

1

The School Sport Environment



School sport management is about good organisation, facilitation and supervision of sports. This means making sure that students are in the right place, at the right time, playing against the right opposition, using the appropriate uniforms and equipment, and supported by dedicated people.

1.1 About Kids

To encourage kids to play school sport and to keep participating after they leave, schools need to understand young people, their development needs, and who or what motivates and influences them.

Ages and stages of development

The sporting needs of children change as they develop not only physically but also emotionally, socially and cognitively. While the majority of children pass through the same developmental phases, each child develops at their own pace. Chronological age is a poor indicator of development and progress, especially in sport.

There is no magic age at which a child is ready to play organised sport. Evidence suggests that success in sport does not depend on how early a child gets involved in sport, but is associated with a child participating when they are optimally ready to participate.¹

For more information on ages and stages, see [Athlete development - characteristics and needs](#) from Sport NZ's Coach Development Framework.

Participation patterns and trends

Having fun, quality sport experiences are key factors for young people to stay interested and involved in sport throughout their secondary school years and beyond. Quality experiences include having safe social and physical environments to play sport in, and consistency of sport delivery and communication among sport providers.

The 2013 NZ Secondary Schools Sports Council (NZSSSC) School Sport Representation Census shows that the participation trends established over recent years continue:² (continued on following page).

¹Sport New Zealand 2014, *Good Practice Principles* [online], available URL: <http://www.sportnz.org.nz/managing-sport/guides/good-practice-principles-for-the-provision-of-sport-and-recreation-for-young-people>

²NZ Secondary Schools Sports Council 2013, *Representation Census 2013: Participation & Teacher Involvement in Sport by Region* [online], available URL: <http://www.sportground.co.nz/nzsssc/71315/1>

EXCUSES FOR DROPPING OUT OF SCHOOL

- Sport is no longer important anymore because I can drop it at school
- It's too time consuming
- Sport is boring
- Sport means I miss out on parties and socialising

REAL REASONS FOR DROPPING OUT OF SPORT

- Friends have dropped out which breaks up teenagers' social circles
- Too scared to play because of the threat of injury
- It's intimidating – being laughed at for lack of ability or making mistakes
- Sport is too competitive
- Seeing unfair play or unsporting conduct

*"The **main** reason [I dropped out] was I wasn't getting any work done and I decided to concentrate more on **studies**..*

*It was always after school and it went on for **two or three hours** and I'd get home at like **7pm** and I'd be all dirty and muddy, have a shower, eat dinner and then go to sleep. I had no **time**."*



19 year-old Female,
past Touch Player

Source: Stay and Play summary from Sport NZ Stay & Play research (2006)

- Fifty-three percent of students (50% girls; 56% boys) represented their school in sport.
- Teachers still provide the majority of our school sporting leadership but the numbers of teachers involved in coaching and managing continues a slow decline. In 2013, 34% of teachers were involved in coaching, managing or officiating school sport, down 1% from the previous year.
- There are an increasing number of students taking on the coaching role in secondary schools.
- Traditional sports are still very relevant to our schools; rugby and netball had the greatest numbers with almost 30,000 students taking part in each, and football (24,000) in third spot.
- Big sports that have shown rapid growth over the last 5 years include basketball (20,000 up 15%), volleyball (16,000 up 21%), touch (14,000 up 16%) and badminton (12,000 up 13%) Smaller sports that are growing rapidly include Waka Ama, table tennis, adventure racing, orienteering and futsal.

TOP 10 SPORTS PARTICIPATED IN BY SECONDARY SCHOOL STUDENTS²

	BY GIRLS		BY BOYS		ALL STUDENTS	
	Sport	Numbers	Sport	Numbers	Sport	Numbers
1.	Netball (outdoor)	28,449	Rugby Union	25,946	Netball (outdoor)	28,947
2.	Volleyball	9,739	Football	14,936	Rugby Union	28,794
3.	Football	8,418	Basketball	12,380	Football	23,354
4.	Basketball	7,825	Cricket (outdoor)	8,659	Basketball	20,205
5.	Hockey (outdoor)	7,251	Touch	7,162	Volleyball	15,626
6.	Touch	6,725	Athletics	6,763	Touch	13,887
7.	Badminton	5,480	Hockey (outdoor)	6,485	Hockey (outdoor)	13,736
8.	Athletics	5,392	Volleyball	5,887	Athletics	12,155
9.	Tennis	3,155	Badminton	4,561	Cricket (outdoor)	10,439
10.	Rugby Union	2,848	Tennis	3,779	Badminton	10,041

Source: NZSSSC Representation Census 2013.

Summary data from the census can be found on the [NZSSSC website](#).

Key participation patterns from the 2011 Young People's Survey:

- Most young people like playing sport but as they age young people like playing sport less.
- Sport participation is higher for boys than girls in most respects. Most young people spend 3 or more hours a week taking part in sport and recreation, when we combine the time spent participating in both formal and informal settings.
- Schools play an important role in providing sporting opportunities for young people. The way a school values, organises and resources sport, and encourages and supports students, are important influences on young women's experiences of sport.³
- Sports clubs and school sports teams are an important part of many young people's sporting lives.

³Burrows L, McCormack J 2011, Sport NZ research summary factsheet series: Young Women's Views and Experiences of Sport [online], available URL: <http://www.srknowledge.org.nz/research-completed/sport-and-recreation-in-the-lives-of-teenagers/>



Sources: Sport NZ's infographic: Are our kids on the sideline or in the game?

- The majority of girls and boys want to try or do more of one or more sports/activities. Sports that interested both boys and girls of all ages are basketball, football and tennis.

For more information, see the [Young People's Survey](#) results on Sport NZ's website.



Key influencers

Young people are influenced by several factors to play sport.

PARENTS

Parents are the number one influencer on kids to play sport and to continue playing sport.

