School Physical Activity Reflection Tool

SPORT
NEW ZEALAND
IHI AOTEAROA

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Te Kāwanatanga o Aotearoa
New Zealand Government

Purpose

The rubric is a tool to facilitate conversation and reflection on the quality of physical activity experiences for students: what has worked well and what the school might focus on next.

Content of the rubric

This rubric focuses on four components:

- Leadership and culture
- Teacher capability and practice
- Physical activity opportunities and experiences
- Community connections

Each component is then broken down into several categories. For each category, we have described the typical characteristics of four progressive phases of adoption:

- Emerging
- Developing
- Consolidating
- Highly developed

How to use the rubric

The rubric is a facilitative tool for understanding and exploring the provision of physical activity experiences within a school.

Ideally, it will be completed:

- as early as is feasibly possible to **establish a baseline** against which to explore change
- **routinely** as p**art of ongoing conversations** between school staff and external facilitators
- before **any new initiatives** and/or at the main stages in the school planning cycle.

To complete the rubric correctly, for every school the facilitator should:

- **agree** the phase of adoption (e.g. emerging, developing) that best represents your school for each component
- **identify strengths** and **areas for improvement**
- takes **notes** on the discussion and complete the **commentary boxes**, including the one at the end of each section
- record a **rationale** for the selected stage of development.

Leadership and Culture

LEVEL OF MATURITY			
Emerging – 1	**Developing – 2**	**Consolidating – 3**	**Highly developed – 4**
A strong school physical activity environment is underpinned by the culture and ethos established by the leaders of the school, exhibited across all aspects of the school operation.			
Strategic plan — School's strategic plan seek to embed the provision of quality physical activity opportunities			
☐ Our charter/strategic plan has **yet to place emphasis on** student learning and wellbeing through the provision of quality physical activity experiences.	☐ Our charter/strategic plan **places some emphasis on** student learning and wellbeing through the provision of quality physical activity experiences.	☐ Our charter/strategic plan **prioritises** student learning and wellbeing through the provision of quality physical activity experiences.	☐ Student learning and wellbeing through the provision of quality physical activity experiences is **central** to the school's charter/strategic plan.
School culture — School's culture demonstrates a clear commitment to high quality physical activity experiences			
☐ Quality physical activity experiences are **not yet an important** part of our school culture.	☐ Quality physical activity experiences are of **some importance** to our school culture.	☐ Quality physical activity experiences are **important to** our school culture.	☐ Quality physical activity experiences are **central** to our school culture.
Policies and procedures — Schools embed their philosophy in policies and procedures that support a strong school environment			
☐ Our vision and strategic plan are currently **only partially** supported by relevant, up to date and widely communicated policies and procedures.	☐ Our vision and strategic plan are **somewhat** supported by relevant, up to date and widely communicated policies and procedures.	☐ Our vision and strategic plan are **mostly** supported by relevant, up to date and widely communicated policies and procedures.	☐ Our vision and strategic plan are **always** supported by relevant, up to date and widely communicated policies and procedures.
Resourcing and prioritisation — Schools with strong culture support their approach through resourcing (e.g. human, physical and financial) and prioritisation			
☐ Quality physical activity experiences are currently **of low priority** in our systems, processes and resourcing.	☐ Quality physical activity experiences are **somewhat** prioritised in our systems, processes and resourcing.	☐ Quality physical activity experiences are **moderately** prioritised in our systems, processes and resourcing.	☐ Quality physical activity experiences are of **high priority** in school systems, processes and resourcing.
Availability of PLD and resources — Schools with a strong physical activity culture provide opportunities for staff to develop			
☐ There is currently a **very limited** range of accessible, quality PLD opportunities and resources available for staff and those delivering physical activity experiences in our school.	☐ There is a currently a **limited** range of accessible, quality PLD opportunities and resources available for staff and those delivering physical activity experiences in our school.	☐ There is **good** a range of accessible, quality PLD opportunities and resources available for staff and those delivering physical activity experiences in our school.	☐ There is a **very good/excellent** range of accessible quality PLD opportunities and resources available for staff and those delivering physical activity experiences in our school.
Community consultation — Wider school community have an opportunity to contribute			
☐ Our strategic plan, policies and procedures related to physical activity are currently **rarely** developed and reviewed in consultation with the whole school and wider school community (e.g. whānau).	☐ Our strategic plan, policies and procedures related to physical activity are **sometimes** developed and reviewed in consultation with the whole school and wider school community.	☐ Our strategic plan, policies and procedures related to physical activity are **mostly** developed and reviewed in consultation with the whole school and wider school community.	☐ Our strategic plan, policies and procedures related to physical activity are **always** developed and reviewed in consultation with the whole school and wider school community.

