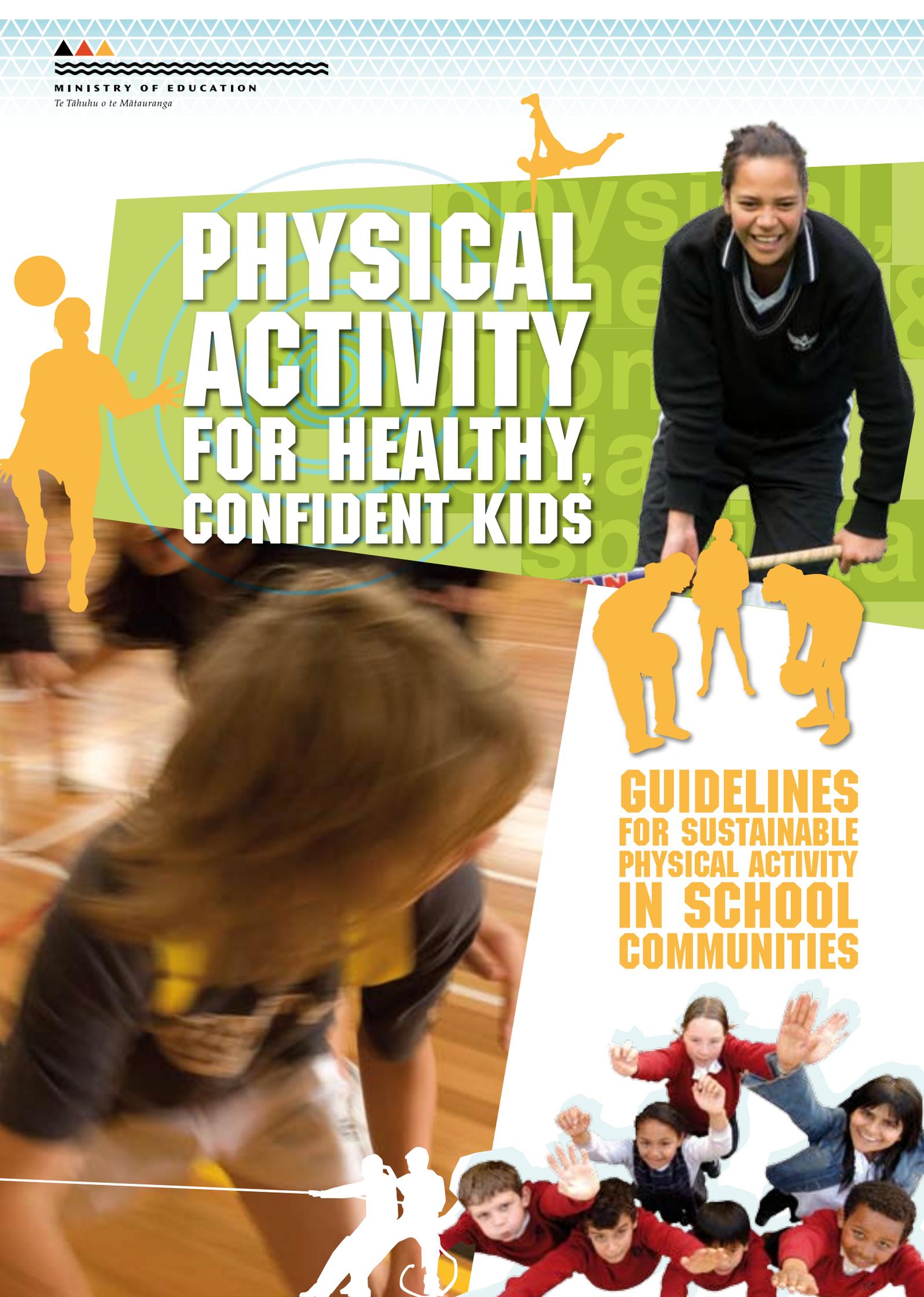


PHYSICAL ACTIVITY FOR HEALTHY, CONFIDENT KIDS

**GUIDELINES
FOR SUSTAINABLE
PHYSICAL ACTIVITY
IN SCHOOL
COMMUNITIES**



SUPPORTING MISSION-ON



These guidelines, produced by the Ministry of Education, are supported by SPARC (Sport and Recreation New Zealand). They also contribute to the Mission-On Campaign. Mission-On is a package of initiatives aimed at improving the lifestyles of young New Zealanders by targeting improved nutrition and increased physical activity. The outcomes sought are improved health, high educational achievements, and a valued “Kiwi lifestyle”.



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PHYSICAL ACTIVITY FOR HEALTHY, CONFIDENT KIDS



GUIDELINES FOR SUSTAINABLE PHYSICAL ACTIVITY IN SCHOOL COMMUNITIES



Ministry of Education

Learning Media
Wellington



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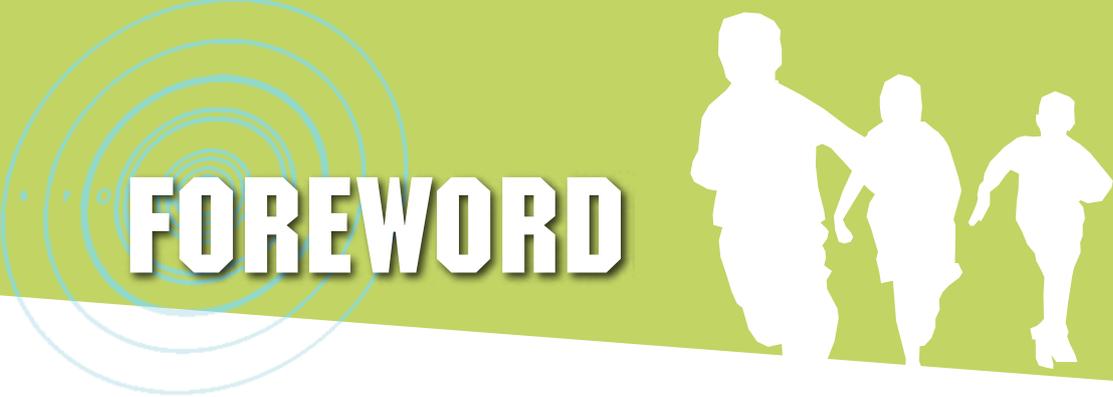
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FOREWORD

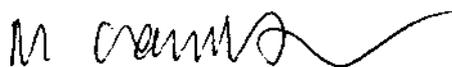
Regular and enjoyable physical activity benefits everyone. It can improve physical, mental, social, and spiritual well-being and, for New Zealand students and young people everywhere, it should be part of daily life.

Society influences the choices young people make around physical activity, just as it affects all their other choices. We all share responsibility for providing opportunities for physical activity.

Schools, in particular, play a critical role in fostering young people's physical activity, in teaching the skills and attitudes needed to participate, and in providing a safe venue for the activity to take place. An effective school programme will include time for daily play and structured and unstructured physical activities, provide recreation and sport, and offer quality physical education for all.

When clear, positive messages about physical activity and opportunities to take part in it are part of every school's day-to-day teaching, physical activity becomes part of all students' development. This emphasis on physical activity can help cultivate the important links between a school and its wider community, for instance, through organised sport.

These guidelines will help school communities to plan and provide opportunities for their students to enjoy many physical activity experiences, both within the school curriculum and outside it.



Mary Chamberlain
Group Manager
Curriculum Teaching and Learning – Design
Schooling
Ministry of Education

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INTRODUCTION

WHO ARE THESE GUIDELINES FOR?

These guidelines are intended for school principals, curriculum managers responsible for health and physical education programmes within schools, and teachers of physical education or health and physical education programmes. They will also be useful to sport and recreation co-ordinators, physical activity co-ordinators, all teachers, and boards of trustees.

Other people who may use them include parent and whānau groups, school support service advisers, regional sports trust facilitators, community agencies working with teachers and in schools, health-promoting schools co-ordinators, district nurses, and school health staff.

WHY HAVE THESE GUIDELINES?

The purpose of these guidelines is to help school communities to plan and provide opportunities for their students to enjoy many physical activity experiences, both within the school curriculum and in co-curricular contexts.

In response to concerns raised about the physical activity undertaken by New Zealand students, both the National Education Goals (NEGs) and the National Administration Guidelines (NAGs) have been amended. One of the factors leading to these amendments was a growing concern about the quality and quantity of physical activity opportunities offered to children and young people within their school programmes, in both curriculum and co-curricular contexts (Education Review Office, 2001). These changes, which aim to improve the quality and quantity of students' physical activity in all schools, were gazetted in 2004 and took effect from 1 January 2006.

**... TO IMPROVE
THE QUALITY
AND QUANTITY
OF STUDENTS'
PHYSICAL
ACTIVITY IN
ALL SCHOOLS ...**



CHANGES TO THE NATIONAL EDUCATION GOALS AND THE NATIONAL ADMINISTRATION GUIDELINES

The National Education Goals have been amended by replacing the original clause 5 with the clause below. The change is highlighted in bold.

(5) 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.**

National Education Guidelines

The National Administration Guidelines have been amended by adding a new clause (highlighted in bold below) to NAG 1.

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills, and attitudes and values) as expressed in National Curriculum Statements.

Each Board, through the principal and staff, is required to:

i. develop and implement teaching and learning programmes:

- (a) to provide all students in years 1–10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand Curriculum;
- (b) giving priority to student achievement in literacy and numeracy, especially in years 1–4;
- (c) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6.**

“National Administration Guidelines” in *National Education Guidelines*

This NAG emphasises years 1–6 in order to put in place a strong foundation for developing students’ movement skills through offering programmes in the learning area of health and physical education.

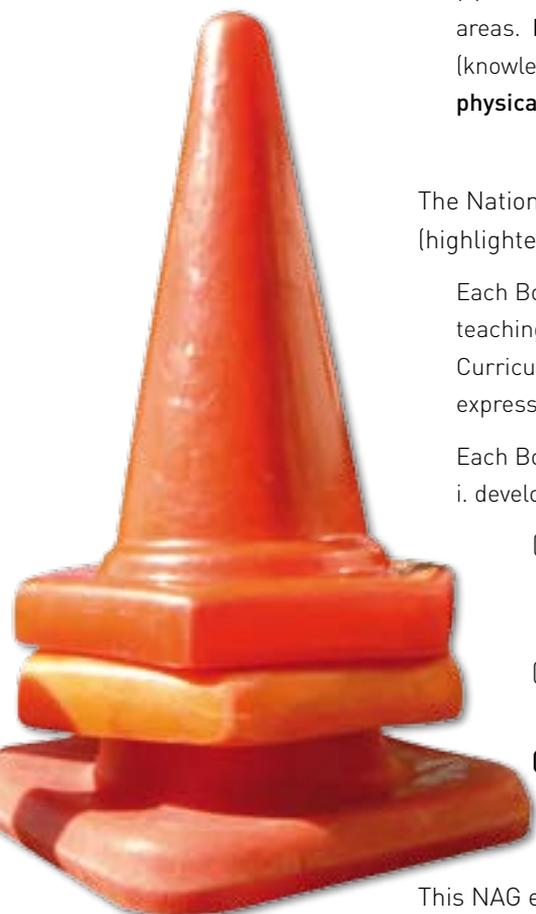
Since term 1 2006, it is mandatory for all state and state-integrated schools to meet the changes to the NEGs and NAGs through curriculum programmes for years 1–10. In years 1–6, there will be further emphasis on movement skills.

KEY TERMS USED IN THESE GUIDELINES

Terms such as “physical activity” can mean different things to different people. It’s important that people planning school-based physical activities have a common understanding of the relevant language. The following section explains the way some key terms are used in these guidelines.

Physical activity includes all the movements people make in everyday life, including work, recreation, exercise, and sporting activities, according to definitions used by the World Health Organization (WHO).

Physical activity can contribute to an outcome (for example, to develop specific motor skills or to benefit students’ general health), and it can also provide a context (for example, where physical activity is the context for meeting students’ learning needs).



In the curriculum statement *Health and Physical Education in the New Zealand Curriculum* (1999), Physical Activity is one of seven key areas of learning.¹ The Physical Activity section of the curriculum statement describes learning in, through, and about movement – students develop movement skills; enjoy physical activity; and develop positive attitudes towards regular participation in physical activity. Other key areas of learning in *Health and Physical Education in the New Zealand Curriculum* use physical activity as a context (in particular, the key areas of Sport Studies and Outdoor Education).

Physical education has an essential role in a school's provision of quality physical activity opportunities. Physical education as a subject in New Zealand schools is guided by the curriculum statement *Health and Physical Education in the New Zealand Curriculum* and *The New Zealand Curriculum* (2007).