For children aged 10 to 15 years, about half had a parent or caregiver that encouraged them to take part in physical activity almost daily or more often during a normal week.⁴

Parents should be involved in their children's sports; they can contribute and help to make sport experiences positive. They can be involved by helping to manage, administer, coach, or be officials for school sport. Parents are often role models for their children.

Around 20% of kids aged 10 to 15 years reported having a parent or caregiver take part in physical activity with them almost daily or more often during a normal week.⁴

"SPORT IS A REALLY COOL WAY TO ENJOY TIME WITH MY BROTHERS AND SISTERS WHEN I HAVE TO LOOK AFTER THEM AFTER SCHOOL"

Sources: Sport NZ's infographic: Are our kids on the sideline or in the game?

FRIENDS

Friends are the second biggest influencer of kids to play sport. The opportunity to be social and have fun with friends is one of the most important reasons for kids to get involved with school sports.³

Fifty-one percent of boys and 40% of girls aged 10 to 15 years reported doing sport or active things with their friends almost daily.⁴

SIBLINGS AND HEROES

Siblings are a big influence on girls to play sport and for boys, sports heroes are very important.

"Don't tell them they're **wrong**, it kills them. Never abuse your players in your team – never abuse them. **Yell** but you've got to yell **positive**. Yell encouragement – don't yell because they **stuffed up**."

Source: Stay and Play summary from Sport NZ Stay & Play research (2006)



Netball Coach

"You want a **coach** that will take **advice** from you as well – he might not **know** everything and **YOU** might be able to give him some **pointers**."

Source: Stay and Play summary from Sport NZ Stay & Play research (2006)



17 year-old Male, Cricket Player

⁴National Institute for Health Innovation, The University of Auckland: Maddison R, Pfaeffli Dale L, Marsh S, et al. 2014, The New Zealand Physical Activity Report Card for Children and Youth [online], available URL: http://nihi.auckland.ac.nz/sites/nihi.auckland.ac.nz/files/NZ%20PA%20report%20card_short%20version.pdf

COACHES AND INSTRUCTORS

One of the most common reasons young people give for quitting a sport is that they didn't like the coach. Good coaches have a participant/athlete-centred approach which focuses on the needs of the kids; they encourage kids to participate and learn, they listen to their players, understand their needs and then work with them to help them succeed in their sport.

Good community coaches have a huge positive impact on the development of young people.⁵ They:

- communicate honestly
- use respectful language

- talk to the whole team rather than singling out one person
- match the level of difficulty of the activity to the ability of the athletes
- provide positive and constructive performance feedback.

The NZ Coach Approach continuum (fig.1) illustrates two different styles of coaching. Sport NZ advocates for an athlete-centred approach for coaching. In reality coaches may move between both approaches. For more information, see the [New Zealand Coaching Strategy](#) on Sport NZ's website.

FIGURE.1 NZ COACH APPROACH CONTINUUM



Understanding kids' motivations to participate in sport

COMPETITION

Young people see sport as 'competitive' with the primary goal of winning. Around 20% of students are motivated by winning.

Sport that is seen as 'non-competitive' is highly rated by young people because the primary goals are getting together with friends, doing the best they can, and ultimately having fun. In non-competitive sport the rules can be changed to suit the participants and environment to make sure everyone can play and that no one is excluded.

FUN

Previous research on why young people participate in sport shows that they view sport mainly as a vehicle for fun, enjoyment and socialising.

*"A lot of people will play for the **fun** of it. You'll never **win** every game, but you've gotta have fun – that's it. Having fun and making **new friends**."*



15 year-old Male,
Touch Player

Source: Stay and Play summary from Sport NZ Stay & Play research (2006)

⁵Sport NZ 2012. *New Zealand Community Sport Coaching Plan 2012-2020* [online], available URL: <http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/coaching/New-Zealand-Community-Sport-Coaching-Plan-20122020.pdf>

Continuing sport participation after leaving school

For some teenagers, sport is seen as ‘something you do while at school’. It can also be difficult for some young people to find a place to play sport once they leave school. To help with this, schools can foster relationships between students and local sports organisations and clubs before they leave school, and maintain regular contact with these organisations to encourage them to contact school leavers.

WHAT WOULD ENCOURAGE YOU TO PLAY SPORT AT UNIVERSITY?

- Meeting new people, and other social activities [both females and males]

WHAT WOULD DISCOURAGE YOU FROM PLAYING SPORT AT UNIVERSITY?

- Timing (e.g. commitment, flexibility of training and games, etc.) [both females and males]

TOP 3 SPORTS INTERESTED IN PLAYING AT UNIVERSITY

- Netball, badminton and dance [females]
- Football, badminton and basketball [males]

Source: 2012 Sport beyond school: School leaver survey⁶



⁶Sport Beyond School 2012, School leaver survey [online], available URL: <https://cdn.auckland.ac.nz/assets/recreation/documents/2012%20School%20Leaver%20Survey%20Report%20and%20Key%20Findings.pdf>

About Kids summary

Tips on what you can do to get kids playing sport, as well as staying involved in sport when they leave school:

- adopt a participant-centred approach to getting kids into sport
- increase the use of social leagues among young people, especially 15- to 19-year-olds
- create intra-school opportunities
- encourage parents to get involved in their kids' sport
- recognise and support young people who don't want to be in the top team but still want to participate
- develop databases of players and share them with sports organisations, codes and clubs to create an easy transition from school sport to club sport
- use websites, social media and the latest available technology to encourage students to get involved with and 'own' their school sport. For example, encourage text messaging, blogging, posting photos on the school website, etc., and regularly update school sports websites with results
- keep mates together – for most young people, sport is social rather than a means of achieving success
- be innovative with payment methods for parents to 'pay off' sports fees
- keep students well informed of competition and training dates and times so they can plan their schedules appropriately
- work with local RSTs or clubs to get equipment for those who can't afford it.