Comments:

Teacher Capability and Practice

LEVEL OF MATURITY			
Emerging – 1	**Developing – 2**	**Consolidating – 3**	**Highly developed – 4**
Quality teaching and learning should be underpinned by effective pedagogy, up to date curriculum knowledge, and a planned and collaborative approach.			
Understanding of HPE curriculum A comprehensive understanding of the curriculum underpins quality teaching			
☐ Currently, few teachers are confident in their understanding of the strands, key areas of learning and underlying concepts of the HPE learning area.	☐ Some teachers are confident in their understanding of the strands, key areas of learning and underlying concepts of the HPE learning area.	☐ Most teachers are confident in their understanding of the strands, key areas of learning and underlying concepts of the HPE learning area.	☐ Almost all teachers are confident in their understanding of the strands, key areas of learning and underlying concepts of the HPE learning area.
Connected curriculum HPE objectives support and enhance other curriculum areas			
☐ Currently, few teachers deliver a holistic and integrated approach to HPE and other curriculum areas that reflects our school vision and the NZC.	☐ Some teachers deliver a holistic and integrated approach to HPE and other curriculum areas that reflects our school vision and the NZC.	☐ Most teachers deliver a holistic and integrated approach to HPE and other curriculum areas that reflects our school vision and the NZC.	☐ Almost all teachers deliver a holistic and integrated approach to HPE and other curriculum areas that reflects our school vision and the NZC.
Effective pedagogies High-quality experiences are underpinned by high-quality pedagogy (e.g. culturally responsive, student agency, inquiry)			
☐ Few teachers are currently confident in the use of effective pedagogies in HPE.	☐ Some teachers are confident in the use of effective pedagogies in HPE.	☐ Most teachers are confident in the use of effective pedagogies in HPE.	☐ Almost all teachers are confident in the use of effective pedagogies in HPE.
Collaborative practices Teachers work together to plan and deliver HPE			
☐ Currently, few teachers collaborate in the planning of the HPE curriculum	☐ Some teachers collaborate in the planning of the HPE curriculum.	☐ Most teachers collaborate in the planning of the HPE curriculum.	☐ Almost all teachers collaborate in the planning of the HPE curriculum.
Understanding and accessing PLD Quality teaching is underpinned by teachers that recognise their knowledge gaps, and actively seek out opportunities to address them			
☐ Teachers are yet to understand their HPE professional development needs and access PLD opportunities to address those needs.	☐ Some teachers understand their HPE professional development needs and access PLD opportunities to address those needs.	☐ Most teachers understand their HPE professional development needs and access PLD opportunities to address those needs.	☐ Almost all teachers understand their HPE professional development needs and access PLD opportunities to address those needs.

Comments:

Physical Activity Opportunities and Experiences

LEVEL OF MATURITY			
Emerging – 1	**Developing – 2**	**Consolidating – 3**	**Highly developed – 4**

Schools should ensure physical activity opportunities and experiences are:
1) Supported by competent and informed personnel
2) Meet the Physical Literacy (i.e. physical, social, emotional and cognitive) needs of young people.

Physical environment
Quality opportunities in a safe and inclusive environment

☐	☐	☐	☐
Our school has access to a **very limited** range of quality facilities (places and spaces).	Our school has access to a **limited** range of quality facilities (places and spaces).	Our school has access to an **adequate** range of quality facilities (places and spaces).	Our school has access to a **wide** range of quality facilities (places and spaces).

Sport
Schools that value sport provide the necessary time, space and permission for students to participate and contribute

☐	☐	☐	☐
Our school currently provides quality sporting opportunities that meet the needs and aspirations of **few** students.	Our school currently provides quality sporting opportunities that meet the needs and aspirations of **some** students.	Our school currently provides quality sporting opportunities that meet the needs and aspirations of **most** students.	Our school currently provides quality sporting opportunities that meet the needs and aspirations of **almost all** students.