In physical education, the focus is on movement and its contribution to the development of individuals and communities. By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values. This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education encourages students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

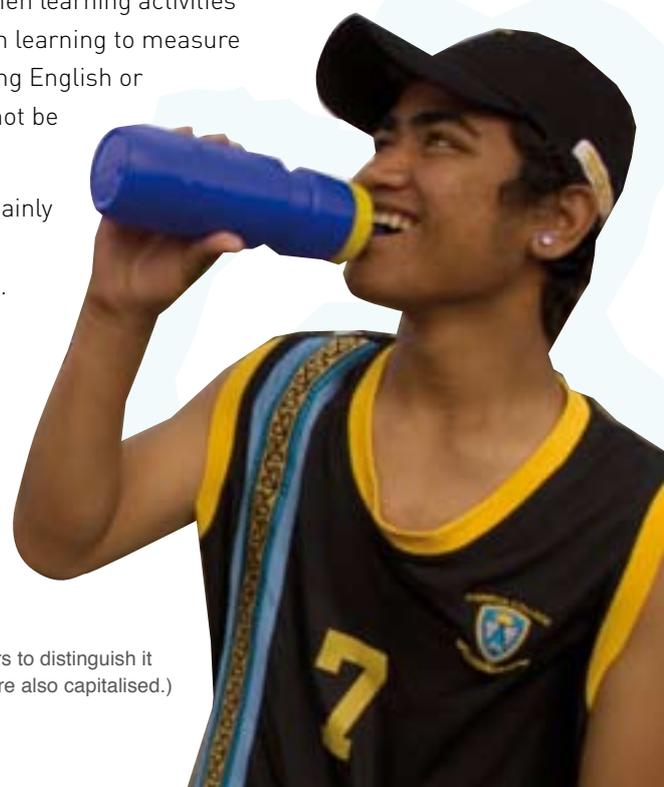
The New Zealand Curriculum, page 23

A **curriculum programme** may use physical activity as a teaching and learning context. Teachers who have professional qualifications and expertise in teaching implement curriculum programmes within school hours. A curriculum programme incorporates learning activities or opportunities that are planned to enable students to meet specific learning outcomes.

Physical activity is central to curriculum programmes in physical education, dance, and drama and is an integral part of education outside the classroom (EOTC) within all curriculum areas. It has a place, too, in other curriculum areas when learning activities involve physical movement. For example, students may move when learning to measure distances in mathematics or when role-playing an experience during English or social studies. In such cases, the intended learning outcome will not be directly related to movement.

Co-curricular physical activity opportunities occur within schools mainly outside curriculum time – before and after school, at playtime and lunchtime, and in short breaks between planned learning activities. Any physical activity experience can be valuable, those that are spontaneous and unstructured as well as those that are planned and organised. Co-curricular programmes in schools may include organised sport in which students have the opportunity to participate and compete.

¹ In this book, the key area of learning Physical Activity is given initial capital letters to distinguish it from physical activity in general. (For consistency, other key areas of learning are also capitalised.)



A **school community** includes teachers, children, parents and caregivers, whānau, and anyone who is directly associated with the school or who makes a direct contribution to it.

The **wider community** includes people and organisations within the local region (beyond the school environment and those who are directly associated with the school).

The **school community physical activity team** or **well-being team** is made up of teachers, parents, senior students, members of boards of trustees, and community members and is supported by representatives from school management. This team is described on page 43. The primary goals of the team are to put into action the school community planning cycle and to develop physical activity within the curriculum and through co-curricular physical activity opportunities.

Physical activity and physical education: Similarities and differences

It is important that all staff members, especially those who teach physical education or organise other programmes involving physical activity, have a clear understanding of the relationship between physical activity and physical education and understand their similarities and differences.

Physical activity (co-curricular and extracurricular)	Physical education (curriculum-based; includes curricular physical activity)
Can be out of school time and includes incidental experiences, such as active transport (for example, walking to school)	Is implemented in school curriculum time
Involves learning experiences that are not specifically based on <i>Health and Physical Education in the New Zealand Curriculum</i>	Uses planned learning experiences based on <i>Health and Physical Education in the New Zealand Curriculum</i>
Can be planned to develop some knowledge or skill or to improve fitness and health; can be for a practical result, such as walking to the shops; or can be spontaneous and purely for fun	Is planned so that students develop specific knowledge, skills, and attitudes
Unless it has specific planned outcomes, generally involves just learning <i>in</i> movement	Involves learning <i>in, through, and about</i> movement as part of any physical education key area of learning
Focuses on students' needs and goals	Focuses on students and their learning needs
May have a variety of planned outcomes but generally focuses on skill development, physical development and fitness, and social development, often with the intended outcome of engaging students in becoming physically active throughout life	Plans for students who are actively involved in the movement culture and are critical participants able to make informed decisions and apply their knowledge in order to contribute to an active lifestyle





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THE STRUCTURE OF THESE GUIDELINES

Pages 11–13 of these guidelines explain the importance of physical activity in the school community and suggest ways of encouraging physical activity through both the curriculum and the co-curricular programme.

Pages 15–19 describe a range of opportunities for physical activity in the school community, including those within curriculum programmes, co-curricular activities, and the use of active transport.

Pages 21–49 are the longest section and the core of this book. This section looks at how a positive physical activity culture can be developed in the school community. In particular, this section discusses the five key components of a school's physical activity culture and how schools can address their students' needs through each component.

Pages 51–56 suggest ways in which primary and secondary schools can provide learning experiences based on physical activity through physical education programmes.

The list of references and resources on pages 57–60 includes many useful resources in addition to the references cited in this book and in the online appendices.

The appendices available online include additional resource material for teachers and others who provide physical activity opportunities. Refer to the list of appendices on the contents pages. These are available at www.tki.org.nz/health

**THE APPENDICES
AVAILABLE
ONLINE INCLUDE
ADDITIONAL
RESOURCE
MATERIAL FOR
TEACHERS
AND OTHERS
WHO PROVIDE
PHYSICAL ACTIVITY
OPPORTUNITIES.
AVAILABLE AT
[WWW.TKI.ORG.NZ/
HEALTH](http://WWW.TKI.ORG.NZ/HEALTH)**





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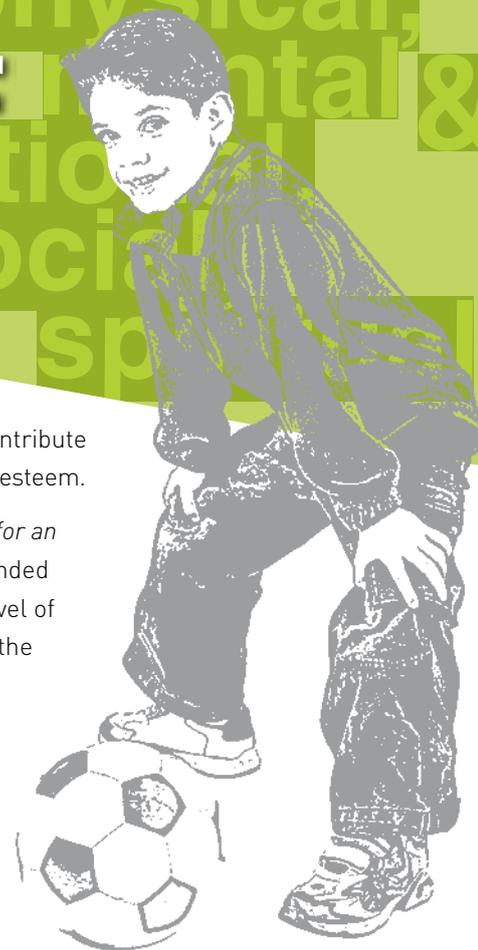
THE IMPORTANCE OF PHYSICAL ACTIVITY

Physical activity experiences are an integral part of human development. They contribute to people's physical health and well-being, growth, personal development, and self-esteem.

The report from the Sport, Fitness and Leisure Ministerial Taskforce, *Getting Set for an Active Nation* (2001), recognised the importance of physical activity and recommended an increase in the physical activity levels of all New Zealanders. Currently, the level of participation in physical activity by New Zealand's young people is declining, and the number of children who are obese or overweight is increasing.

While it is well known that regular physical activity can enhance people's health and well-being, children and young people can gain more from physical activity than just improved physical health. Corbin (2002) suggests that physical activity that is planned for children should focus on developing their positive perceptions of themselves as physically active people.

By encouraging their students to be independent, self-motivated learners who choose to be active, teachers enable them to become adults who engage in regular physical activity.



Physical activity: How much and how often?

SPARC, the Ministry of Health, and the Ministry of Education, in consultation with the Ministry of Youth Development, have agreed on the following New Zealand physical activity guidelines for children and young people (aged 5–18 years):

New Zealand children and young people should:

- throughout each day, do sixty minutes or more of moderate to vigorous physical activity;
- be active in as many ways as possible, for example, through play, cultural activities, dance, sport and recreation, jobs, and going from place to place;
- be active with friends and whānau, at home, school, and in their communities;
- spend less than two hours a day (out of school time) in front of the television, computers, and game consoles.

Further information on the *New Zealand Physical Activity Guidelines for Children and Young People (5–18 Years)* will be available online at www.sparc.org.nz



THE BENEFITS OF PHYSICAL ACTIVITY

HEALTH BENEFITS

The health benefits of regular participation in physical activity have been well documented. The World Health Organization's report (2003a) and the US Surgeon General's report *Physical Activity and Health* (1998) clearly outline the health benefits of regular physical activity. Physical activity can reduce the risk of (or improve outcomes for) a number of conditions, including coronary heart disease, obesity, stroke, diabetes, cancer, depression, hypertension, osteoporosis, and stress as well as some respiratory conditions. Physical activity also benefits cardiovascular and musculoskeletal health.

SOCIAL AND EMOTIONAL BENEFITS

According to the World Health Organization, engaging in physical activity through play, games, and sport gives young people natural opportunities to express themselves, develop self-confidence, relieve tension, achieve success, and interact with others as well as learning about the spirit of solidarity and fair play (World Health Organization, 2003b).

Team games and play foster students' development of social skills and provide opportunities for them to learn group membership and leadership skills, attitudes, and behaviours. Physical activity can build students' character because it provides opportunities to develop values such as dedication, honesty, courage, and fairness.

Participation in a range of physical activities encourages students and young people to take on challenges. Physical activity also offers them opportunities to develop resilience and realise their potential to excel within the scope of their own abilities.

MENTAL BENEFITS

Research, including that by Shephard (1997), Linder (1999; 2002), Tremblay et al. (2000), and Dwyer et al. (2001), has found that children who are more physically active demonstrate higher levels of academic achievement.

More recent New Zealand research undertaken by Clinton, Rensferd, and Willing (2006) confirms that students who are well nourished and engage in regular physical activity are in a better position to benefit from opportunities to learn.

TEAM GAMES AND PLAY FOSTER STUDENTS' DEVELOPMENT OF SOCIAL SKILLS AND PROVIDE OPPORTUNITIES FOR THEM TO LEARN GROUP MEMBERSHIP AND LEADERSHIP SKILLS, ATTITUDES, AND BEHAVIOURS.

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spiritual



THE ROLE OF THE SCHOOL COMMUNITY IN PROVIDING PHYSICAL ACTIVITY EXPERIENCES

Because nearly all children and young people attend school, the school community is one of their key providers of physical activity experiences. Schools have “unique opportunities to provide adequate physical activity for all young people on an equal basis through official compulsory physical education programmes as well as through school sport programmes and after school leisure-time physical activity initiatives” (World Health Organization, 2003a, page 5).

Schools can provide meaningful contexts and a supportive environment for physical activity. Teachers can make professional decisions about the way in which the educational environment and curriculum programmes are structured for their particular group of children and young people.

While schools have a significant role in providing and promoting diverse physical activity opportunities for students, they are not solely responsible for providing the recommended kinds and amounts of physical activity. Schools are not isolated places. They are part of their communities and the wider society, and these contribute to the social and environmental factors that influence students’ choices, behaviours, and attitudes. Schools can provide more and better physical activity experiences for their students when they share the responsibility of providing these experiences with other organisations. When a school and its community have strong links, they can ensure that students and young people receive consistent messages about the importance of physical activity and the opportunities that are available to them.