1.2 About Sport

Sport provides many benefits for young people such as opportunities to be social, and to improve health, wellbeing and social skills.⁷

To encourage children and young people to participate in sports, they need to feel physically and socially safe. Sport providers have a responsibility for protecting children and young people from physical, social and emotional harm.



GREATER AUCKLAND COACHING UNIT (GACU), FIRST STEPS IN COACHING: COMMUNITY GUIDE FOR COMMUNITY COACHES, 2011.

For kids to continue playing sport, the sport sector needs to provide them with quality experiences. In practise, this can mean:^{1,7}

- sport opportunities are appropriate for the age and stage of development of the participants, meet their social and development needs, and are supported by caring and knowledgeable coaches, parents, organisers and officials
- plans and procedures are in place to make sure that potential risks are minimised, removed or managed effectively to protect kids from harm
- suitable facilities are available, accessible and in good order for young people's sport

- repetitive drills are avoided as these are likely to cause injury and boredom
- young people are encouraged to treat each other with respect and fairness
- safe and appropriate equipment is available, including protective gear where necessary
- being consistent – making sure there are consistent messages and approaches to sport delivery across providers.

These quality experiences come from a participant-centred approach. This approach requires sport providers to listen to and consider the needs, wants and perspectives of children and young people when planning and implementing programmes. It means recognising and catering for individual differences in terms of development, ability and other factors that may impact on participation.¹

FROM A CHILD OR YOUNG PERSON'S PERSPECTIVE, QUALITY MEANS:

- fun and enjoyment
- social opportunities and friendships
- lots of activity
- appropriate learning and development opportunities
- feeling good about yourself
- feelings of confidence/sense of achievement.

What to look for in a sports provider

Schools should be able to recognise the sports that can provide quality experiences for their students, and the coaches who are appropriate and can provide these experiences.

When engaging community organisations to assist with sport programmes, schools should consider the following questions:⁸

⁷Sport NZ 2010, *Community Sport Strategy: Phase 1: 2010-2015* [online], available URL: <http://www.sportnz.org.nz/assets/Uploads/attachments/About-us/Community-Sport-Strategy.pdf>

⁸Ministry of Education 2007, *Physical Activity for Healthy, Confident Kids: Guidelines for Sustainable Physical Activity in School Communities* [Online], available URL: <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines>

- What is the purpose of the organisation’s programme or resource? Who benefits from the purchase of these programmes – the students or the organisation?
- Is the organisation’s programme or resource relevant to New Zealand students and schools? Is the programme inclusive? Does it meet the needs and interests of the targeted group? Are the aims and objectives of the programme clearly defined, and can they be evaluated?
- Does the organisation’s philosophy align with the school’s physical education (PE) and sport philosophy? Does it support the current learning programme and complement Health and Physical Education in the New Zealand Curriculum?
- Have the personnel been police checked, and do they have the knowledge and expertise to work within an educational setting? Are they willing to collaborate with relevant people and, if necessary, to adapt the programme to meet the needs of individuals or the school?
- Is the material feasible? Can it be previewed? Is it time- and cost-effective? Is there evidence of the programme’s or provider’s effectiveness? Does any of the content have ethical implications for the school? Will materials be available when needed?

For more information, see the [Guidelines for using external providers for physical education and school sport](#).⁹

How schools fit into the sport sector

ELEMENTS OF NEW ZEALAND’S SPORT DELIVERY SYSTEM

Policy Makers	<ul style="list-style-type: none"> ▪ Sport NZ ▪ Ministry of Education ▪ Department of Conservation 	<ul style="list-style-type: none"> ▪ Local Government NZ ▪ Ministry of Social Development
Funders	<ul style="list-style-type: none"> ▪ NSOs ▪ Gaming/Community Trusts ▪ Government ▪ TAs 	Supporters
	<ul style="list-style-type: none"> ▪ NSOs/NROs ▪ RSTs ▪ TAs ▪ NZSSSC 	
Providers	<ul style="list-style-type: none"> ▪ Schools ▪ Clubs ▪ TAs ▪ Marae 	<ul style="list-style-type: none"> ▪ Churches ▪ Private/Commercial ▪ Event Organisers ▪ Other Community e.g YMCA
Settings	<ul style="list-style-type: none"> ▪ School ▪ Home ▪ Community ▪ Events 	
Opportunities	<ul style="list-style-type: none"> ▪ Proximity ▪ Cost ▪ Transport ▪ Safety ▪ Access to places 	Influencers
		<ul style="list-style-type: none"> ▪ Parents ▪ Peers ▪ Teachers ▪ Coaches ▪ Role models

⁹Premier’s Council for Active Living NSW 2008, *Guidelines for using contracted external providers for physical education and school sport* [Online], available URL: http://www.pcal.nsw.gov.au/_data/assets/pdf_file/0006/36393/Guidelines_for_using_contracted_external_providers_for_physical_education_and_school_sport.pdf

Roles and responsibilities

SPORT NEW ZEALAND

Sport NZ is the national agency for sport in New Zealand. It works in partnership with national sport organisations (NSOs), regional sports trusts (RSTs), territorial authorities (TAs) and other sector groups as required. Sport NZ's role is to lead, invest and enable the sport sector to create a sport environment in which more New Zealanders participate, support and win.

NATIONAL RECREATION ORGANISATIONS (NROs)

Provide recreational opportunities that encourage more New Zealanders to be more active, more often. Some examples of NROs are the YMCA, Sir Edmund Hillary Outdoor Pursuits Centre and Outward Bound Trust of NZ. Sport NZ works closely with selected NROs to help get more young people involved in recreation, and participation is required for some students to complete their national achievement standards at school.

See a [list of NROs](#) on Sport NZ's website.