Free play opportunities
Schools that value play provide the necessary time, space and permission for students to participate and contribute

☐	☐	☐	☐
Play **is not yet** valued, encouraged or supported by our school leaders and teachers.	Play is **somewhat** valued, encouraged and supported by our school leaders and teachers.	Play is **moderately** valued, encouraged and supported by our school leaders and teachers.	Play is **highly** valued, encouraged and supported by our school leaders and teachers.

Active recreation opportunities
Schools that value active recreation provide the necessary time, space and permission for students to participate and contribute

☐	☐	☐	☐
Active recreation (including Outdoor Education) is **not yet** valued, encouraged or supported by our school.	Active recreation (including Outdoor Education) is **somewhat** valued, encouraged and supported by our school.	Active recreation (including Outdoor Education) is **moderately** valued, encouraged and supported by our school.	Active recreation (including Outdoor Education) is **highly** valued, encouraged and supported by our school.

Student input/co-design
Students should be involved in the design and development of physical activity opportunities

☐	☐	☐	☐
Our school does **not yet** consult with students in the design of sport, active recreation and play opportunities that affect them.	Our school **sometimes** consults with students in the design of sport, active recreation and play opportunities that affect them.	Our school **often** consults with students in the design of sport, active recreation and play opportunities that affect them.	Our school **always** consults with students in the design of sport, active recreation and play opportunities that affect them.

Student leadership
Opportunities for leadership through sport, play and Active Recreation are promoted and available for students

☐	☐	☐	☐
Our school **does not yet** value, provide or support opportunities for students to develop leadership through play, active recreation and sport.	Our school **somewhat** values, provides and supports opportunities for students to develop leadership through play, active recreation and sport.	Our school **values**, provides and supports opportunities for students to develop leadership through play, active recreation and sport.	Our school values, provides and supports opportunities for **almost all** students to develop leadership through play, active recreation and sport.

Comments:

Community Connections

LEVEL OF MATURITY			
Emerging – 1	**Developing – 2**	**Consolidating – 3**	**Highly developed – 4**
Schools will develop and maintain quality partnerships with community organisations, other schools and people to provide consistent and high-quality physical activity experiences and pathways			
External providers — Working with clubs, RSOs, private organisations, etc to improve quality of physical activity experiences			
☐ The use of external providers and community connections is **not yet well aligned** with our school vision and curriculum and is **not yet used** to improve the quality of physical activity experiences.	☐ The use of external providers and community connections is **somewhat aligned** with our school vision and curriculum and **partially used** to improve the quality of physical activity experiences.	☐ The use of external providers and community connections **is aligned** with our school vision and curriculum and used to improve the quality of physical activity experiences.	☐ The use of external providers and community connections is **very well aligned** with our school vision and curriculum and used to improve the quality of physical activity experiences.
Community — Integration with wider sport, play and active recreation network			
☐ Our school is **not yet integrated** with the community, sharing and accessing facilities, opportunities, resources and personnel.	☐ Our school is **somewhat integrated** with the community, sharing and accessing facilities, opportunities, resources and personnel.	☐ Our school is **well integrated** with the community, sharing and accessing facilities, opportunities, resources and personnel.	☐ Our school is an **integral part** of the community, sharing and accessing facilities, opportunities, resources and personnel.
Education providers — Young people receive consistent quality experiences through their school years			
☐ Our school currently **rarely** works with other education providers to ensure a consistent quality physical activity experience for young people through their school years.	☐ Our school **sometimes** works with other education providers to ensure a consistent quality physical activity experience for young people through their school years.	☐ Our school **often** works with other education providers to ensure a consistent quality physical activity experience for young people through their school years.	☐ Our school **always** work with other education providers to ensure a consistent quality physical activity experience for young people through their school years.
Parent/whānau support — Needs of parents and whānau are accommodated by the school so that they can provide active support (e.g. coaching, managing, transport)			
☐ Parent and whanau are **rarely** consulted in the planning of physical activity experiences and **not yet** providing active support.	☐ Parent and whanau are **sometimes** consulted in the planning of physical activity experiences and providing active support.	☐ Parent and whanau are **often** consulted in the planning of physical activity experiences and are providing active support.	☐ Parent and whanau are **always** consulted in the planning of physical activity experiences and are providing active support.

Comments: