



***Team up with other educators
to take sport and recreation in
secondary schools to the next level.***

New Zealand Government





**In-class, intra-school, and inter-school
sport and recreation provide useful
contexts for explicit learning within your
School Curriculum**



History of sport and recreation in education settings – past to present

1877-1901 Education Act recommended that drill (military) be offered.

1901 The Physical Drill in Public and Native Schools Act.

1900-1930 Schools offering traditional sports.

1930-1950 Compulsory physical education.

1950s Inter-school sport as prestige and “sound mind in an active body”.



1901 – Physical activity was made mandatory, although not sport, it was the first step toward legitimizing physical activity in education in NZ.

1900-1930 – Schools began to offer rugby, cricket and netball. This was a popular development and many schools began to offer these sports outside class hours and organised inter-school fixtures (extracurricular).

1937 – Physical Welfare and Recreation Act had the intention of making sport and recreation more available in the community.

1942 – The Thomas Report recommended that PE become a core subject in secondary schools.

1946 – PE became compulsory up to Form 5, and a small portion could be allocated to sport.

1950s – Sport (particularly inter-school sport) was becoming a significant event in the lives of many young people (predominantly males) and an educational activity to which many schools attached prestige and status. An era of ‘sound mind in an active body’ as well as contributing to the social and physical development of the young generation.

1960s Commercial interest in schools.

1970s increasing choice and opportunities.

1980s PE syllabus (1987). "Physical Education and sport are closely linked. Sport is a significant part of New Zealand's culture."

1990s Moving Through Sport - Junior Sport Policy.

Hillary Commission (1997)

Health and Physical Education in the New Zealand Curriculum (1999)



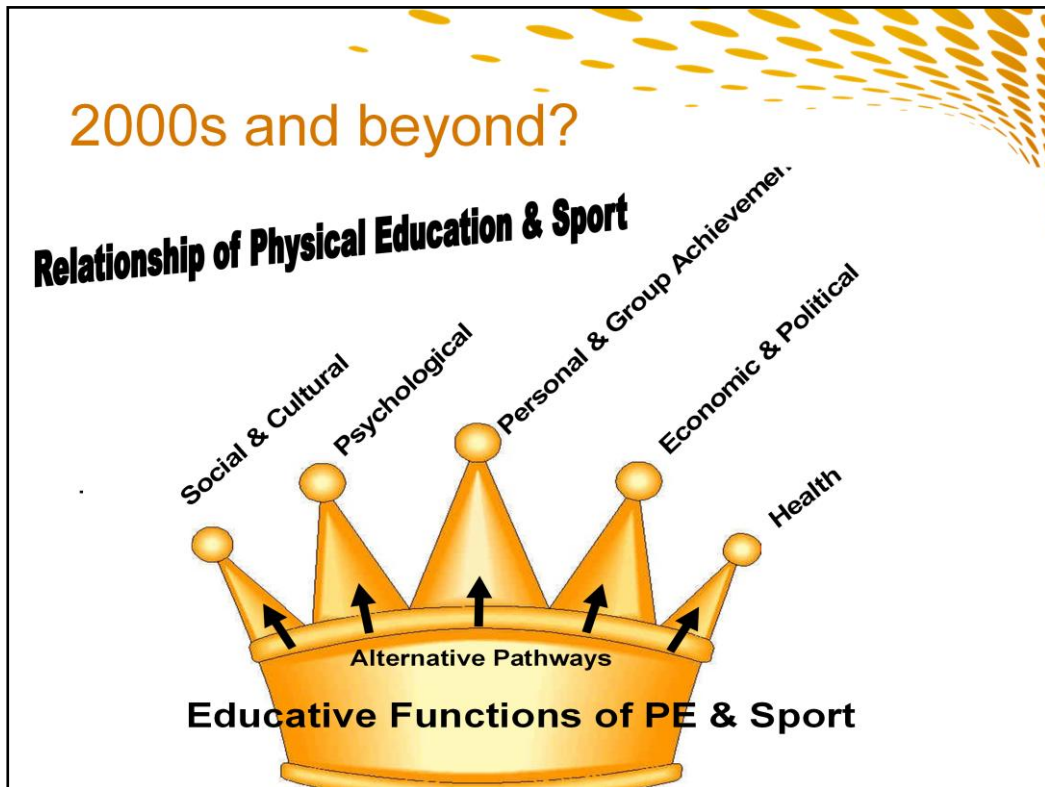
1960s – Commercial involvement begins e.g. Gymnastics incentive awards, BNZ 5 Star Athletics awards and Rothmans National Coaching Directors travelled the country taking sessions in schools and community.