NATIONAL SPORT ORGANISATIONS (NSOs)

Responsible for the capability of their regional sport providers. They help to increase participation in sport at regional and community levels by:⁷

- developing whole-of-sport plans that include strategies for improving the delivery of sport at the community level
- advocating for the importance and value of community sport to funders and others
- establishing partnerships with key providers to benefit community sport
- providing expertise and other support to regional sport providers and clubs
- developing programmes and/or disseminating appropriate support resources, tools and guidelines
- encouraging best practice delivery of community sport at local and regional levels.

They are involved in getting more young people participating in organised sport through primary and secondary schools, and their strategic plans also include a school sport component.

For a [list of NSOs](#), see Sport NZ's website.



REGIONAL SPORT ORGANISATIONS (RSOs)

Responsible for, and support the delivery of, sport in a geographical region. They are often a provincial sport association that is closely aligned to its NSO and whose members are local sports clubs. The size, role and boundaries of RSOs vary among sports. Some of their responsibilities include:

- the strategic direction of the sport in their region
- organising local competitions
- management of coach, referee and volunteer programmes
- support and development of their sports clubs
- support and administration of school sports' competitions and programmes.

REGIONAL SPORTS TRUSTS (RSTs)

RSTs are independent not-for-profit organisations governed by a Board of Trustees drawn from the local community. They have strong working relationships with sports organisations, local councils, health agencies, education institutions, local businesses and the media. As 'umbrella' organisations, RSTs work across the broad sport sector, assisting RSOs, schools and clubs as well as supporting individuals and community groups participating in less structured sport. They provide a regional voice for their sport and recreation communities.

The 14 Regional Sports Trusts are: Sport Northland, Auckland Sport, Sport Waikato, Sport Taranaki, Sport Wanganui, Sport Manawatu, Sport Gisborne, Sport Bay of Plenty, Sport Hawke's Bay, Sport Wellington, Sport Tasman, Sport Canterbury, Sport Otago, Sport Southland.

REGIONAL SPORTS DIRECTORS (RSDs)

Regional Sports Directors are personnel dedicated to supporting secondary school sport, employed in most areas through Regional Sports Trusts but also including dedicated College Sport offices in some areas (College Sport Auckland, College Sport Wellington, School Sport Canterbury, Otago Secondary School Sports Association, Southland Secondary School Sport).

Typically the RSD positions and College Sport offices:

- are jointly funded by Sport NZ and secondary schools.
- are connected to regional sports trusts (RSTs) and the sport resources and personnel they house
- advocate for sport with principals and boards of trustees in their regions.
- coordinate and deliver a regional calendar of inter-school events.
- support the sport coordinator and provides professional learning opportunities.
- report to local secondary school principals.

See a [list of RSDs](#) on Sport NZ's website.

THE NEW ZEALAND SECONDARY SCHOOLS SPORTS COUNCIL (NZSSSC)

- Coordinates National and North and South Island secondary school sports events.
- Operates a judicial function on behalf of its member schools to ensure a level playing field in inter-school competition, particularly developing and applying eligibility criteria.
- Provides professional learning and support to Regional Sports Directors and sport coordinators.

For more information see the [NZSSSC website](#).

TERRITORIAL AUTHORITIES (TAs)

TAs are district and city councils, the second tier of local government in New Zealand, below regional councils. They play a critical role in the sport sector by providing and managing community facilities, such as playing fields and swimming pools, that allow sport and recreation participation to happen; quality facility management results in high levels of community access and participation. They invest hundreds of millions of dollars annually in sport and recreation partnerships, facilities, programmes and major events.

SPORTS CLUBS

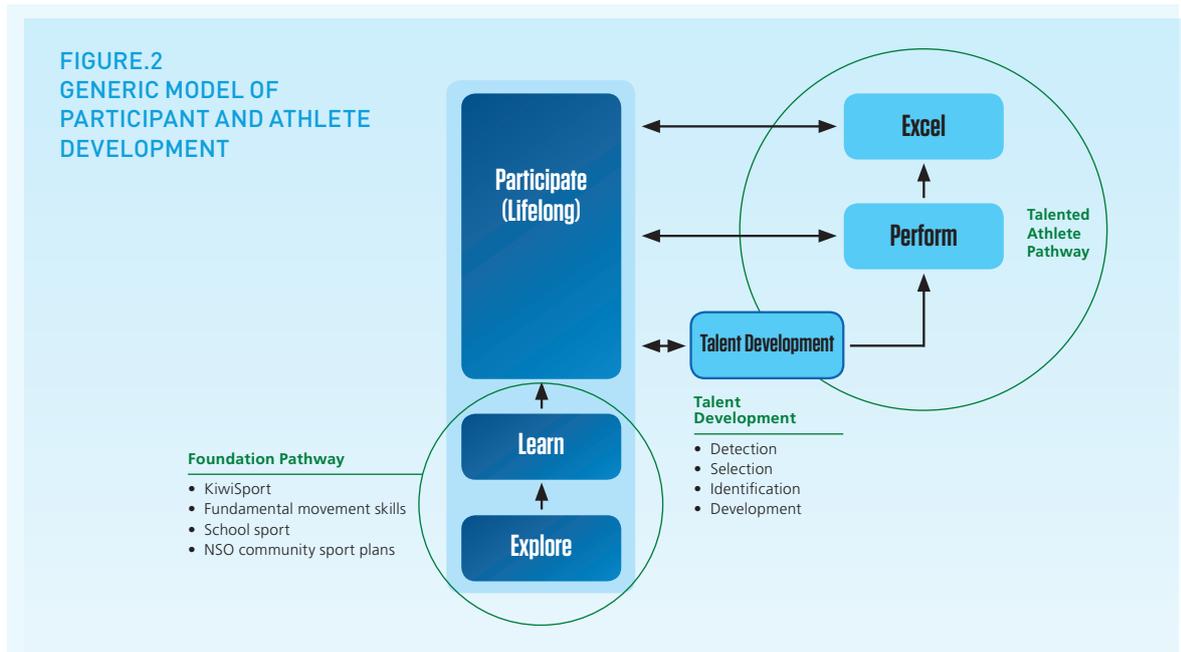
Sports clubs are the face of sports in a community; they have an important role to play in making sport available in communities. They create opportunities for participation and deliver key sporting services such as coaching and access to competition directly to participants.