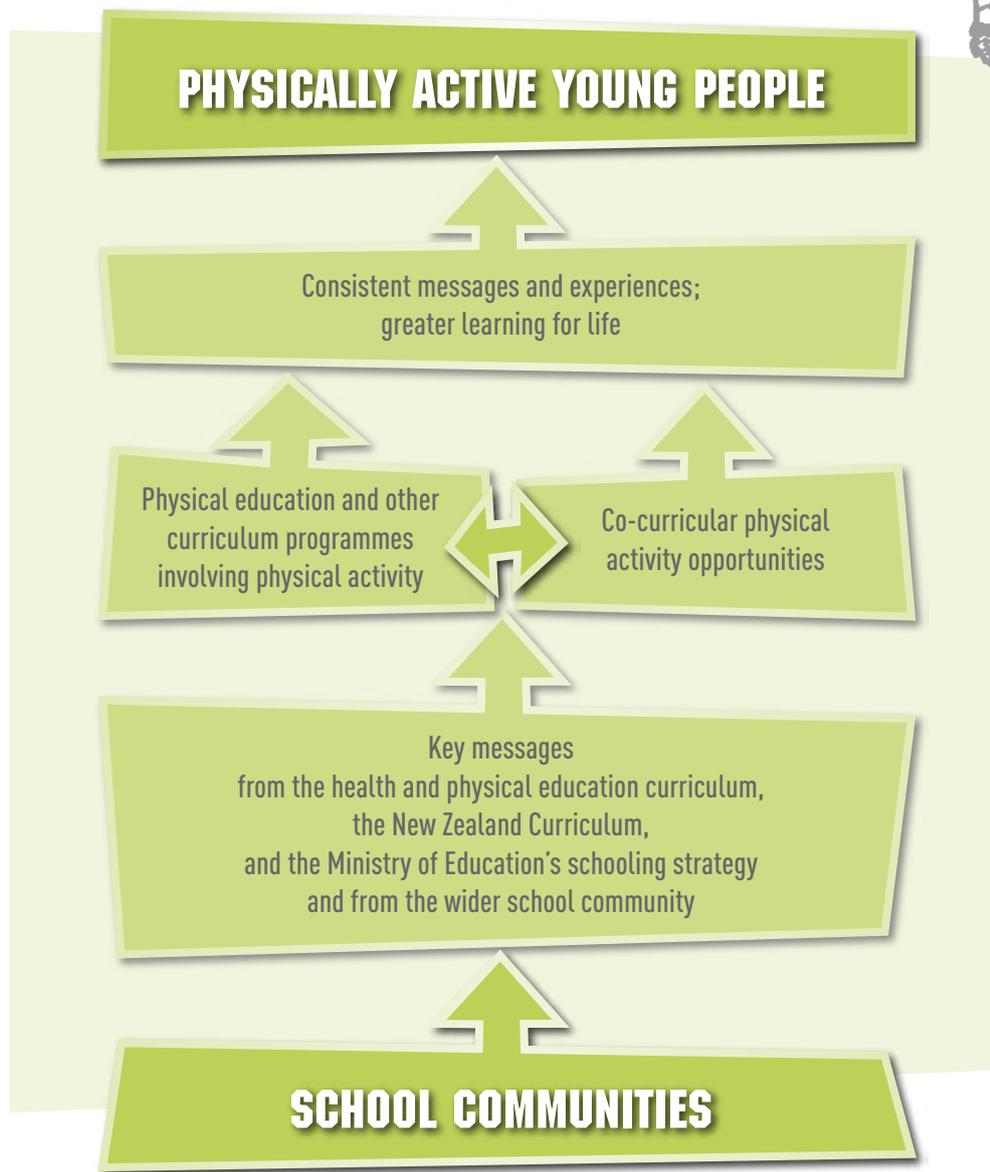
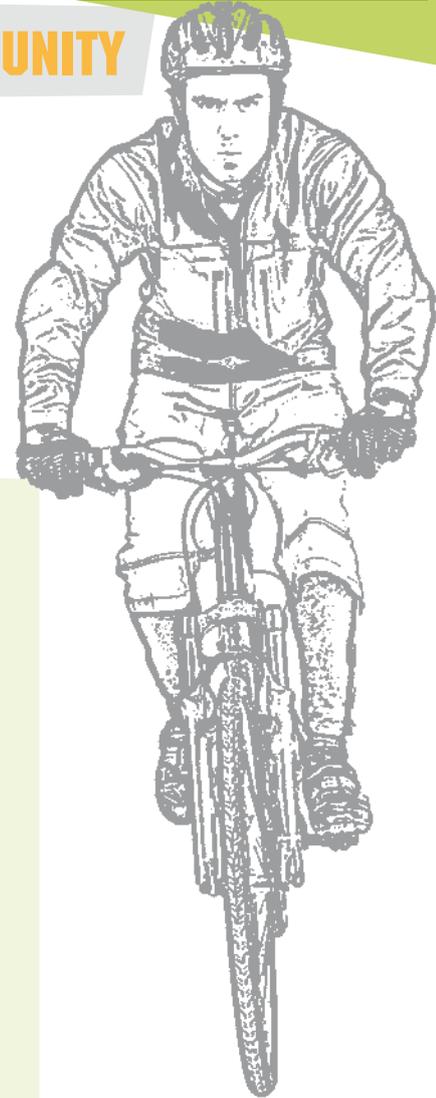
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A RANGE OF OPPORTUNITIES FOR PHYSICAL ACTIVITY

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PHYSICAL ACTIVITY WITHIN A SCHOOL COMMUNITY

The school community has a role in promoting key messages through the physical activity opportunities that the school offers, both within the curriculum and in co-curricular contexts. The messages about physical activity that students receive as part of physical education programmes can be transferred to other curriculum areas and enhanced in co-curricular contexts. When students' experiences in all these contexts reflect consistent messages that encourage them to choose to be physically active, the benefits are both immediate and lifelong.





PHYSICAL ACTIVITY AND THE KEY COMPETENCIES

The New Zealand Curriculum describes the key competencies that young people need for the twenty-first century. Key competencies are the capabilities people “use ... to live, learn, work, and contribute as active members of their communities” (*The New Zealand Curriculum*, page 12).

Physical activity, both as a context for learning within curriculum programmes and also in terms of co-curricular opportunities, can enable young people to develop these competencies and become capable, contributing members of their schools and other communities.

The New Zealand Curriculum identifies the following five key competencies:

- Thinking
- Using language, symbols, and texts
- Managing self
- Relating to others
- Participating and contributing.

Burrows (2005) established that the key competencies align well with the philosophy and content of *Health and Physical Education in the New Zealand Curriculum* (1999).

Teaching and learning in physical education and in co-curricular physical activities can illustrate and build on the competencies and the interrelationships between them. Schools need to ensure that the key competencies are interpreted broadly so that they are learned and used in a range of diverse contexts.

All of the learning described for each key competency on pages 12–13 of *The New Zealand Curriculum* is relevant to learning through physical activity. The ideas below are in no way complete; they represent only some suggestions and examples.

Thinking

Thinking critically and creatively and using metacognitive processes are essential to learning in physical education, including learning in physical activity contexts. For example, students are encouraged to use their creativity to invent new playground games and to strategise in game play.

Students can be given opportunities for critical thinking, for example, to critique the notions of body, identity, and health that pervade popular culture, through learning in, through, and about movement in physical education.

Using language, symbols, and texts

Movement is one of the ways (listed under this key competency) in which people can convey meaning, for example, through gesture, dance, and drama. Students can interpret and use movement through physical activity, for example, when they tell a story through dance.

The language used within senior physical education programmes is a further example of where language, symbols, and texts can contribute to the scientific and technological knowledge and expertise acquired within physical education and applied in physical activity contexts.

Managing self

In terms of physical activity, the aspects of managing self (such as self-motivation, a “can-do” attitude, and the ability to establish personal goals and set high standards) have clear and immediate relevance. Physical activity within curriculum programmes and through co-curricular activities offers many opportunities for students to manage themselves, for example, as they engage in movement for creative or functional reasons or as they plan and present performances.

Relating to others

Physical activity offers a range of contexts within which students can interact with people and learn how to relate well to others. For example, students interact as they play and discuss team membership, reflect on the ways in which they relate to others, and discuss the implications of how others respond to what they do. They also develop a sense of when it is appropriate to compete and when it is appropriate to co-operate, and they work together to come up with new ideas.

Participating and contributing

Participating and contributing in physical activity contexts enables students to engage actively with their peers and gain a sense of belonging within their classes and the wider school. They learn to make connections with others, contribute their own ideas, and create opportunities for others, for example, when partaking in adventure-based activities, when working together in the outdoors, and when demonstrating leadership skills.

**KEY COMPETENCIES
ARE THE
CAPABILITIES
PEOPLE “USE ...
TO LIVE, LEARN,
WORK, AND
CONTRIBUTE AS
ACTIVE MEMBERS
OF THEIR
COMMUNITIES”**



PHYSICAL ACTIVITY IN CURRICULUM PROGRAMMES

PHYSICAL EDUCATION

Programmes in most curriculum areas will involve some education outside the classroom (EOTC) and therefore will include opportunities for physical activity.

Physical education, as a subject, provides opportunities for students to be physically active. Each school's physical education programme, based on *Health and Physical Education in the New Zealand Curriculum*, is designed to provide a variety of relevant and appropriate experiences for learning in, through, and about movement.

Students' experiences in physical education are intended to help them become lifelong learners who choose to take part in enjoyable physical activity. Effective physical education programmes, using physical activity both as a context and as content, provide diverse and appropriate learning experiences that enable students to address their identified needs.

Physical Activity is one of the key areas of learning in *Health and Physical Education in the New Zealand Curriculum*. All experiences in this key area will provide opportunities for students to be physically active. Outdoor Education is another of the key areas of learning. Outdoor Education activities provide opportunities for students to be physically active as they take part in a variety of relevant and appropriate experiences for learning in, through, and about the outdoors environment and conservation. In the Sport Studies key area of learning, students are given opportunities to develop skills for participating in diverse sporting roles, which include playing and coaching sports.

DANCE AND DRAMA

Both dance and drama provide opportunities for students to be physically active. Dance and drama programmes, based on *The Arts in the New Zealand Curriculum* (2000b), are designed to provide a variety of relevant and appropriate experiences for learning in, through, and about dance and drama.

PHYSICAL ACTIVITY THROUGH CO-CURRICULAR OPPORTUNITIES

There are many and varied opportunities for co-curricular physical activity in all schools. These may include, for example, team or individual sports played within the school and between schools; play and games at lunchtime and playtime; short activities in breaks between planned learning activities; and physical activities within after-school care programmes. Refer to *Developing a Positive Physical Activity Culture*, pages 21–49, for suggestions about organised team sports, interschool competitions, and spontaneous activities, including student-created games and traditional games.

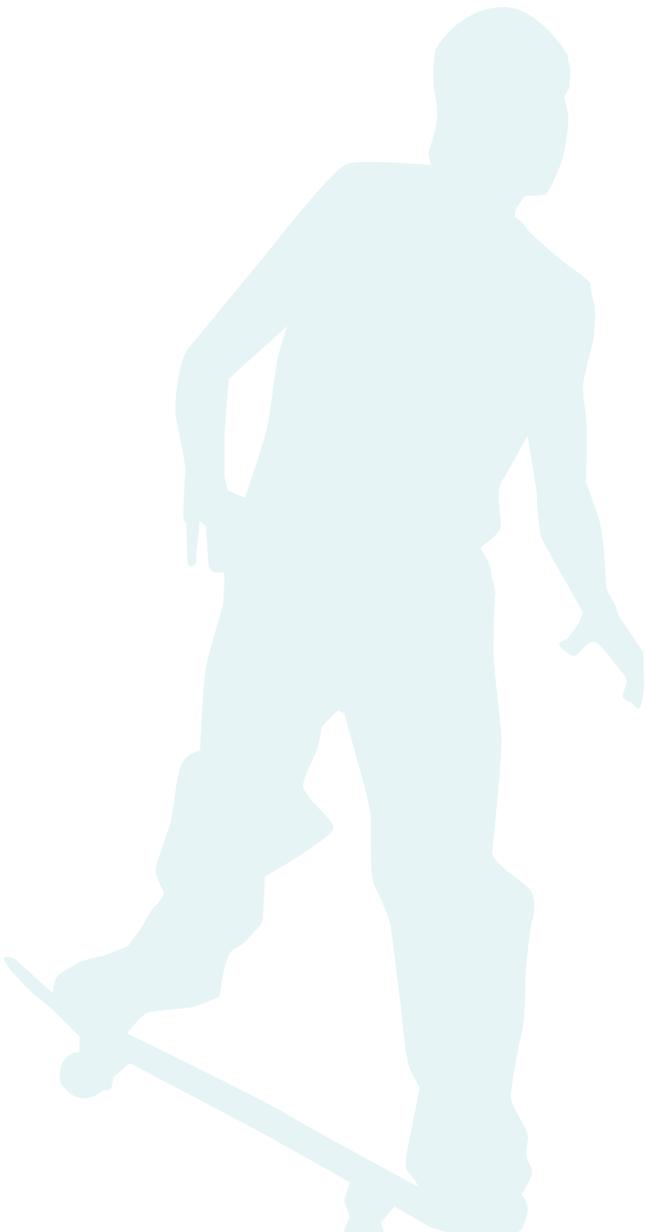
Creating an "active school" environment increases the likelihood that students will choose to participate in some form of physical activity during the school day. An "active school" environment may include play equipment, ground and wall markings, well-maintained sealed and grass areas, and accessible playtime resources, such as bats, balls, and hoops.



INCIDENTAL PHYSICAL ACTIVITY AND ACTIVE TRANSPORT

Incidental physical activity can occur in a variety of ways during a student's day. For example, it may include walking between classrooms, cleaning the whiteboard, setting up the hall for assembly, or tidying up the classroom at the end of the day. All of these activities contribute to the overall level of a student's physical activity.

Active transport (travelling to and from school) is another incidental context in which students can be physically active, for example, by walking, riding, skateboarding, and/or scootering to school. More information about active transport can be found on page 40.





DEVELOPING A POSITIVE PHYSICAL ACTIVITY CULTURE

This section is intended for management and teachers in both primary and secondary schools. It is the longest section of the book because developing a positive physical activity culture is the best way that schools can help their students to become adults who choose to be physically active throughout their lives.

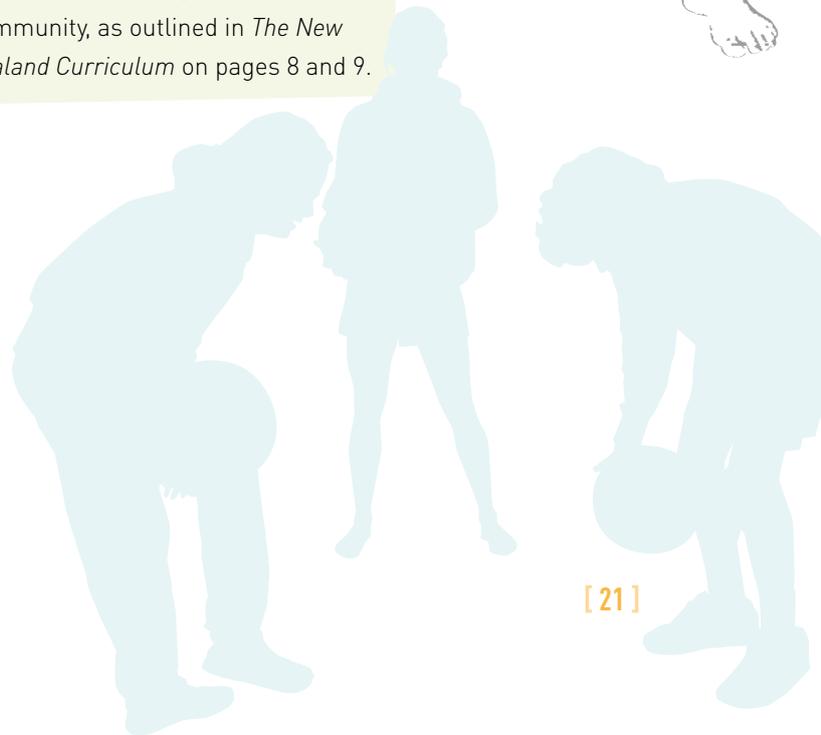
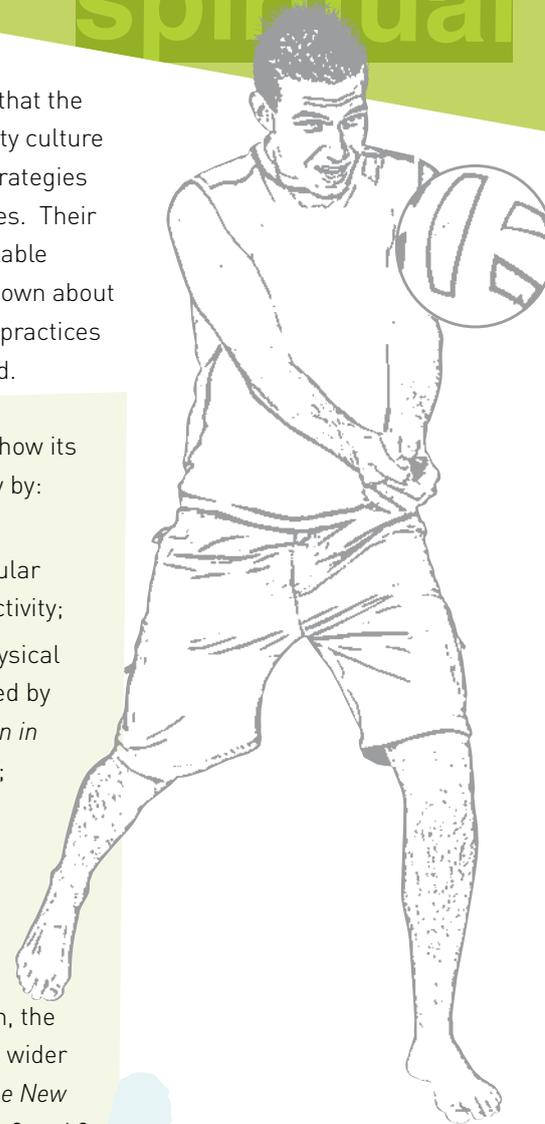
This section:

- describes how to position physical activity within strategic and annual plans;
- summarises the five components of a school's physical activity culture;
- provides guidance on developing each of the five components;
- suggests a school community planning process to develop and sustain these five components;
- considers the possible roles and responsibilities of specific individuals or groups in developing a school's positive physical activity culture;
- suggests ways of supporting those involved in teaching physical education and physical activity;
- identifies agencies in the community that can help schools to establish a positive physical activity culture;
- describes programmes and initiatives that are available to support co-curricular physical activity.

Cale and Harris (2005) suggest that the development of a physical activity culture involves the use of a range of strategies supported by appropriate policies. Their writing draws together the available evidence to establish what is known about young people's physical activity practices and how these can be supported.

In New Zealand, a school can show its commitment to physical activity by:

- providing both curriculum opportunities and co-curricular opportunities for physical activity;
- providing a needs-based physical education programme guided by *Health and Physical Education in the New Zealand Curriculum*;
- supporting physical activity with appropriate school structures, policies, and programmes;
- promoting physical activity within the curriculum, the school environment, and the wider community, as outlined in *The New Zealand Curriculum* on pages 8 and 9.



POSITIONING PHYSICAL ACTIVITY WITHIN STRATEGIC AND ANNUAL PLANS

Each school, in its charter, describes its vision or mission statement and long-term goals. The strategic plan specifies how these aspirations will be achieved. The annual plan sets out in more detail what must be achieved in any particular year to realise the larger goals of the strategic plan. It is desirable that strategic and annual plans address and reflect the expectations of the National Education Goals and National Administration Guidelines in relation to physical activity.

Support in setting targets is available from leadership and management advisers at School Support Services. See appendix 5 for examples of targets that are inclusive of physical activity.

The examples in appendix 5 (available online at www.tki.org.nz/health) illustrate how two schools developed a strategic goal, an action plan, and a school target to meet their students' identified physical activity needs. The examples are from schools that had identified, as a strategic goal, the need "to develop a positive physical activity culture" within their school communities. One of the schools has an annual target that "an identified group of inactive students will spend at least 50 percent of their break time participating in physical activity". This school also put in place a development process in order to achieve its charter and its strategic and operational plans between 2006 and 2008.

SETTING TARGETS

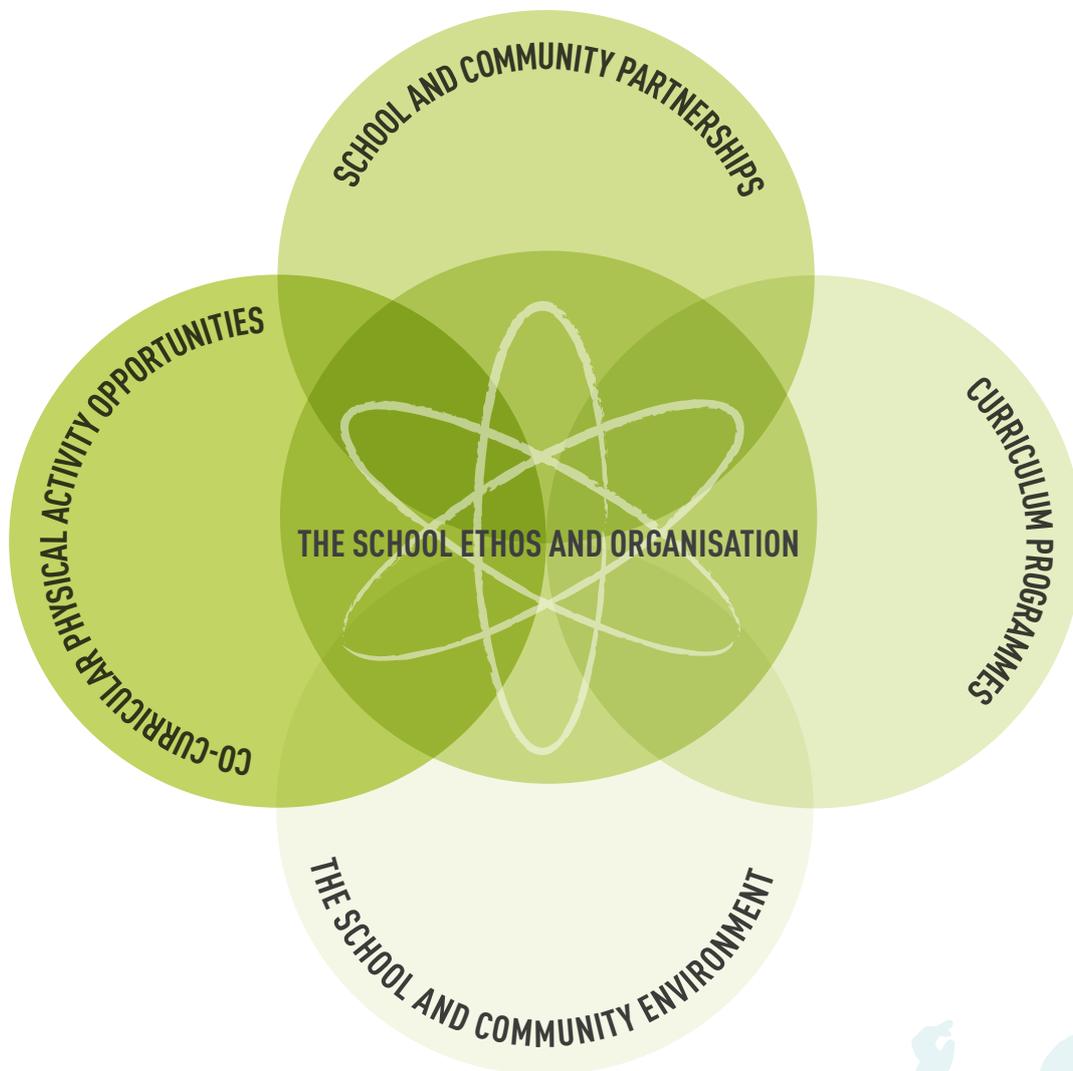
Setting challenging targets for student achievement gives focus and meaning to a school's planning. Targets are a management tool used to aid a school's review and development process. They provide firm measures against which to evaluate recent progress. The intention of the school's planning and reporting policy is to improve student outcomes. The outcomes that New Zealanders want from schooling are described in *The New Zealand Curriculum*, which includes discussion of key competencies and values.

Targets that focus on the development of values and/or attitudes may be relevant because of the impact of these things on student motivation, behaviour etc. and their relationship to other aspects of learning.

www.minedu.govt.nz
go to Planning and Reporting FAQs,
retrieved 26 June 2006



THE FIVE COMPONENTS OF A SCHOOL'S PHYSICAL ACTIVITY CULTURE



1. THE SCHOOL ETHOS AND ORGANISATION
2. CURRICULUM PROGRAMMES
3. CO-CURRICULAR PHYSICAL ACTIVITY OPPORTUNITIES
4. THE SCHOOL AND COMMUNITY ENVIRONMENT
5. SCHOOL AND COMMUNITY PARTNERSHIPS





1. The school ethos and organisation

Schools that promote a positive physical activity culture will have:

- a school ethos that encourages and celebrates physical activity;
- systems in place that demonstrate the importance of physical activity within the school, provide opportunities for physical activity, and support students taking part in physical activities.

2. Curriculum programmes

Schools that promote a positive physical activity culture will provide:

- high-quality physical education programmes, based on *The New Zealand Curriculum* and *Health and Physical Education in the New Zealand Curriculum*, that are regular, relevant, and meaningful;
- adequately trained teachers and will offer them professional development opportunities to ensure that they are prepared and supported in delivering quality programmes.

3. Co-curricular physical activity opportunities

Schools that promote a positive physical activity culture will offer:

- co-curricular physical activity opportunities that are consistent with the school's key messages about physical activity, especially those that are informed by *The New Zealand Curriculum* and *Health and Physical Education in the New Zealand Curriculum*;
- a variety of co-curricular physical activity opportunities that meet the wide range of needs, interests, and abilities of the school's students.

4. The school and community environment

Schools that promote a positive physical activity culture will provide:

- a safe and inclusive environment that supports physical activity;
- sufficient equipment and resources to provide for physical activity programmes.

5. School and community partnerships

A positive physical activity culture can best be developed when:

- the school and its community form effective partnerships and share initiatives with families and clubs, recreation providers, and community services;
- the school and its community share the use of resources, facilities, and expertise and collaborate to support young people's continuing involvement in physical activity.



DEVELOPING THE FIVE COMPONENTS

There is no single way of developing a school's physical activity culture. However, schools can explore the five key components of a positive physical activity culture through the questions that are asked in this section under each heading. This will enable schools to:

- reflect on the current status of physical activity in their environment and the capacity they have to promote it further;
- consider what actions they need to take.

When planning to develop a positive physical activity culture within a school, it is important to:

- consider the school's unique character and adapt ideas accordingly to meet the needs of students and others associated with the school;
- consult with the full range of interested organisations and agencies from the school community;
- explore **all** the key components of a physical activity culture. The five components are interrelated.

1. THE SCHOOL ETHOS AND ORGANISATION

A school's ethos is defined by the school's unique character. This arises from its philosophy, its policies and procedures, and its processes related to funding, consultation, celebrating successes, timetabling, and school values, which are reflected in attitudes and behaviours as well as rules.

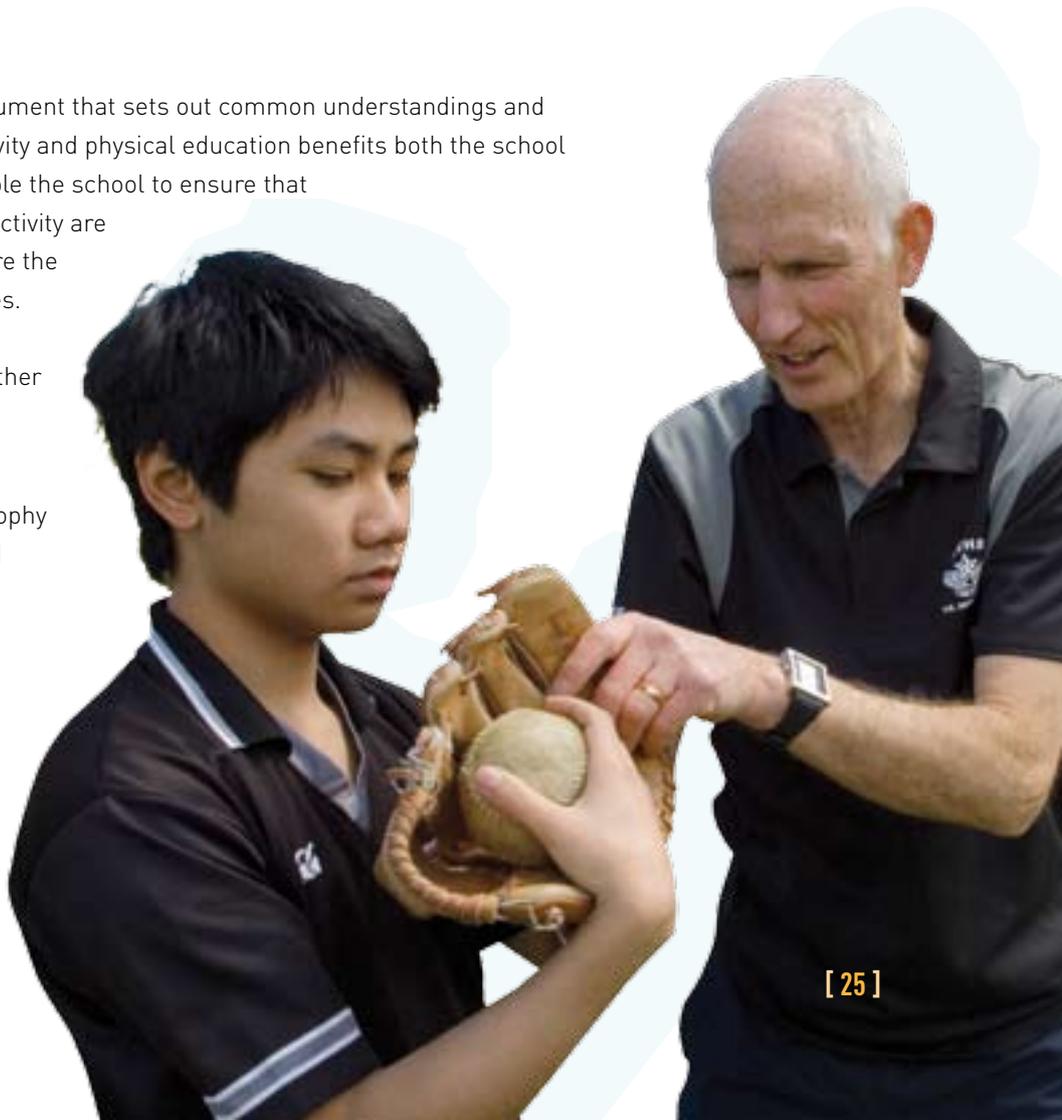
For assistance in developing a school philosophy around physical activity and physical education, see appendix 1.

Philosophy

A clear, shared philosophy document that sets out common understandings and attitudes towards physical activity and physical education benefits both the school and its community. It can enable the school to ensure that key messages about physical activity are consistent and that students are the central focus of all programmes. Such a philosophy can also be shared with contributing and other related schools.

Within your school:

- What is your current philosophy around physical activity and physical education?
- What significance do you believe that physical activity has in the lives of your students?
- Is the teaching of physical education an important part of the education offered to students?



Policies and procedures

Policies and procedures are best developed through consultation with the whole school community. Together, a school's policies and procedures provide: a platform from which the school can monitor and review its progress, assurance that all students' needs will be addressed, and a basis for school-wide programmes that are inclusive, safe, and holistic.

Within your school, what policies, guidelines, and procedures are currently in place? Do they cover:

- physical activity?
- the curriculum (all essential learning areas and key competencies)?
- sport?
- teachers' professional development?
- education outside the classroom (EOTC)?
- inclusiveness?
- harassment and bullying?
- school-wide events?
- funding and fund-raising?
- playground supervision?
- health and safety?
- the role of outside agencies and parents, caregivers, and whānau?
- the role of student leaders?

When establishing a school's policies and procedures for providing physical activity experiences, consider aspects that may already be incorporated within existing policies and procedures.

A **physical activity policy** outlines the school's philosophy about providing physical activity experiences. It also indicates the behaviours expected of all those associated with the school when participating in or supporting such experiences. The policy should include a definition of what the school means by "movement skills" and what it means by "regular" and "quality" physical activity experiences.

Policies for curriculum areas such as physical education or dance can outline the philosophy, purpose, and potential of these curriculum programmes. They can also include the qualifications and experience required of those who deliver the curriculum programmes and describe the way that physical education or dance activities might link to other physical activity opportunities within the school.

A **sports policy** outlines the school's philosophy about sport. It also indicates the behaviours expected of all those associated with the school when participating in or supporting school sports. The policy should include clear guidelines for the qualifications and/or experience of those with leadership roles in the sports programme and describe their lines of responsibility.

A **professional development policy** outlines how the school intends to enhance teachers' abilities, for example, their ability to provide curriculum physical activity experiences and co-curricular physical activity opportunities.

Appendix 14 includes questions to reflect on and suggestions for deciding on effective and appropriate professional development for teachers.

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Processes

Funding for physical activity

A school's physical activity culture benefits from a funding allocation that is equitable, needs based, and supports teaching and learning. Schools should regularly review their allocation of funding for physical activity in relation to co-curricular opportunities (including sport), physical education teaching materials and resources (including equipment and facilities), levels of staffing, and opportunities for teacher professional development.

When accessing funding opportunities within the school community, schools need to consider critically the motivation of any businesses providing funding.

Consultation about physical activity

Consultation plays a key role in providing quality education and enables teaching and co-curricular programmes to be adapted to meet student needs. This book recommends that schools establish a school community physical activity team or well-being team (see page 43), which could take responsibility for consulting about physical activity within the school community. It is important to get a wide range of opinions, including input from students and the board of trustees.

Within your school:

- What processes are currently used to evaluate and/or review your curriculum programmes and co-curricular physical activity opportunities?
- Who undertakes the reviews?
- What is the consultation process, and who contributes to the review?
- How often does a review take place?
- What questions are asked?
- What happens to the results from the review?
- How do the results inform future curriculum learning goals or targets and co-curricular programme planning?

Celebrating success in physical activity

Consider how the school could value and promote a wide variety of physical activities through celebrations. Success comes in many forms, and the celebration of success should include all those who have participated.

Within your school:

- How are physical activity and physical education celebrated?
- Are there events, festivals, and programmes available for all students to participate and/or excel in? Are they implemented in line with school values? Do they incorporate games and physical activities that celebrate the cultures of the school and its community?
- Who is involved (for example, which students, staff, parents, caregivers, whānau volunteers, community members, and community agencies) and how is their support acknowledged?
- How are student participation and success acknowledged and celebrated?

Timetabling for physical activity and physical education

Regular time should be allocated to physical education as an essential part of the curriculum. Co-curricular physical activity opportunities should be available before and after school, at interval, and at lunchtime.

Within your school:

- How is physical education timetabled, and when are physical activity opportunities offered?
- Is sufficient time allocated to regular physical education?
- When do co-curricular physical activities take place during the school day?
- Is the balance between physical activity and physical education appropriate for an educational setting?



Consultation processes can be adapted from the Ministry of Education website TKI and from Ministry of Education publications such as *Sexuality Education: Revised Guide for Principals, Boards of Trustees, and Teachers*.



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School values – attitudes, behaviours, and rules

The attitudes and behaviours of all those connected to the school will influence physical activity within the school.

Consider ways of creating or maintaining a physical activity culture where there is general agreement to “walk the talk”.

Within your school:

- What are the attitudes of the board of trustees, school management, staff, parents, caregivers, and whānau towards physical activity and physical education?
- How are staff encouraged to develop positive attitudes towards physical activity and physical education? For example, does the school provide professional development in these areas? Does it allocate time for co-ordination of physical activities and provide one-to-one support for teachers?
- What are the students’ attitudes towards and behaviours around their physical activity experiences (both co-curricular and within the curriculum)?

The establishment of certain kinds of rules may have hidden consequences. Reflecting on school rules in the context of physical activity and physical education can prove to be revealing.

Within your school:

- Consider how activity-friendly the school uniform is for physical activity, for example, where students are playing during lunchtime or riding bicycles to school.
- Evaluate rules that specify when and where students are allowed and not allowed to play. Sometimes forbidding particular activities, for example, climbing trees, means that students miss out on a good environment for physical activity.

2. CURRICULUM PROGRAMMES

Curriculum teaching and learning programmes contribute significantly to a school's physical activity culture by developing students' confidence and competence as they participate in physical activities. Physical education programmes raise students' awareness of the importance of being physically active. In order to ensure that teachers provide quality physical education programmes, the school management team needs to consider the following questions.

Within your school:

- How familiar are teachers with *Health and Physical Education in the New Zealand Curriculum*?
- How confident are teachers in their knowledge of the content of physical education, and how competent are they in their use of appropriate teaching methods?
- How does the school reinforce learning about physical activity as students transfer it between the physical education curriculum and co-curricular physical activity?
- Is the school's approach to learning through physical activity integrated across all the learning areas?
- Do the students feel physically and emotionally safe enough in their physical activity and physical education learning environments to take risks in their learning?
- Do the students enjoy physical activity in physical education?
- Can they see the relevance of what they are learning in relation to their everyday lives and future opportunities?
- Are fitness training and sports used to address students' identified needs, or are they regarded as ends in themselves?
- Is there a pathway for students in secondary schools who want to pursue their learning in physical education through more advanced and academically oriented programmes?

