



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

New Zealand Government





The whole school approach is  
feasible both cognitively and  
operationally



## What is the whole school approach?

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**



These are the five components of whole school (community) approach as described in the Sportfit *Sport and Recreation Coordinator's Manual* 2008 – available at <http://www.sparc.org.nz/education/sportfit/srcmanual>.

## Leadership for sport and recreation

- Who is the leader for sport and recreation in your school?
- What does leadership for sport and recreation look like?





SPARC's new leadership programme for 9-18 year olds. Within a pathway of youth leadership. [www.sparc.org.nz/growingleaders](http://www.sparc.org.nz/growingleaders)

## Philosophy of Growing Leaders

- Leadership experience enhances the development of **all** young people
- Leadership begins with **self knowledge**
- Leadership can be developed – leaders are **made not born**
- Leadership is an **act of service**





**“The price of leadership is responsibility.”  
(Anderson, 2007)**

“Leadership is a combination of character and competence, of who you are and what you can do.” (Covey, 2004)

**“Leadership is influence – nothing more,  
nothing less.” (Maxwell, 1998)**



Consider these thoughts on leadership as we tease out how we can implement a whole school approach.

## What is the ethos of your school?

What is the mission statement of your school?  
How is this reflected in your school's ethos?

How is this ethos demonstrated in sport and recreation at your school?

What are the messages that you espouse?





## Sample messages about sport

Sport is **good** for all students

All students **should play sport** in the school

Students feel **pride** wearing the sports uniform

Sports awards are **great** nights for students

Our top teams **deserve** the most resources

Sport and recreation is about **kotahitanga**

We want to be the **best** sport school



### Sample messages

- What are your messages?
- How well do your messages align with your written mission or your espoused ethos?
- How well do your messages actually occur in practice?
- Rate your school on a scale of 1-10.

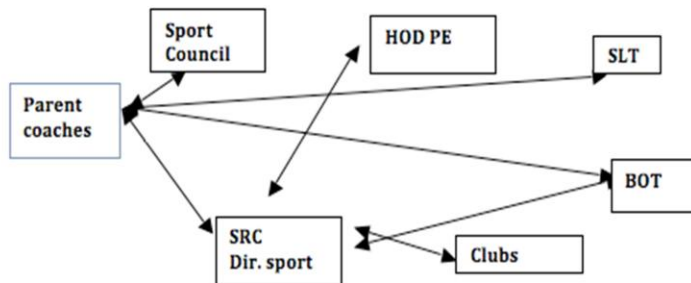
## How do you influence the schools ethos?

How do you collaborate with others across the school community to ensure a consistency of practice related to the schools ethos?



- How does your school currently develop its mission and ethos?
- How involved are leaders for sport and recreation in its development?
- How do you maintain opportunities to debate practical situations as they relate to the mission/ethos?

## Connections – Step one



**Here are some examples of what might happen in schools**

Step one: Create your own connection sheet with the handout provided “Tangible ways we connect”.

## Connections – Step two

1. Shared planning
2. Shared outcomes
3. Shared and managed equipment
4. Shared and managed facilities
5. Shared work spaces
6. Shared promotion in newsletters
7. Shared reporting to Board of Trustees
8. Professional development and shared learning
9. Collaboration over events
10. Working in an advisory capacity/mentoring
11. Email groups (shared communications)



- These are some of the connections in action. There may be more, if so add to your list.
- Once you have drawn your connection lines in Step one look at the list of activities you may do together.
- Number them by putting correlating numbers beside the line.

## Gaining Connections

Which connection would you strengthen?

What are the barriers to strengthening important connections?

**Share two things that you will consider to strengthen important connections**

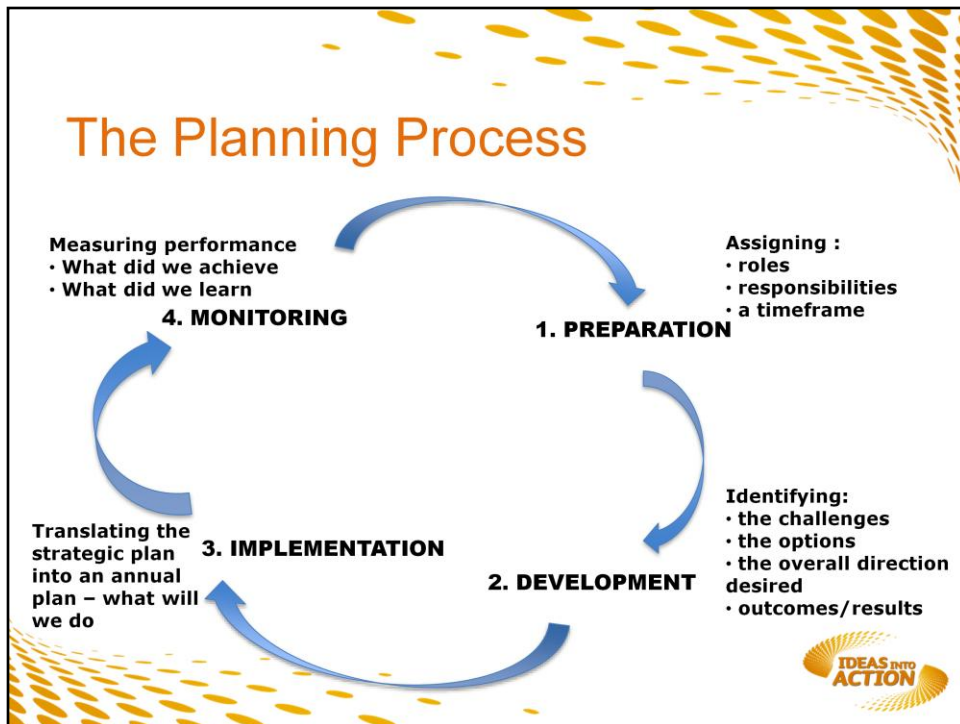


- Look at your connections and decide which one will have the most impact on the quality of sport and recreation experiences your students access.
- Put a large circle in the middle of this line.
- Identify the barriers to strengthening this connection e.g. ego, personalities, status.
- Choose two things from the list (in Step two) that you will focus on to strengthen this relationship.

# Planning for sport and recreation leadership within the school



- Leadership involves collaboration in action and planning in action.



- Link to the planning process identified in the 2008 2-day hui.
- The requirement of the Sportfit contract with schools is to have a strategic plan and annual plan.
- Measures in the school's Sportfit offer relates directly to the annual plan.
- Quality of Sportfit offers from schools improved significantly in 2008 after the hui.
- How could we incorporate some of these ideas (e.g. explicit learning, whole school approach) into strategic and annual planning?
- Access handout of "Everyone Everyday College" example strategic plan.




## An Integrated Approach

### Everyone Everyday College

'Hot Potato'

- Read
- Complete question one and then after 5 minutes swap with another group and provide the solution



- Consider this strategic plan as your school's plan.
- What would be really interesting to try and achieve, and what would be the challenges to achieve these KPIs or strategic initiatives?
- In groups of 3-4 add challenges onto the left hand side of the A3 sheet provided.
- Rotate the sheet to another group after 5 minutes. The second group gives you potential solutions to your challenges.
- Consider the concept of co-operation where schools work together so that all schools can improve the quality of sport and recreation provided.
- Acknowledge that all strategic plans are living documents and should be 'fluid'.