COMMERCIAL/EXTERNAL SPORT PROVIDERS

External sports providers offer and/or facilitate sport opportunities with a cost associated.



FIGURE.2
GENERIC MODEL OF
PARTICIPANT AND ATHLETE
DEVELOPMENT



Pathways

Having a planned approach to sports provides a pathway for young people to journey through their sport experiences. This will help guide their learning and development.

SPORT AND RECREATION PATHWAY

Sport NZ’s sport and recreation pathway (fig. 2) provides a generic model of participant and athlete development. Many providers of sport-specific opportunities for children and young people have used this to develop their own sport’s pathway, as it helps to guide the learning and development of young participants.

Sport NZ aligns its programmes and services within a sport pathway. This approach models the nature of the lifelong journey through both community sport and high performance sport.

The pathway illustrates that school and community sport and high performance sport are in fact part of one system and depend on each other to flourish.

Explore and learn stages

In these stages participants develop basic fundamental movement patterns and skills, and form positive attitudes and confidence. Development of these attributes underpins future participation and achievement. Most of the participants in this stage are primary school children.

Participate stage

This phase is the critical time for developing lifelong participation and involvement attributes. It includes young people from the later years of primary school who’ve continued with organised sport, secondary school students in both the school and club setting, and adults who play organised sport in a non-elite environment. This is where secondary school and community sport and recreation providers play an important role in encouraging and maintaining participation.

Throughout the ‘participate stage’ people with outstanding talents and abilities are identified and placed in programmes aimed at allowing them to reach their performance potential. The ‘talented athlete phase’ is the responsibility of national sport and recreation organisations.

See more information about [Sport NZ’s Sport and Recreation Pathway](#) on Sport NZ’s website.

About Sport summary

- Children and young people need to feel physically and socially safe in a sports environment.
- Sport providers have a responsibility for protecting children and young people from physical, social and emotional harm.
- Sports organisations need to provide kids with quality experiences in order for them to continue participating.
- Sport pathways help young people develop and improve in a structured and supportive environment.

1.3 About Schools

New Zealand secondary schools are a significant part of the national sport infrastructure. Schools understand the contribution that sport and PE can make to wider academic, social and sporting outcomes.

Strong school sport environment

A strong school sport environment provides quality experiences for all students, accommodates their aspirations, and gives them the confidence to continue participating when they leave school. The components of a **strong school sport environment** include:¹⁰



SCHOOL ETHOS AND CULTURE

A strong school sport environment starts with the culture and ethos established by the leaders of the school, and exhibited across all aspects of the school operation. It includes the establishment and propagation of a vision and philosophy for sport and PE, evidence-based planning and consequent resourcing and support, and includes formal documentation of this vision in plans and policies and procedures.

“I’ve learnt how to concentrate on the field and off the field. I’m applying myself in school”

Source: What’s the real value of sport?

SCHOOL AND COMMUNITY

An effective school sport programme provides pathways for students to realise their aspirations as participants, coaches, officials and administrators inside and outside the school, establishes strong working relationships with community sports organisations and personnel, and provides and shares equipment and facilities that meet the needs of all students. It also connects the school to parents and whanau who are a critical part of the school and community sport system.

SPORT OPPORTUNITIES AND EXPERIENCES

Schools need to ensure sport experiences meet the needs and aspirations of all students, and that they are developed with input from them. Sport opportunities are provided in curricular, co-curricular and extra-curricular settings, supported by competent and informed personnel who understand and cater for the development, sporting, emotional and social needs of a diverse range of young people.

CURRICULUM

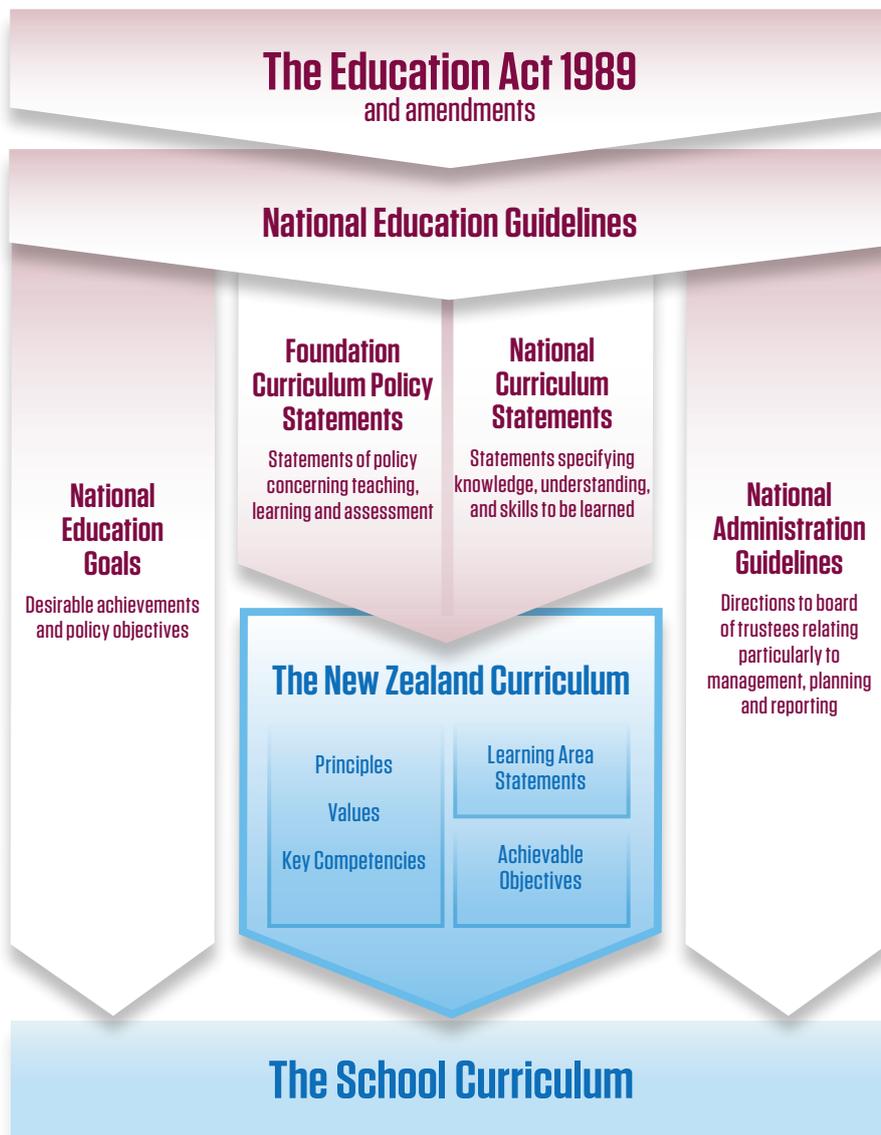
One of the most significant contributions to the development of a lifelong love of sport is a rich, rewarding and high quality PE curriculum in schools. This programme needs to be well planned and resourced, reflect the Health and PE curriculum, and develop and enhance skills and attitudes in young people across a wide range of settings and activities.

How does sport fit into the curriculum?

Under the Education Act schools’ Boards of Trustees are required to implement a school curriculum in accordance with the New Zealand Curriculum and the priorities set out in the National Education Goals (NEGs) and the National Administration Guidelines (NAGs) (see fig. 3 over page).

¹⁰Sport NZ 2014, *School sport planning online tool [online]*, available URL: <http://www.sportnz.org.nz/SSPT>

FIGURE 3: THE EDUCATION ACT AND THE CURRICULUM¹¹



The New Zealand Curriculum sets the direction and provides guidance for schools as they design and review their curriculum.

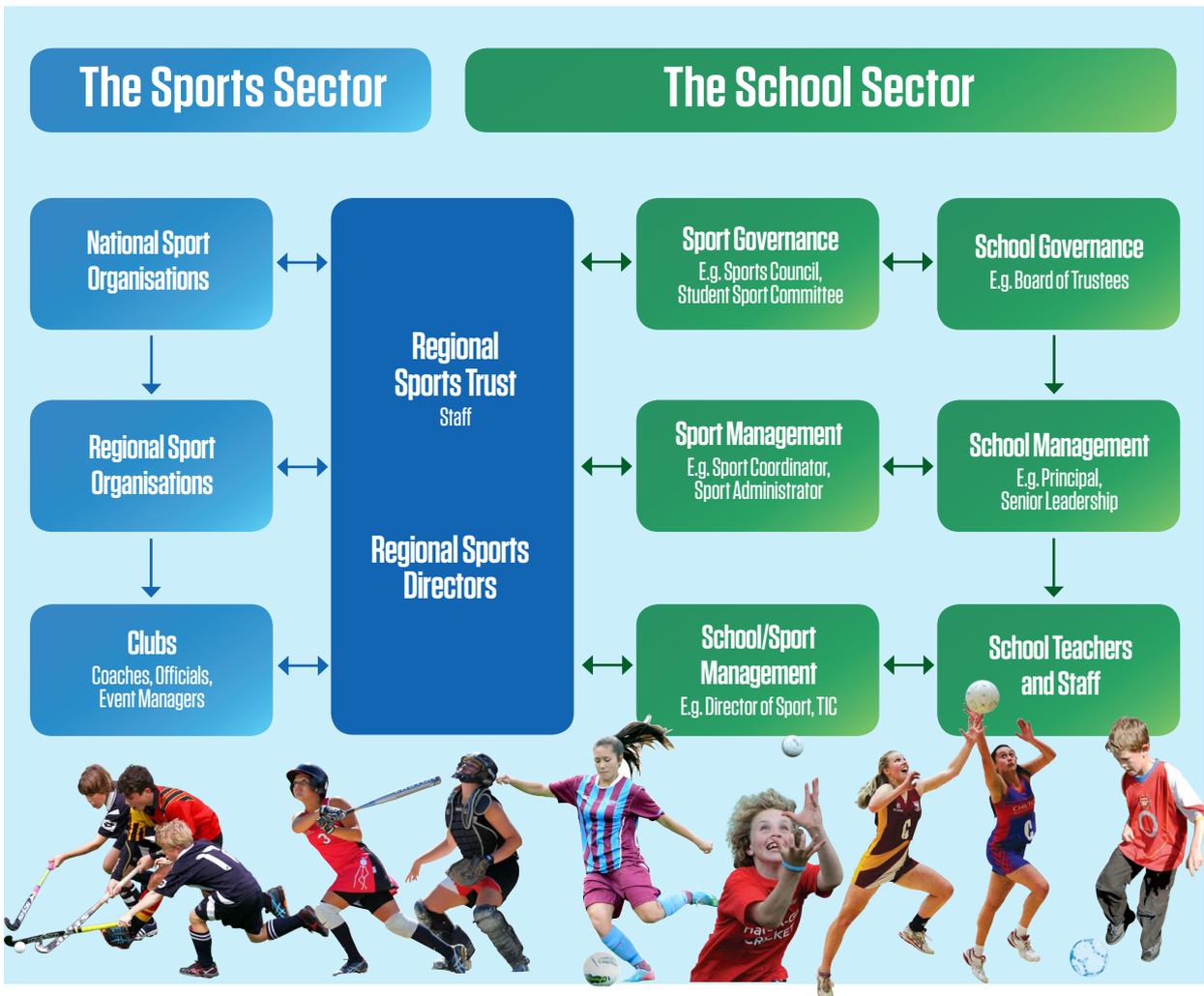
Health and PE (HPE) is one of eight learning areas. Within HPE, physical education is one of three different but related subjects: health education, physical education, and home economics. These include a wide range of subjects: mental health; sexuality education; food and nutrition; body care and physical safety; physical activity; sport studies; outdoor education.