Refer to pages 22 and 23 of *The New Zealand Curriculum*.

How the curriculum supports students in becoming physically active

In order to make informed decisions that enable them to increase their participation in physical activity, students need to understand and feel the benefits of being physically active. They need to appreciate the broad range of opportunities available to them and to recognise the factors that may constrain or support their participation in physical activity, such as: their personal feelings of confidence and competence, the location of the activity, and the availability of facilities, time, transport, or money. Through physical education, teachers can help students develop skills and strategies to surmount the barriers that limit their participation in physical activity and to help others meet physical activity challenges.

An integrated cross-curricular approach

The use of an integrated or cross-curricular approach to teaching can lead to extra opportunities for students to participate in physical activity. It is possible for teachers in one area to plan for meaningful physical activity experiences that promote learning in other curriculum areas. However, it is important that the integrity of each curriculum area is maintained.

THROUGH PHYSICAL EDUCATION, TEACHERS CAN HELP STUDENTS DEVELOP SKILLS AND STRATEGIES TO SURMOUNT THE BARRIERS THAT LIMIT THEIR PARTICIPATION IN PHYSICAL ACTIVITY AND TO HELP OTHERS MEET PHYSICAL ACTIVITY CHALLENGES.



Examples of activities to support improving students' health and skill-related fitness can be found in the KiwiDex manual available through SPARC at www.sparc.org.nz

The place of fitness in the curriculum

Fitness training can be part of a curriculum programme, or it can be a co-curricular activity. Within school physical education programmes, fitness training should involve developing students' knowledge and understanding of exercise and health and skill-related fitness and their positive and well-informed attitudes towards these. Note that, while fitness is in itself desirable, there are aspects of the fitness culture that may not be – see below.

In the current climate, with the drive to increase young people's participation in physical activity and also to provide evidence of positive results for students, many schools are focusing on increasing young people's fitness levels. However, students' increased fitness may not be related to their learning through the physical education programme.

Fitness training often includes fitness testing, which can serve a useful function in raising students' awareness of their level of fitness but, in itself, has no educational value. The following potential issues should be considered before a school decides to use a fitness test:

- Fitness is multidimensional, and even the use of several measures does not fully describe any student's level of fitness. The result of a fitness test is a reflection of several factors, and some tests may be better measures of students' motivation than of their fitness level. Fitness tests do not take into account the psychological and sociological factors that influence a student's lifestyle and level of fitness, and normative scores may be misleading if maturation and genetic factors are not considered when interpreting results.

- Fitness tests do not usually motivate students to adopt an active lifestyle. Testing often focuses on the product and may not ensure that participants enjoy and value the fitness programme. Students often feel competitive about test results, and those who regularly have low scores in fitness tests may feel a sense of failure and develop "learned helplessness". Having one's fitness tested can be either a positive or a negative experience, depending on how the test is implemented, and any perceived failure on the part of a student may lead to a decrease in their physical activity.

The place of sport in the curriculum

Sports can be part of a curriculum programme, and they can also be included in co-curricular activities. Sports provide excellent contexts for learning in school physical education programmes. This learning is described in *Health and Physical Education in the New Zealand Curriculum*, especially in two of the key areas of learning, Physical Activity and Sport Studies.



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3. CO-CURRICULAR PHYSICAL ACTIVITY OPPORTUNITIES

According to Cale and Harris (2005), the physical activity needs of young people cannot be fully met within curriculum physical education time alone.

Factors that affect a school's co-curricular physical activity opportunities

In some schools, there is a "pepper-pot" approach to physical activity in the co-curricular programme (and perhaps even in the curriculum programme). Physical activities are often added and deleted at random, depending on such factors as the interests and expertise of current teaching staff, school tradition, school status, interschool competitions, the current cross-curricular focus, student interest, community volunteers, and club input.

Within your school:

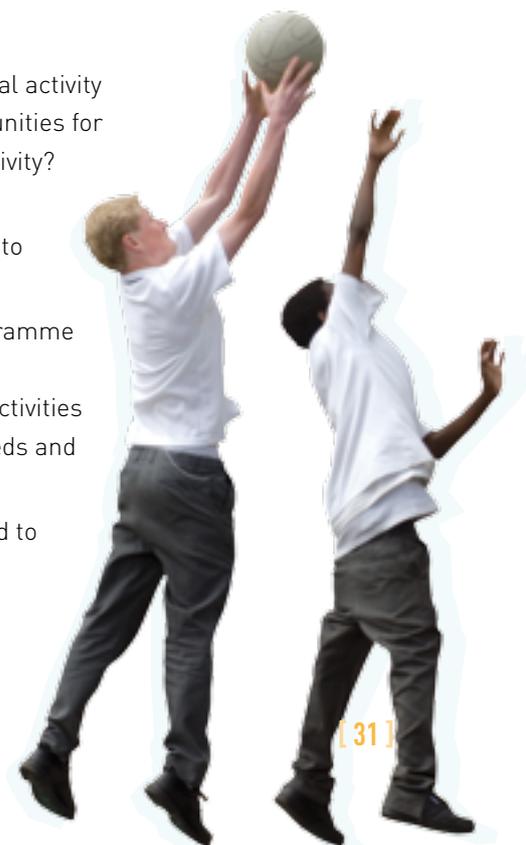
- How are co-curricular physical activities planned for and implemented?
- What consultation occurs?
- Who and what have influence on which co-curricular physical activities will be a focus, be encouraged, or take place?
- How is a variety of relevant activities selected, organised, and initiated?
- What is the balance between sport-related activities and other co-curricular physical activities?
- How are links made between co-curricular physical activity and learning in the curriculum?

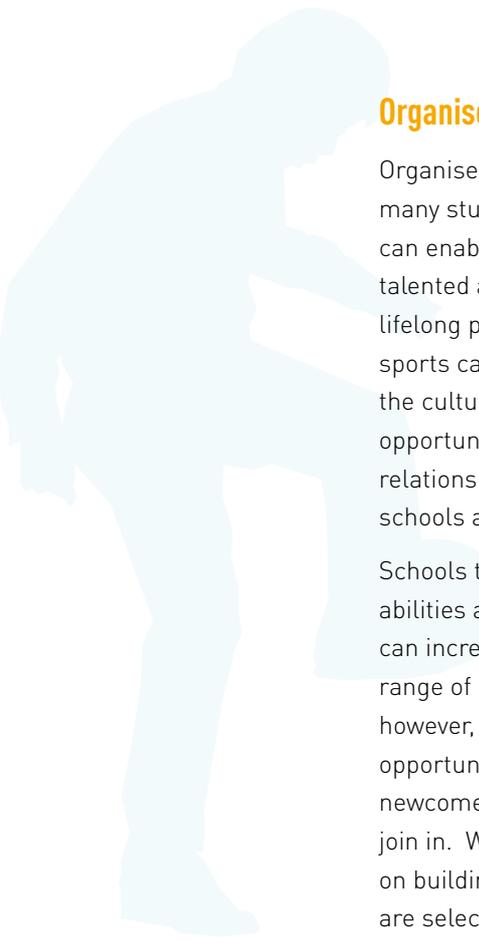
Variety and relevance

Co-curricular physical activities can have positive or negative effects on a school's physical activity culture. When schools roll out the same activities in the same way, year in and year out, without reviewing them to see if they still meet the needs and interests of the students, students are unlikely to be offered quality physical activity experiences and may become less physically active. However, when schools offer engaging opportunities in a variety of contexts, this can motivate students to participate.

Within your school:

- How do you ensure that you offer a variety of co-curricular physical activities so that all students find something that appeals to them?
- Is there a range of competitive and non-competitive co-curricular physical activities?
- Is there a range of individual and team physical activities?
- Do all students have access to resources and opportunities to participate in both structured and spontaneous physical activities?
Do the co-curricular physical activity opportunities on offer meet the needs of all students, most students, or only a few?
- Is there a balance of physical activity events and ongoing opportunities for participation in physical activity?
- How do you know that the physical activities available to students appeal to them?
- Has the co-curricular programme been adapted to provide opportunities for physical activities that meet the identified needs and interests of the students?
- Are all students encouraged to join in and "give it a go"?





Organised team sport

Organised sports experiences can meet many students' physical activity needs and can enable some students to develop into talented athletes and others to become lifelong participants in sport. Organised sports can also contribute significantly to the culture and status of a school, provide opportunities to build teacher–student relationships, and create links with other schools and sports clubs.

Schools that offer students of varying abilities a range of sporting opportunities can increase participation for a wider range of students. In some schools, however, only the best players get the opportunity to play some sports, and newcomers are not always encouraged to join in. When the focus is on winning and on building elite teams, a privileged few are selected and others learn not to “have a go”. Students who are encouraged to “give it a go”, whatever their ability, may find themselves participating in activities they would not otherwise have considered.

Interschool competitions (team and individual events)

Interschool competitions are scheduled for the year. Sometimes, these schedules drive physical education and physical activity programmes even when relatively few students will participate and represent the school.

The challenge for schools is to plan and implement a balanced sports and recreation programme that engages, challenges, and addresses the needs of all kinds of students – talented, keen, average, and reluctant sports players.

Within your school:

- What interschool sports or physical activities are available?
- Which students are involved?
- How many students have the opportunity to be involved? How many actually become involved?
- Is there just one elite team, or are there teams for a variety of abilities?

School tradition and the status quo

Some activities and events take place every year in the same way because, in particular schools, that is what has always been done. The worth of these activities may never have been questioned. Some sports continue to take precedence in a school's co-curricular programme over a long period of time because the school has had a record of success in them and that success contributes to the school's pride in its identity. This kind of school pride can be valuable when the activities in question provide quality physical activity experiences that meet the needs of students, provided that some students are not missing out on physical activity opportunities because of the emphasis given to these activities.

Schools need to review, with the students, the sports activities they offer. If the activities are found to have value for the school as a whole, schools can consider how they might be organised and implemented to further improve the quality of physical activity for all the students.

Encouraging spontaneous activities

To provide opportunities for spontaneous physical activity, various approaches can be taken. The school can:

- encourage some students to create games, with or without equipment (they could challenge themselves to invent new games or modify known ones, practising them and then demonstrating and teaching them to others);
- provide students with a variety of traditional and non-traditional equipment, playground markings, and facilities;
- consider promoting the use of popular play or sporting items that are of current interest to students;
- introduce examples of items from years gone by, such as marbles, spinning tops, yo-yos, knucklebones, and elastics.

STUDENTS WHO ARE ENCOURAGED TO “GIVE IT A GO”, WHATEVER THEIR ABILITY, MAY FIND THEMSELVES PARTICIPATING IN ACTIVITIES THEY WOULD NOT OTHERWISE HAVE CONSIDERED.

Making links between co-curricular and curriculum activities

Co-curricular physical activity opportunities can be offered in a range of contexts so that students can apply the knowledge, skills, attitudes, values, and behaviours that they have learned in physical education. Students' learning will be enhanced and reinforced if they receive consistent expectations and messages within physical education programmes and co-curricular physical activity contexts.

Students may make links between their co-curricular physical activities and their curriculum-based learning when they are:

- learning to play a variety of playground games and sports;
- investigating the origin, history, and culture of playground games and sports;
- deciding what skills are being practised;
- determining what makes particular games enjoyable;
- modifying rules, boundaries, and equipment;
- creating original playground games and sports activities;
- selecting a favourite traditional, cultural, or made-up game to teach to others;
- surveying different classes within the school to see which playground games other students would like to play;
- identifying what permanent playground markings and equipment may be needed to support the playing of games.

The curriculum programme can make links to the co-curricular and complement it. Here are two examples:

- If the teacher, within the curriculum, is teaching social skills through co-operative games, then lunchtime activities during this period may involve co-operative "parachute" games and other co-operative problem-solving activities.
- Where a physical education unit of work uses a sport as a context, the learning in physical education may be based on the students' needs to develop an understanding of sport, what makes a sport enjoyable for everyone, being a responsible participant, and fairness.



4. THE SCHOOL AND COMMUNITY ENVIRONMENT

In order for students to engage effectively in physical activities during school time, the school must provide a safe physical and emotional learning environment. The school environment should promote acceptance of a range of abilities and cultures within a climate of trust so that all students feel willing to try out new physical activities as part of the learning process.

Limited facilities, equipment, and other resources may be perceived as placing limits on what a school can offer in the way of physical education and co-curricular physical activity. However, quality physical activity can take place even in schools where facilities and equipment are sparse. It is important, though, to ensure that all available facilities, equipment, and other resources are managed to allow easy access and maintained in a usable and safe condition.