1970s – The Rothmans Coaching scheme was superseded by the NZ Council for Sport and Recreation.

1973 – Government allocated \$3 million toward the development of sport and recreation. The Johnson Report of the Committee on Health and Social Education supported the view that sport could promote values such as fair play, benevolence, justice and social harmony. Increasing range of sport placed expectations on teachers to support the new sports e.g. squash, gymnastics, badminton, archery, softball, basketball, volleyball, skiing, rowing and golf.

1980s – PE syllabus was the first time a reference was made to sport under the umbrella of physical education. The syllabus emphasised the role of the school to provide opportunities for students regardless of their abilities to participate in sport.

1990s – Moving through sport and HPEINZC. Moving through sport promotes the need to forge stronger links between play and sport and between community organisations and school sport. HPEINZC identifies sports studies as one of its seven key areas of learning.



In this diagram alternative pathways to achieving and excelling according to particular learning needs are provided. The representation assumes that physical education and sport do have educative functions. These functions are multi-variable, inclusive and foster the concept of excelling through pathways according to individual and collective meanings making and learning need. The model portrays sport as contextualised physical activity and this contextualisation is for specific purposes.

From *Physical Education: What is it all about? The Muddled Puzzle*. Ian Culpan, November 2005.

John Wooden's Philosophy

Industriousness, friendship, loyalty, cooperation and enthusiasm.

Self-control, alertness, initiative and intentness.

Condition, skill and team spirit/teamwork, reliability and resourcefulness.

Poise, confidence and integrity.



John Wooden was voted Coach of the Century.

UCLA Basketball coach.

Further information is available is available at www.ted.com.

Trends and six helpful documents

- Its All About Children and Young People
- New Zealand Sport and Recreation pathway
- New Zealand Curriculum
- EOTC: Bringing the Curriculum Alive
- Physical Activity for Healthy Confident Kids
- Sportfit: Sport and Recreation Coordinators handbook



It's All About Children and Young People – revised draft for feedback

3 Principles:

- caring and capable supporters and deliverers
- appropriate development processes
- creating a safe environment.



It's All About Children and Young People

9 Factors for sport and recreation organisations

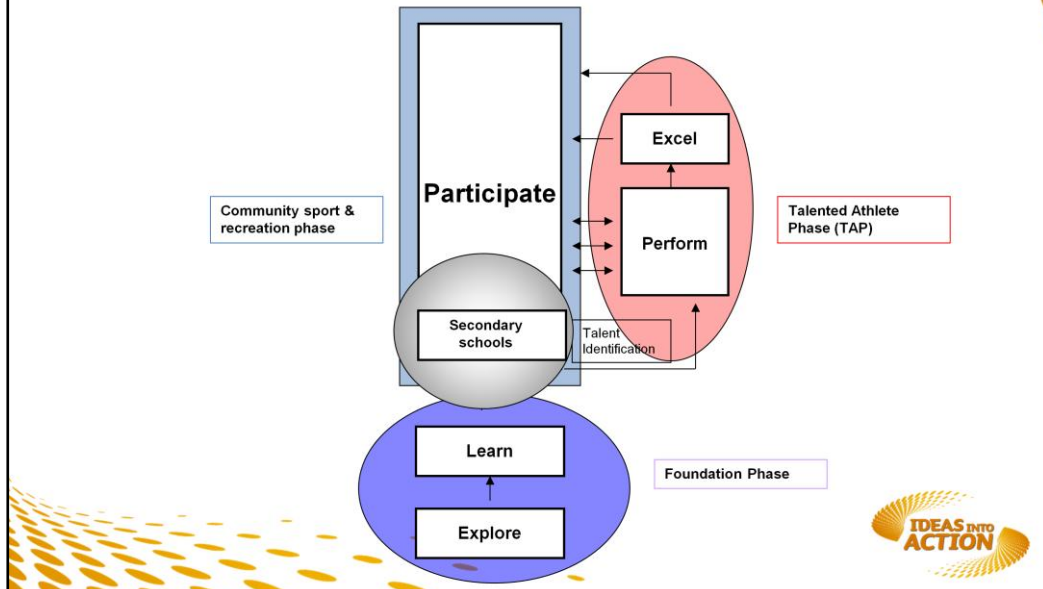
- Effective governance
- Quality coaching
- Volunteer management
- Parental and whānau support and involvement
- High-quality competition
- Consistent delivery across setting
- Modified sport and recreation
- Allocating resources
- Using evidence