¹¹Ministry of Education, Te Kete Ipurangi (TKI), *The Education Act and the curriculum* [online], available URL: <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/The-Education-Act-and-the-curriculum>

In addition to PE in the HPE, a focus on physical activity is also provided for through the NEGs and NAGs:

- NEG 5 refers to physical activity: “A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity”.
- NAG 1 refers to physical activity: “Giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6” (NAG 1 (i) (c)).

Example of the structure of sport within and outside a school



Roles and responsibilities

SPORT COORDINATOR/ADMINISTRATOR

- helps to establish and maintain a strong school sport environment
- manages and coordinates school and inter-school sports teams
- manages and coordinates coaching programmes in school sports
- manages sports resources and facilities.

See example position descriptions for a [sport coordinator](#) and [sport administrator](#).

STUDENT LEADER

- coordinates activities outside class time.
- coaches junior teams
- supervises equipment distribution and collection
- administers and officiates at sports events.

DIRECTOR OF SPORT/HOD SPORT/TEACHER IN CHARGE (TIC) OF SPORT

- increases the participation and performance levels of students in sport
- directs and manages the school's sport programme through leadership, communication, administration, and professional support and training
- gives input into the strategic direction of sport.

HEAD OF DEPARTMENT (HOD) PE

- focuses primarily on providing leadership to put in place the PE curriculum
- develops and monitors a school-wide PE programme
- ensures resources are provided for the teaching and learning programme of PE
- keeps up-to-date with current practice through ongoing professional development and membership of relevant subject organisations.

SPORTS ADVISORY COUNCIL

May include representation from teachers, senior management, students, Board of Trustees, parents and community sport organisations. Ideally, the Council will:

- advise and support sport coordinators
- develop sport policies
- set sports targets in the strategic and annual plans
- manage funding applications
- provide financial reporting
- liaise with the community.

See a [proposed structure for a Sports Advisory Council](#) and [ideas for setting their targets](#).

STUDENT SPORT COMMITTEE

Gives students the opportunity to have a say about how sport is run in their schools.¹² The role of committee members may include:

- providing leadership
- being role models for their peers
- promoting specific activities within the school
- speaking at events, such as school exchanges, prizegivings, sports assemblies.

PRINCIPAL AND SENIOR MANAGEMENT

- alongside the sports director, develop and implement sport within the strategic and annual plans
- ensure sufficient sports resources are available

- set realistic and relevant school goals and school targets in relation to sport
- provide clear direction and strong leadership for sport within the school
- implement a professional development policy that provides opportunities for teachers to maintain their ability to provide sport
- plan and provide professional development opportunities for teachers and sport staff to ensure they are competent and up to date with current practice
- ensure that sport opportunities are offered within the school and that there is a process for monitoring and reviewing these
- make sure that everyone in the school is informed about sport opportunities and PE.

BOARD OF TRUSTEES

- establishes a school charter: the Board's mission, aim, objectives, direction and targets so that their school will be governed and managed in line with the Education Act 1989
- approves the school's strategic and annual plans and ensures that the school complies with NEG 5 and NAG 1
- develops policies and procedures to support sport and PE programmes within the school as well as policies around safe sport for children
- allocates adequate funding to purchase and maintain appropriate facilities, equipment, and other resources that are needed to enable students to achieve their curriculum learning outcomes and access appropriate sport opportunities.

About Schools summary

- A strong school sport environment provides quality experiences for all students, accommodates their aspirations, and gives them the confidence to continue participating in sport when they leave school.
- The key components of a school's strong sport environment are:
 - ethos and culture
 - school and community relationships
 - sport opportunities
 - curriculum.
- A rich, rewarding and high quality PE curriculum in schools contributes to students' confidence to participate in sport for life.
- Schools that interact with their community can provide a broad range of sport opportunities for their students.



¹²Ministry of Youth Affairs 2002. Youth Development Strategy Aotearoa [online], available URL: <http://www.myd.govt.nz/resources-and-reports/publications/youth-development-strategy-aotearoa.html>

1.4 How is Sport in Schools Funded?

The provision of sport in schools is a significant investment. The main organisations that provide funding to support school sport are Sport NZ, the Ministry of Education, community trusts and the gaming sector, and parents.

KiwiSport

KiwiSport is a government fund for the promotion of sport for school-aged children. The funding is through the Ministry of Education, and Sport New Zealand via regional sports trusts (RSTs). The intention of the fund is to increase the number of organised sport opportunities, increase the number of participants in those opportunities and to improve their skills.

The KiwiSport fund is made up of two parts:

1. The Direct Fund

The Direct Fund is a grant paid quarterly to schools by the Ministry of Education and incorporated in schools' operations grants. Typically, this is used in secondary schools to support the employment of sport coordinators.

For more information, see the [KiwiSport section](#) on the Ministry of Education's website.

2. Regional Partnership Fund

A Regional Partnership Fund is allocated to the 14 RSTs by Sport NZ for distribution to their communities. RSTs establish priorities and mechanisms for fund applications that reflect the needs of their communities. See the KiwiSport sections on each RST's website.

Funding opportunities

Refer to Sport NZ's website for a [directory of potential funding sources](#).

