



## **Whakatau**

E ngā mana

E ngā reo

E ngā karangatanga maha o te motu

Tēnā koutou, tēnā koutou, tēnā tātou katoa

## **Whakataukī**

***Kaua e rangiruatia te hā o te hoe, e  
kore tō tātou waka ki uta***



***Don't lift the paddle out of unison or our  
canoe will never reach the shore.***



## Facilitators

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# What are we talking about

## Ideas

1. Sport and recreation provides useful **contexts** for **explicit learning** within each secondary school's **school curriculum**
2. The **whole school approach** in secondary schools is feasible both cognitively and operationally

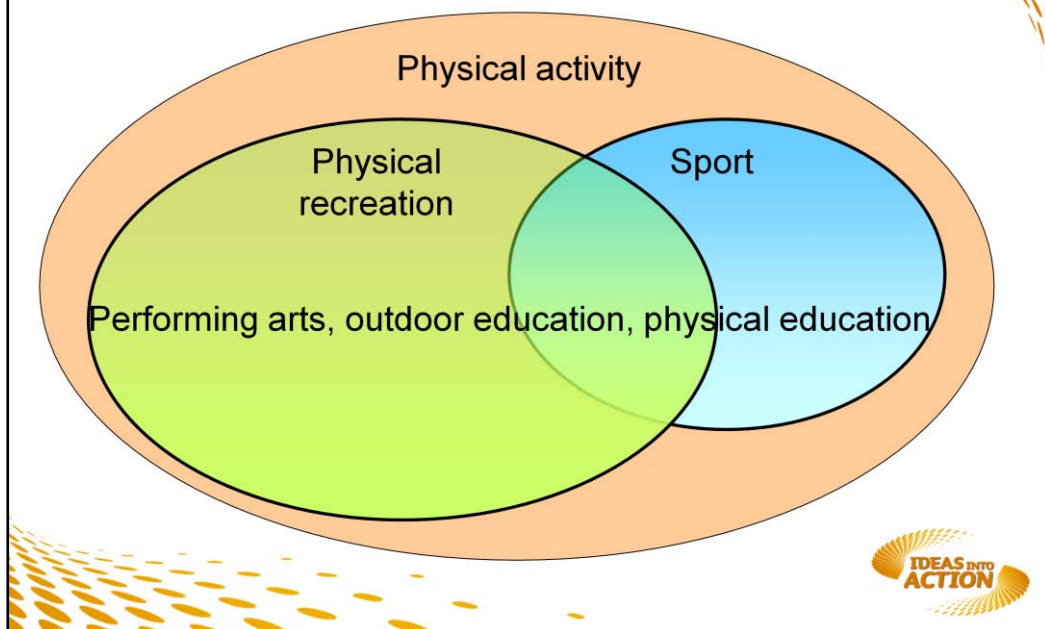


1. Why are we having this hui?

Last years hui made it clear that:

- “ leadership for sport was not clearly defined and easily diverted
  - it was unclear whose job it was to prepare strategic and annual plans for sport and recreation
  - there were disconnects between PE programmes and sport programmes
  - Sportfit evaluation from the 2008 hui said that Principals thought Sport and Recreation Coordinators were leaders. However, feedback from the Sport and Recreation Coordinators **showed they thought they weren't leaders.**
2. Sport and recreation context includes in-class, intra-school and inter-school opportunities. E.g. stage challenge, house competitions, kapa haka performances, inter-form competitions, Duke of Edinburgh expeditions, lunch time and after-school recreation, football team, school athletics days and tabloid days, PE lessons, outdoor education classes, performing arts classes.
    - “ **Explicit learning is the student's ability to describe the learning that they expect and have gained from these opportunities.**
    - “ The school curriculum could be the school structure (timetable), written curriculum (yearly plan), taught curriculum (learning intentions), learnt curriculum (student learning gained).
    - “ This hui emphasises the learnt curriculum.
  3. The whole school approach is a process advocated by Ministry of Education (MOE) and SPARC through Active Schools. It works well in primary schools where connections within the school are more developed and achievable, and inclusion of community personnel in school programmes is more expected and welcome.

## What do we mean by sport and recreation?



- Physical activity is all movement – current definitions primarily link physical activity to physical well-being and in particular health outcomes of reducing obesity. SPARC acknowledges the wider outcomes that can be gained from sport and recreation (in addition to health outcomes).
- Physical recreation – activities with a focus on re-creating ourselves, primarily intrinsically motivated around mental well-being (includes outdoor recreation).
- Sport – activities structured around agreed rules and generally (in New Zealand) within a competitive environment against an opponent.
- Performing arts, outdoor education, physical education (terms within the education sector to categorise disciplines of knowledge sometimes into learning areas or subject groupings).

**Note:** that all activities use similar movements, similar contexts and the same students therefore consistency of message is beneficial for students.

How do you value sport in your school?

On the balloon write 2 ways that you know that your sport programmes are effective.



**What do you think?**

- Write your thoughts on a balloon.
- Share the balloons around group.
- Add additional thoughts.
- Facilitate whole group feedback and endeavour to identify the means of measurement – what we measure matters.

What are we are focusing on?

Leadership

over

Management



**Leadership** is about vision, direction and influence.

It is about knowing where you are going, what it will be like when you get there, and taking others with you on the journey.

The focus of leadership is on **effectiveness**.

**Management** is about getting things done.

Minimum effort for maximum effect.

The focus of management is on **efficiency**.



What are we focusing on?

Learning and valuing

over

Doing



- School is a place for learning. The role is to assist children to learn. Learning is strongly defined by different values and demonstrated by the measurements on the balloons.
- Share the example of teaching children to come to class with “what are we going to **learn** today Mr S?” rather than “what are we going to **do** today Mr S?”
- Emphasis is on the quality of the **experiences** rather than the number of **opportunities**. Discuss emphasis on the number of opportunities that lead to retention in sport and recreation. However, the quality of the experiences impacts on retention.



What are we focusing on?

Children and young people

over

Subjects



- In secondary schools teachers are often defined by **what** they teach (e.g. dance) rather than **who** they teach (e.g. children).
- Share examples of meeting people for first time as a secondary school teacher with emphasis on who they teach i.e. children.
- Focus is on caring for individuals rather than emphasising content knowledge, professional identity, or hierarchy.

What are we are focusing on?

Access and inclusion

over

Elitism and exclusion



- Acknowledge the changing nature of sport. Sport is being increasingly driven by commercial, corporate, and economic rationalising (e.g. Olympics, Super 14, ANZ cup etc).
- Acknowledge the trickle-down effect of restricting access to people perceived as having talent (whatever that is) for external goals or kudos and economic gain (e.g. more student enrolments).
- Emphasis of today is on **sport for all** – making sport relevant for all, and promoting the benefit of sport for the individual student rather than the school, club, or code.

What are we are focusing on?

You  
as leaders/influencers  
being proactive

over

being reactive



Being clear on:

- who the leaders are in a environment
- where you want to take sport in your schools
- why you want to go there – and articulating it in a way that guides your responses to external pressures e.g. clubs, parents, media, students.

## We acknowledge

The challenges

The structures

The externalised expectations

**SPARC's expectations from this hui**



Acknowledge:

- the challenges of status in schools for many working in sport and recreation, when the realm of school structure emphasises academic values.
- the demands of commercial interest around sport, parental pressures for favouring their child, and demanding sporting organisations expecting schools to meet their code expectations.

However, we ask that you consider, dwell, mull, chew, and conjugate these ideas. Consider how they may fit your school now and in the future.

Maybe work with others from within your school or between neighbouring schools to create planned and supported change.