Facilities

Physical activity facilities include the playing fields, the gymnasium, the school hall, the swimming pool, asphalt or court areas, sandpits, adventure playgrounds, trees, playground markings, concrete walls, changing rooms and showers, and lock-ups or areas for bikes.

Within your school:

- What facilities are currently available for physical activity?
- Who is responsible for reviewing the facilities and maintaining their condition?
- How safe are these facilities for the types of activities that take place?
- What procedures are in place for using these facilities in curriculum time and co-curricular time?
- Who has access to the facilities and when?
- What community facilities does the school have access to?
- Which students use these facilities?



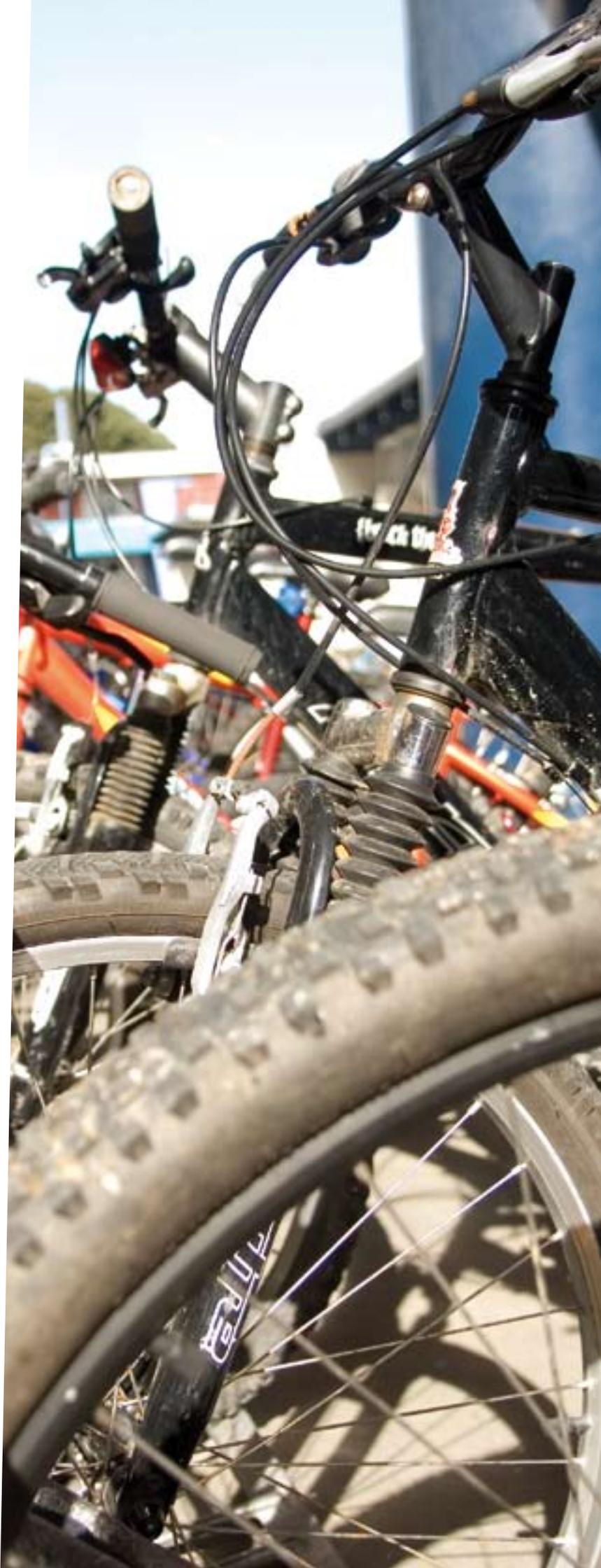
Often gyms and halls become storage areas for items that may not be related to physical activity. Give careful attention to ensuring that stored equipment does not create a safety risk for users. Consider the security of bikes or other modes of active transport that students may choose to use, such as skateboards or scooters. Evaluate changing rooms and showers to ensure their cleanliness, safety, and accessibility for students with special needs.

Physical education facilities are sometimes required for other curriculum activities or co-curricular activities. Careful programming and timetabling of these facilities will ensure that the physical education programme is not compromised. Schools should aim to promote equal access to facilities for all students, in both curriculum physical activities and co-curricular physical activities.

Access to school facilities by students and community members outside school hours promotes the physical activity culture of the school and helps maintain links with the school community. Systems and procedures for use of the facilities at these times need to be reviewed regularly to ensure that they continue to be user-friendly and easy to manage.

When reviewing co-curricular opportunities, it is worth considering who is using the facilities and who is not and why some groups are using them and others are not. Gathering information of this kind can help the school to ensure that the facilities are enjoyed by many and not just by selected groups.

When teachers take part in physical activities with their students, this role modelling significantly enhances both student-teacher relationships and the physical activity culture of the school. Providing changing rooms and shower facilities for teachers can encourage them to be actively involved with students during physical education or co-curricular physical activities.





Equipment

Easy access to appropriate equipment is essential for a positive and sustainable school physical activity culture. Setting up an effective system to manage equipment may involve an initial cost but saves money in the long run.

Within your school:

- How is the equipment for physical activity currently managed?
- Is there a storage area that is organised so that all the equipment is readily accessible?
- Is there an equipment inventory that is regularly reviewed and updated?
- What is the operational system for issuing and returning equipment? Is it working?
- What is the procedure for maintaining and replacing equipment?
- Do all students have access to and use of equipment at playtimes and lunchtimes and before and after school?
- Who decides what equipment will be purchased?

The person in charge of the physical education storeroom needs time to organise and implement systems to ensure that teachers or students can access equipment whenever it is needed. The school's equipment can be retained, looked after, and used and enjoyed by all when:

- all items are labelled clearly and have a designated, labelled place for access and return;
- there is an accountable process to follow when using equipment for curriculum physical activity and co-curricular physical activity;
- there is a clear system for student access during playtime and lunchtime. This can be student managed.

It is important to ensure that teachers implementing a physical education programme have the equipment to teach it, although quality learning experiences in physical education don't all require expensive equipment.

Other resources

Does your school have access to adequate additional resources to support the physical education programme and co-curricular physical activity?

- What resources (for example, books, videos, readings, websites, and CDs) are available to support the physical education teaching and learning programme?
- What school community resources are available to support co-curricular physical activity opportunities?
- Is there an established, updated contact file of reliable and relevant people to support curriculum physical activity and co-curricular physical activity?
- Are there any funding opportunities that the school currently accesses, or could access, to support the purchase of equipment and other resources that are needed?

When purchasing teaching resources, choose those that align with current teaching methods and enable teachers to deliver the school's physical education programme. When purchasing co-curricular physical activity resources or programmes, consider cost-effectiveness and whether support is provided to help implement programmes. Determine how the programme can meet students' individual needs.

Having a list of reliable resource people saves a great deal of time and energy. Update the list regularly. Appropriate resource people can contribute a great deal to the quality of the physical education programme or co-curricular physical activities. They often have specific fields of expertise and may have worked in numerous schools.



5. SCHOOL AND COMMUNITY PARTNERSHIPS

Parents and whānau

Parents and whānau have a major influence on their children's physical activity levels. They are role models, and they influence young people by their own attitudes to, and involvement in, physical activity. (Refer to Team Up, Parents as First Teachers, and *The Schooling Strategy 2005–2010* at www.minedu.govt.nz)

When schools communicate with parents and whānau and develop partnerships with them, families are more likely to become involved in what their children are learning in physical education and to help them to value physical activity and be active for life. The range of games and activities introduced to students at school, through both curriculum physical activity experiences and co-curricular physical activity opportunities, should be made known to the family. Encourage parents and whānau to join in at school and to try some of the activities with their children at home.

Parents, caregivers, whānau, grandparents, older siblings, or other relatives who have free time during the day may be able to assist in the co-curricular physical activity programme, for example, by:

- coaching;
- organising interclass games or activities;
- refereeing;
- devising and operating systems for equipment storage, maintenance, and access or return;
- supervising a student leader group;
- marking out the grounds.

Working parents may have time in the evening to engage with their children and support them in physical activities or sports. They may also become members of the school community physical activity team or well-being team (see page 43) and help build a positive physical activity culture within the school.

Sports clubs

The main reason that sports clubs exist is to provide opportunities, facilities, equipment, and expertise to enable people to play sport. Not only can local sports clubs encourage students to join, but schools can also seek assistance from the clubs or regional sports organisations, where appropriate, to enhance both their curriculum programmes and co-curricular physical activity opportunities.

Sports clubs are, therefore, an important link with the community, and schools should endeavour to support them.

Consider whether your school could benefit from:

- developing a partnership with a sports club whereby the school is able to utilise club facilities and/or equipment and a reciprocal arrangement is available to the club;
- running “give it a go” sessions during some lunchtimes, with people from different sporting codes coming in to facilitate the activities;
- encouraging staff members and parents or whānau to enrol in coaching courses to develop greater expertise in sports coaching;
- inviting in someone from a relevant sporting code to run some demonstration sessions that relate to current learning in the physical education programme;
- contacting the regional sports trust to explore the range of clubs and activities available locally in order to promote them to students and their families;
- having sports personalities as guest speakers to motivate students as part of developing a physical activity culture.



PARENTS AND WHĀNAU HAVE A MAJOR INFLUENCE ON THEIR CHILDREN'S PHYSICAL ACTIVITY LEVELS. THEY ARE ROLE MODELS AND THEY INFLUENCE YOUNG PEOPLE BY THEIR OWN ATTITUDES TO, AND INVOLVEMENT IN, PHYSICAL ACTIVITY.

Community services and agencies

Schools are more likely to be effective in providing physical activity opportunities when they are part of a network of linked community services. Community services and agencies can provide experience, information, and resources and can support school initiatives by promoting physical activity within an educational setting. Schools have access to many community groups that are willing to help promote physical activity, including:

- physical activity and sports organisations;
- sports and recreation centres;
- relevant foundations and trusts;
- territorial authorities, such as local town councils.

Many community agencies and services work hard to form partnerships with schools and with each other in order to meet local needs and provide quality physical activity support. However, as Gatman (2005) suggests, a growing number of individuals and organisations are “money-making enterprises, taking advantage of the societal concern with (physical) health”. Schools need to be discerning consumers and ask probing questions (see the list of questions under the heading Organisations That Can Help the School, page 48) when considering outside agency involvement in any physical activity or physical education programme.

Links between education settings

Consider how strong the links are between your local early childhood settings, primary schools, intermediate schools, and secondary schools.

- Do you all share common and consistent values, philosophies, and practices in relation to providing and promoting physical activity?
- Have the students who arrive at your school already experienced quality physical education and physical activities?
- What information do you receive from, and give to, other education providers on the learning record of each student?

Consultation and collaboration with contributing and receiving schools will enhance each school’s ability to ensure that their students’ learning and development in physical education and physical activity are “seamless”.

The school community physical activity team or well-being team (see page 43) could be responsible for exploring how these links can be strengthened to ensure that the school’s students receive consistent, appropriate, and relevant messages. This can help to promote the physical activity culture of a school to the wider community.



CONSULTATION AND COLLABORATION WITH CONTRIBUTING AND RECEIVING SCHOOLS WILL ENHANCE EACH SCHOOL'S ABILITY TO ENSURE THAT THEIR STUDENTS' LEARNING AND DEVELOPMENT IN PHYSICAL EDUCATION AND PHYSICAL ACTIVITY ARE "SEAMLESS".



Active transport

Actively moving to and from school is a regular kind of physical activity. Both home and school are interested in how students get to school.

Within your school:

- How feasible is it to encourage students to cycle, skateboard, scooter, or skate to school?
- What provisions need to be made for the personal safety of the students when travelling and for safe storage of the transport mode?

Some schools manage the use of active transport by careful monitoring of students and their behaviour. For example, they may provide a “licence”, which is seen by the students as a privilege that can only be obtained through a police-initiated safety programme and which can be withdrawn for breaches of the agreed rules. Conducted in this way, active transport provides opportunities for students to exhibit and practise responsible behaviour, to be role models for others in the school, and to demonstrate self-management skills as well as engaging in regular physical activity.