Community and gaming trusts

New Zealand is one of the few countries that operate a community gaming model¹³ in which charitable gaming societies aim to return a percentage of their funds back into their communities. Examples include the [New Zealand Community Trust \(NZCT\)](#), [Lion Foundation](#), [Pub Charity](#) and [Southern Trust](#). Refer to the [Department of Internal Affairs website](#) for a list of all gaming society websites.



Other funding opportunities

Crowd funding is another growing way of sourcing funding for all sorts of projects including sport. For more information, see the [Funding Information Service's website](#).

Parent contribution/user pays

A significant cost of school sport is contributed by parents, participants and the community. Schools endeavour to reduce costs by accessing the funding sources described above.

Sponsorship

To help with the costs of running sport, many schools have corporate sponsorship or benefit from a national campaign by agreeing to be part of a programme or accepting services/products. The reasons for sponsors to come on board may include to:

- enhance their public image or public awareness
- improve customer relationships and reach
- be seen to be socially responsible
- gain publicity through increased exposure.

¹³The Lion Foundation website: <http://www.lionfoundation.org.nz>

1.5 Communication

Effective communication in managing sport at your school is crucial for keeping students, teachers, parents/family and the community informed and involved, and to promote and celebrate sports achievements and events.

Ideally, a school will establish a communications plan that might include some or all of the channels listed below. Think about who you want to communicate with and what the best channel might be. It's important to talk to your community (kids, coaches, teachers) about what the communication plan is; this ensures all the stakeholders are aware of it and how it operates.

The technology and tools used for communication are always evolving and changing. If you have any problems, check with your school administrator first as they may have a solution; any technical functionality required may already be available but it isn't used or hasn't been enabled.

Some of the ways to communicate and provide sporting information include:

FACE-TO-FACE

Speaking with and listening carefully to young people, parents and families are important ways to engage them and to find out if there are any issues or problems.

EMAIL

Quick and easy and often used to follow-up conversations to confirm information. Some school data management systems have email and text message functionality (e.g. KAMAR has the option of text notifications built into it). You may need permission from your school systems administrator to use these functions.

NEWSLETTERS

These can be placed on the school's website or emailed out through the student management system. Electronic newsletters need to be up-to-date and must be easy to open and download. Some families don't own a computer, or parents are not computer literate, so a hardcopy newsletter is essential to provide in these situations.



A number of newsletters are developed through applications such as MailChimp, which create, email and track newsletters. People subscribe to the newsletters they're interested in and then receive them automatically into their inbox. By using this method, parents don't have to search for a newsletter through a school website or at the bottom of their kid's school bag. You also develop a subscriber database with all their contact details stored in one place, and the ability to track their activity e.g. whether or not they've opened the newsletter.

MOBILE PHONES

Texting sports updates and reminders to students is an easy way to get practical information out to students quickly. There are many sport-related apps that can be used to help with such things as nutrition and motivation, managing teams and training; for example, check out teamer.net.

Some schools have designed their own mobile app that pulls together information such as notices, newsletters, photo galleries and sports updates for easy access on smartphones. For examples, see the [School Apps NZ website](#) and [Pukekohe High School's website](#) which includes a link to download their school app.

WEBSITES

Often there's a section dedicated to sport on school websites where you can upload sport news, photos, newsletters, events, and other sports-related information. For some examples see the websites for:

- [Pakuranga College](#)
- [St Patrick's College Silverstream](#)
- [Waikato Diocesan](#).

You can place links to the school's social media pages on their website, and also link to your RSD's site.

Some RSDs run websites that include sport news, calendars of events, cancellations, draws and results of all college sports in their region. For example, see the websites for [College Sport Wellington](#) and [College Sport Auckland](#).

Remember to keep RSDs informed about what's happening in your school. Some are also able to offer help and advice about implementing websites and social media.

SOCIAL MEDIA

Can be linked from the school's website but may also stand alone and can include:

- Twitter and blogs – for example:
 - [Paraparaumu College Sport @Pcolsport](#)
 - [Waiheke High School @waihekehigh](#)
- Facebook – for example:
 - [Rongotai College Sport](#)
 - [Hutt Valley High School Sport](#)
 - [Auckland Girls' Grammar School \(AGGS Sport\)](#).
- YouTube.

Some schools have set up Facebook groups for every single sport team; they are closed groups and people can be removed or added every new season. It enables messages to be sent out and you can see how many people have seen the posts.

Good content drives much of a social network's conversation and engagement. Sport lends itself to great content; you can post links to stories, photos and videos from various sources including other schools and the media. You can schedule posts to appear at appropriate times to maximise reach, for example when users are online. This can be done

using Facebook's scheduling options or third party applications such as [Hootsuit](#).

Ensure social media does not add unrealistic time demands, for example you can set up Facebook posts to be automatically tweeted, thus requiring only one action rather than two; a simple link like this makes sure that you're in the 'twitter space', but does not require any additional work.



Social media should be managed and monitored so that information posted is appropriate and reflects the school's positive sport environment; one way to do this is to set up profanity filters to block bad language. Be aware that some blogs and websites may pose risks due to people leaving comments under random names. Even if you never post a single comment, social media tools can still be useful in monitoring and listening to conversations and comments about your school, sport and other relevant subjects.

For an introduction to social media and how to implement it, see Sport NZ's [Social media game plan: A nine-step introduction to social media for New Zealand sports bodies](#).

PRINT MEDIA

Promotions and press releases, for example, to celebrate achievements and successes in the local newspaper. You could contact the editor of the local newspaper to give them details of your school sports programme and the types of events that are coming up during the year. Some regions have regular college sport pages in their local newspaper – for example, College Sport Wellington has a weekly secondary school sport page in the Dominion Post.



Resources and templates are available online at: www.sportnz.org.nz/rsss