Consider each of these factors. Ask questions:

- Who governs sport in your school?
- What does this governance like?
- What processes ensure quality coaching and teaching in your school?
- What are your systems of recruitment, retention and recognition of volunteers?
- How is the competition organised – does it fit within the concept of readiness or is it age-dependant?

NZ Sport and Recreation Pathway



- Link to appendix of *It's All About Children and Young People*.
- The emphasis in the foundation phase is on multiple experiences. De-emphasising early specialisation, capturing children into a sport/recreation.
- Secondary schools primarily have a focus on wide involvement in activities with an emphasis on enjoyment in the participate stage.
- Acknowledge that some (very small proportion) will have been talent identified from the NSO of their sport of choice as potential for future international success.
- Discuss the concept of talent and provide an example of how it is incorrectly used in NZ.
- Talent is a predictor of future success rather than a measure of current performance.
- When someone is the best in a team or an event it doesn't mean they are talented. It just means they are best in that group of players.

The New Zealand Curriculum

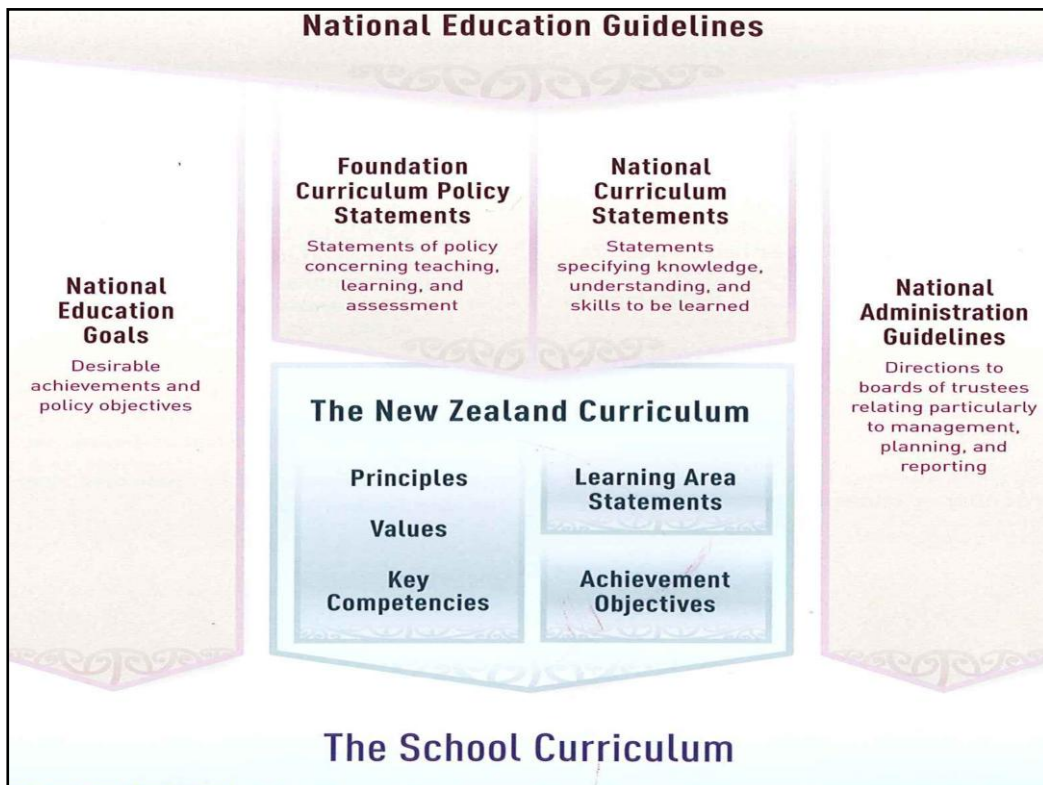
from subjects

to learning

based on values, principles and competencies



- Identify the shift in the curriculum to focus on learning across the school rather than learning just within subjects.
- Recognise that sport and recreation is a context for learning both inside subject and outside subjects.



- Emphasise the school curriculum is developed from National Education Guidelines (NEGS) and National Administration Guidelines (NAGS) - where schools prioritise physical activity, and the components of the national curriculum statements.
- What do you think a School Curriculum is?

New EOTC guidelines

...bringing the curriculum alive

- EOTC is a generic term to describe curriculum-based learning that extends the four walls of the classroom.
- This can range from a museum or marae visit to a sports trip, outdoor education camp, or a rocky shore field trip.

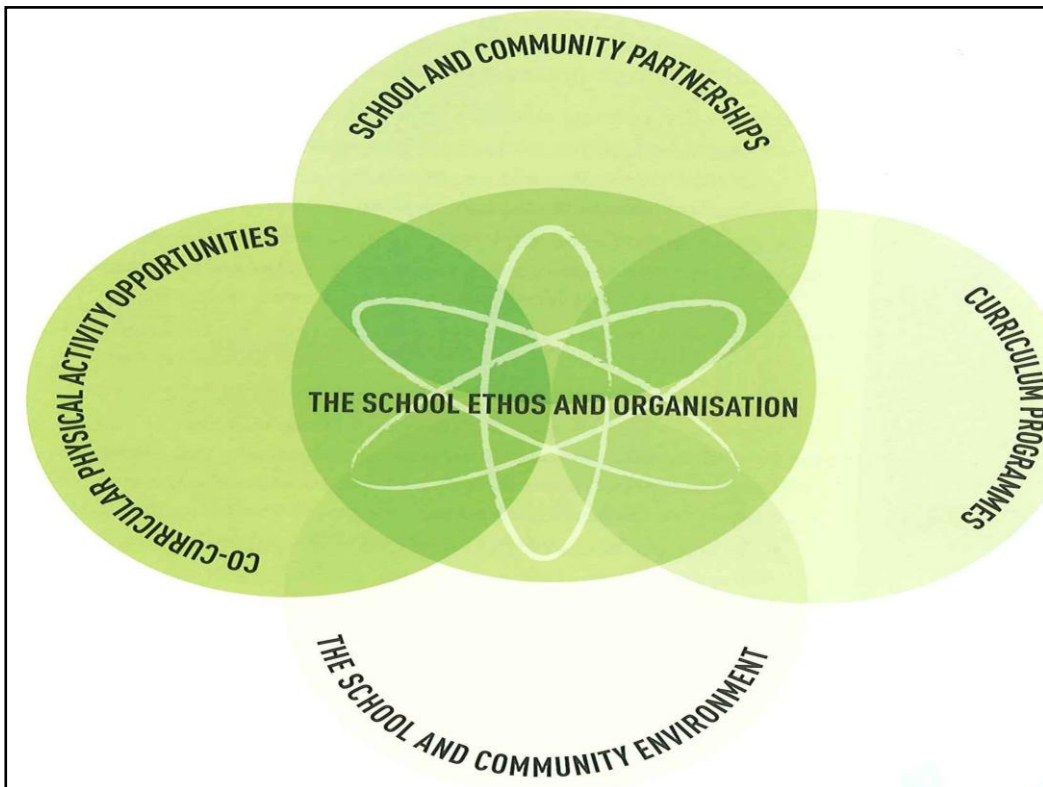


- New Guidelines replacing ***Safety and EOTC: A good practice guide for New Zealand Schools.***
- This will be on the Ministry of Education website in July 2009.
- These new guidelines clearly identify sport and recreation as EOTC.
- If they are “education” what is it that the students are learning in and through sport and recreation?

The new EOTC guidelines:

1. Are clearly linked to the national curricula and learning.
2. Aim to reduce the 'perception' of compliance - keeping the paperwork proportional to the level of risk.





- **Physical Activity for Healthy Confident Kids.** Guidelines for physical activity in school communities.
- Acknowledge each of the five components.
- Specifically point out co-curricular physical activity opportunities and curriculum programmes. What do the delegates understand by these components?

Sport and Recreation Coordinator's manual

1. The school **ethos and organisation**
2. Sport and recreation learning **in classroom** programmes
3. Sport and recreation learning **outside of classroom** programmes
4. School and community sport and recreation **environments**
5. School and community **partnerships**

Curriculum - is learning students take away from their experience at school.

Ruth Sutton



SPARC has reviewed *Physical activity for healthy confident kids* (published first) and the *New Zealand Curriculum* (that was published second) and revised the 5 components. In particular the following has been modified.

- Curriculum programmes to “learning in classroom programmes” (e.g. PE, Outdoor Education, Performing Arts/Dance).
- Co-curricular physical activity opportunities to “learning outside of classroom programmes” (e.g. intra-school and inter-school sport and recreation activities).

This modification is relevant to the idea of explicit learning in school curriculums.

Think piece

What is the learning your students could take away from their sport and recreation experiences at your school?



- In this activity delegates form groups of 4 from different schools.
- Each delegate writes their ideas into one side of the picture frame.
- After 4 minutes they combine their ideas with similarities into the middle of the picture frame.
- Debrief by considering how many of the similarities are about value.
- So, is it that students take away values from their sport and recreation experiences?
- But, whose values are they and how are they articulated by the student?

Think Piece

In sport and recreation experiences:

- Do we know what students actually learn?
- Do we care?
- Do we ask?

*It is students alone who will decide
what they will learn.*

(Olson, 2003)



Quote from Olson, 2003 sourced from Hattie, 2009.

Most powerful influencers on learning

Hattie (2009)

Coaches/teachers need to:

- be directive, **influential**, **caring**, and passionate about making a difference
- know enough about their discipline to provide appropriate **feedback and feed-forward**
- create environments where **mistakes are valued** as an opportunity to develop (learn, un-learn and re-learn)
- **plan** meaningful experiences moving from **simple to complex**:
 - based on what students can do and can't currently do
 - at a speed and process so students can explain their learning.



- Before planning consider what works best.
- This information may be bread and butter information for skilled classroom teachers and senior managers, but how well is it applied in sport and recreation programmes outside of classroom programmes?
- How well is it led in volunteer situations with community/parent coaches, managers and officials?
- How would you influence volunteers to be powerful influencers on students learning? E.g. after school rock climbing, parent run sports team, teachers as coaches on school sports days.



Coaches/teachers need to:

- focus on what young people actually **learn** rather than keeping them engaged and busy
- choose activities that:
 - evoke **effort** rather than interest
 - are **challenging** rather than easy.



- How do leaders influence parents, coaches and teachers to emphasise learning over the result?
- How do you de-emphasise the importance of the result versus the learning?

Learner Feedback Tool

- Concept is formative for improvement
- Principle of student-centred and student owned
- Not designed as an assessment tool
- One student, one teacher/coach, one context, one learning
- Facilitation skills for coaches etc. Building capability



What are your thoughts?

What are your thoughts on the 'Learner Feedback Tool?'

Complete the PMI Chart and share with the group next to you.



- Split into two groups.
- Group 1 – Sport and Recreation Coordinators consider the application of a Learner Feedback Tool in their own situation and then how it may be facilitated with volunteers.
- Group 2 - Senior managers and HOD/HOF discuss and complete PMI. Share with another school or as a group.