculum:

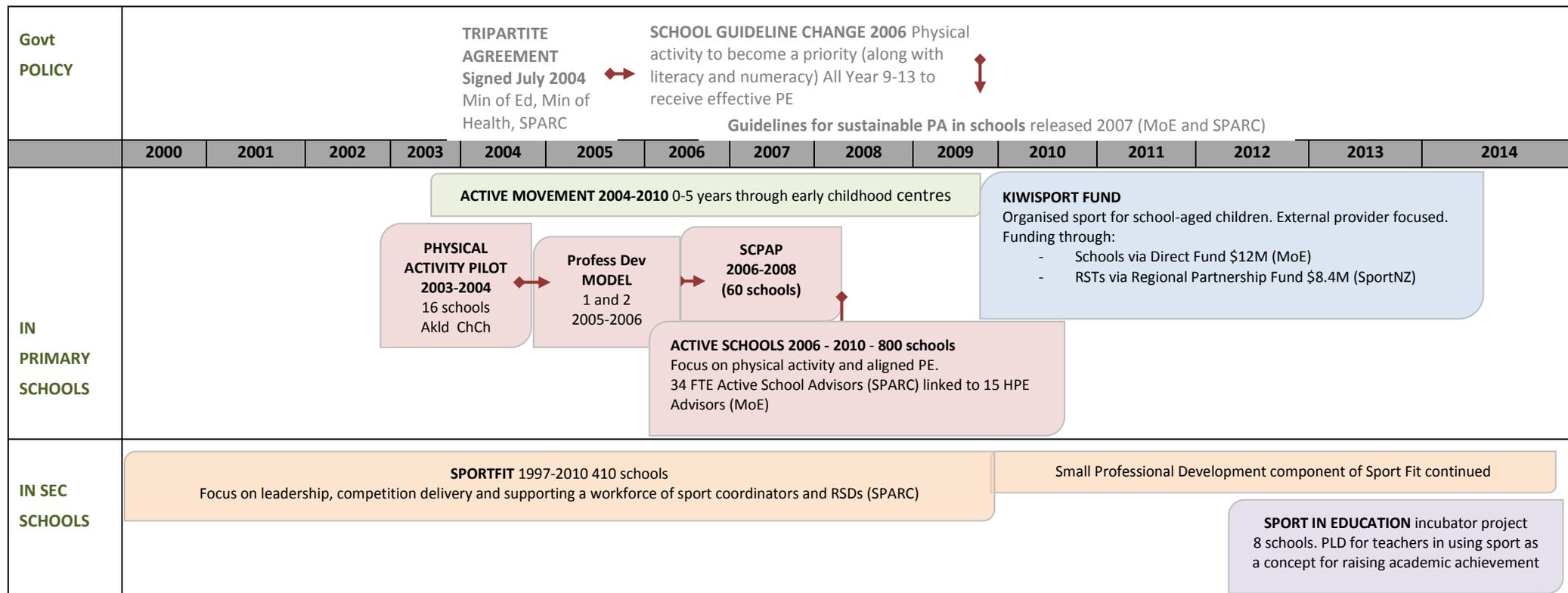
“...the focus is on movement and its contribution to the development of individuals and communities. By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people’s pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values. This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education encourages students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.”³⁴

Quality Physical Education utilises effective pedagogies, focuses on movement and its contribution to learning and the holistic development of individuals and their communities. Strengthening and sustaining quality Physical Education necessitates:

- Comprehensive conceptual understanding of The NZ Curriculum (2007) and the Health and Physical Education learning area
- Inclusive and culturally responsive pedagogies
- A range of planned learning opportunities within a programme that are enjoyable, authentic, progressive and have clear learning intentions.
- Learning experiences that embrace hauora and meet student needs
- Student centred programmes that foster critical and creative thinking
- High expectations for student learning
- Teaching by qualified registered teachers

³⁴ NZ Curriculum pg. 23

Appendix 2: Policy changes 2000-2014



RESEARCH	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Getting Set for an Active Nation- Ministerial Taskforce (the Graham Report)	Early Childhood and Physical Activity Reference Group (SPARC)	0-5 childhood physical activity research (AUT)	The Value of Sport: Attitudes; Barriers and Motivations for Participation in Sport by 11-14 year olds (TNS)	Physical Activity in Education Settings - PENZ	Best Practice Review, 13-18 years (AUT)	Stay and Play (18 Ltd)	PE Curriculum Review (ERO)	Evaluative Research on the impact of effective professional learning	Young Peoples Physical Activity and Nutrition Behaviour ("Mission-On Survey" SPARC/MoH)	KiwiSport in Schools (ERO)	Young Peoples Survey (SportNZ)	Physical Education and Sport in Primary Schools (Penney)			