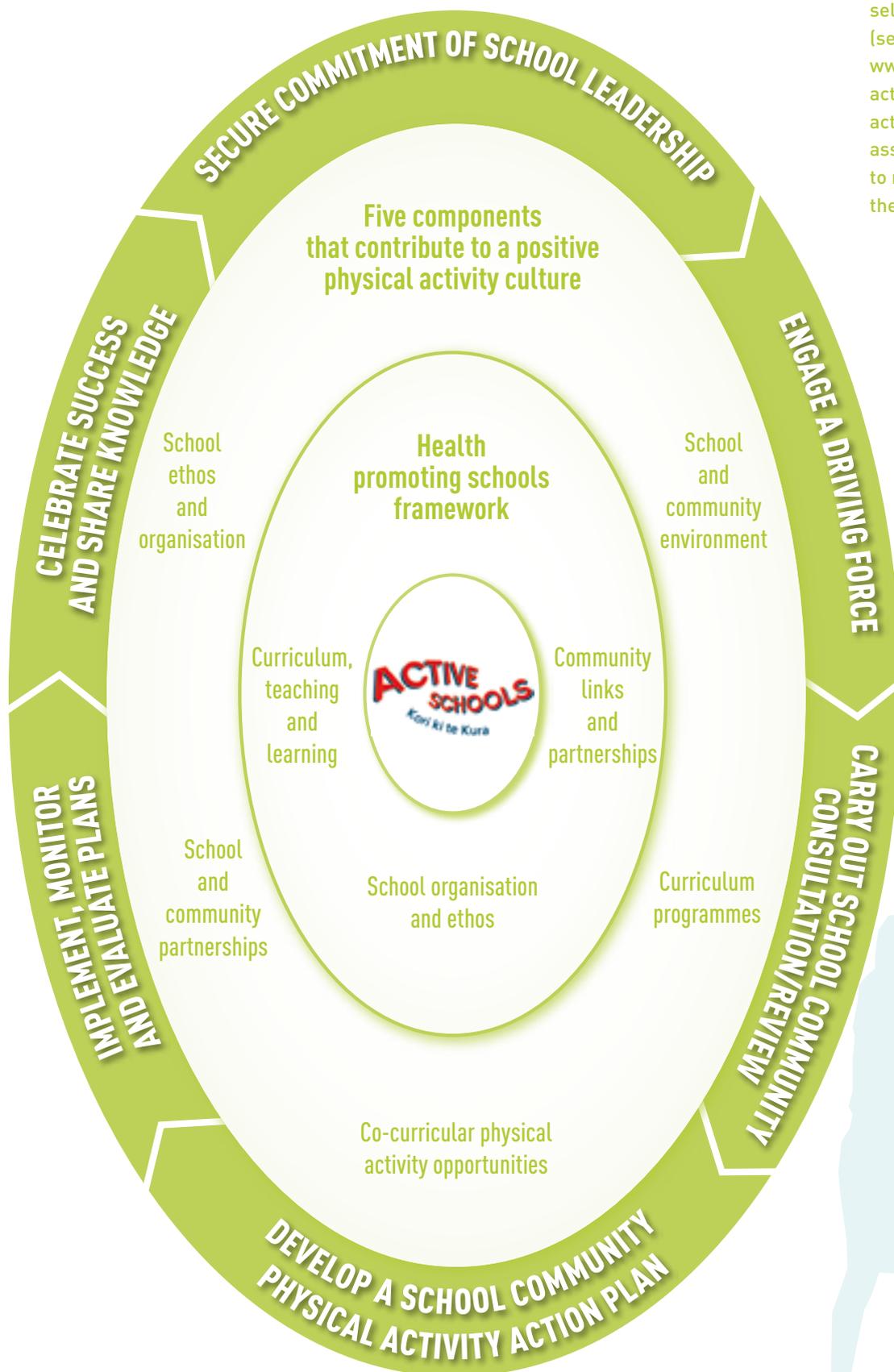
Walking to and from school is another form of active transport and can offer a further opportunity to include parents and other whānau members. While in their supervisory role, family members who walk with their children are also engaging in physical activity with their child and communicating with other parents in the community. Some families have run successful “walking school buses”; in other cases, a couple of families take turns to accompany their children to and from school.



THE SCHOOL COMMUNITY PLANNING PROCESS

Creating a positive physical activity culture in the school community is an ongoing process of review, consultation, planning, implementing, celebrating, improving, and planning for further development. An integrated process, such as the school community planning cycle below, which is used as part of the ActiveMark development tool, can enable schools to develop an increasingly positive physical activity culture.

The ActiveMark self-development tool, (see appendix 15 or go to www.sparc.org.nz/education/active-schools-toolkit/activemark) may be used to assist school communities to monitor and reflect on their progress.



ROLES AND RESPONSIBILITIES

Many individuals and groups within the school and the school community are involved in establishing or enhancing a school's positive physical activity culture. They include the board of trustees, the school management team, the school community recreation team or well-being team (see opposite), lead teachers of physical education, classroom teachers, sport and recreation co-ordinators, students, student leaders, parents, caregivers, whānau, and school-community agencies. An approach to physical activity by the whole school community requires individuals and groups to specify their responsibilities and take collective action. In order to do this effectively, responsibilities should be shared.

THE BOARD OF TRUSTEES

The board of trustees is responsible for:

- consulting with the school's community on health and physical education and on physical activity programmes;
- approving the school's strategic and annual plans and ensuring that the school complies with NEG 5 and NAG 1;
- providing 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 co-curricular physical activity opportunities. For example, providing appropriate facilities involves considering the ages and abilities of the school's students, which may mean providing adapted equipment to support students with disabilities.

THE SCHOOL MANAGEMENT TEAM

The school management team is responsible for:

- developing and implementing physical activity within the strategic and annual plans, with particular reference to NEG 5 and NAG 1;
- setting realistic and relevant school curriculum goals and school targets in relation to both physical activity and physical education;
- developing policy and procedures to support physical activity and physical education programmes within the school;
- ensuring that adequate time is allocated for regular physical education in the school timetable;
- providing clear direction and strong leadership, for example, by demonstrating a positive attitude to inspire others to achieve their physical activity outcomes;
- establishing and co-ordinating a school community physical activity team or well-being team (see opposite) and ensuring that the team has clear direction (for example, a mission statement and specific roles and responsibilities);
- planning and providing ongoing professional development opportunities for teachers to ensure that physical education teachers are competent and up to date with current practice;
- ensuring that co-curricular physical activity opportunities are offered within the school and that there is a process for monitoring and reviewing these;
- ensuring that everyone in the school is informed about physical activity and physical education.

AN APPROACH TO PHYSICAL ACTIVITY BY THE WHOLE SCHOOL COMMUNITY REQUIRES INDIVIDUALS AND GROUPS TO SPECIFY THEIR RESPONSIBILITIES AND TAKE COLLECTIVE ACTION. IN ORDER TO DO THIS EFFECTIVELY, RESPONSIBILITIES SHOULD BE SHARED.



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mental
emotional,
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THE SCHOOL COMMUNITY PHYSICAL ACTIVITY TEAM OR WELL-BEING TEAM

The school community physical activity team or well-being team fosters well-being in their school community and aims to develop a school physical activity culture that is both positive and sustainable.

The primary goal of the team is to put into action the school community planning cycle. This involves developing (through consultation) a school community physical activity action plan, implementing it, and reviewing it. The action plan can be adapted to include all five components of a positive physical activity culture (see pages 23-24).

A school establishes the team to focus on and develop curriculum physical activity opportunities and co-curricular physical activity opportunities. Ideally, the team is made up of passionate and motivated teachers, parents, senior students, members of the board of trustees, and community members and is supported by representatives of the school management.

By adopting a whole-school approach to physical activity, the team can:

- reinforce appropriate messages relating to physical activity;
- ensure consistency between the formal curriculum and co-curricular physical activity;
- demonstrate to the school community that the school is committed and caring and values their input.

Examples of actions that can be taken by the team include:

- overseeing policy development through consultation;
- organising professional development and support for teachers with delivering the curriculum and gaining confidence in physical activities;
- encouraging and assisting staff to undertake physical activity, with or without students;
- assisting the lead teacher to plan and implement curriculum programmes;
- managing and co-ordinating broad co-curricular physical activity opportunities;
- modifying students' physical activity experiences to ensure that all students engage in meaningful, relevant experiences that address their interests, needs, and abilities;
- promoting co-curricular physical activity for students;
- establishing and maintaining relevant links between the school and its community.



PHYSICAL EDUCATION TEACHERS/LEAD TEACHERS OF PHYSICAL EDUCATION

The lead teacher for physical education will probably be the curriculum leader for physical education in a primary school or the head of department (HOD) for physical education in a secondary school. This teacher is responsible for:

- providing the enthusiasm, drive, and commitment that will lead to students becoming more physically active;
- providing leadership in physical education to enhance physical activity experiences through curriculum opportunities and co-curricular opportunities;
- challenging current practice in order to improve teaching and learning in physical education;
- developing and monitoring a school-wide physical education programme;
- purchasing the equipment and resources needed for the teaching and learning programme and for co-curricular physical activity;
- disseminating relevant information about teaching and learning in physical education, for example, in relation to professional development opportunities, and providing readings on current practice;
- keeping up to date with current practice through ongoing professional development and membership of relevant subject organisations;
- contributing to the school community physical activity team or well-being team.

The lead teacher or physical education HOD focuses primarily on implementing the physical education curriculum but also supports other physical activity initiatives and ensures that these link with the students' learning in physical education.

CLASSROOM TEACHERS

Classroom teachers are responsible for:

- planning, implementing, and monitoring their physical education programme;
- providing quality teaching, using a range of teaching methods;
- ensuring that learning is enjoyable and that it builds students' confidence and competence in a range of appropriate physical activities;
- making explicit the transfer of learning between curriculum programmes and co-curricular physical activity opportunities;
- promoting and supporting co-curricular physical activity opportunities;
- modifying their curriculum programmes and co-curricular physical activity opportunities in response to feedback from the students.

SPORT AND RECREATION CO-ORDINATORS

These co-ordinators, employed in most secondary schools, are well placed to ensure that a positive physical activity culture is established and maintained.

They are often responsible for:

- co-ordinating school and interschool sports teams;
- co-ordinating coaching programmes in school sports;
- managing sports resources and facilities.

STUDENT LEADERS

Student leaders contribute by:

- co-ordinating lunchtime activities or becoming physical activity leaders;
- coaching junior teams;
- supervising equipment distribution and collection;
- administering or officiating at sports events.



The Sport Leader programme (see page 49 for details) can provide support to develop student leaders in secondary schools.

STUDENTS

Students are responsible for:

- sharing their thoughts and ideas about what they are learning and enjoying in their curriculum programmes and co-curricular physical activity opportunities;
- participating regularly in physical education lessons and in co-curricular physical activity;
- developing the skills, knowledge, and attitudes to allow them to feel confident and competent when participating in a range of physical activities;
- making choices about the co-curricular physical activities they wish to be involved in.

PARENTS, CAREGIVERS, AND WHĀNAU

Parents, caregivers, and whānau contribute by:

- becoming involved in the consultation process;
- supporting programmes and encouraging students;
- becoming members of, or supporting, the school community physical activity team or well-being team;
- volunteering to help with supervision or coaching of co-curricular physical activity.

SCHOOL–COMMUNITY AGENCIES

School–community agencies include coaches (paid and unpaid), regional sports trusts, regional sports organisations, sports clubs, outdoor pursuits instructors, health nurses, and local territorial authorities.

These agencies can contribute by:

- participating in (or contributing to) the school community physical activity team or well-being team;
- helping to plan, organise, and implement co-curricular physical activity experiences;
- providing expertise for specific physical activities;
- contributing to the strategies and systems within the school that support co-curricular physical activity, for example, by providing equipment or offering co-curricular activities;
- sharing resources that may support teaching and learning programmes;
- making links to wider community physical activity opportunities (clubs, leisure and recreational centres, and other programmes and facilities appropriate for young people);
- approaching local authorities about wider community initiatives that will facilitate physical activity for young people (for example, pedestrian zones, low-cost sports facilities, parks, links between cycle tracks or walkways and public transport, secure cycle parking facilities, and safe, accessible parks for playing in);
- sharing successful strategies and initiatives that involve families and the community in opportunities for co-curricular physical activity.

THE LEAD TEACHER OR PHYSICAL EDUCATION HOD FOCUSES PRIMARILY ON IMPLEMENTING THE PHYSICAL EDUCATION CURRICULUM BUT ALSO SUPPORTS OTHER PHYSICAL ACTIVITY INITIATIVES AND ENSURES THAT THESE LINK WITH THE STUDENTS' LEARNING IN PHYSICAL EDUCATION.

This section on School–community agencies is based on information in Harbour Sport, 2005, and Fishburne and Hickson, 2002



PROVIDING SUPPORT FOR PHYSICAL EDUCATION TEACHERS AND LEADERS OF PHYSICAL ACTIVITY

TEACHERS

Professional development should enhance teachers' ability to provide quality physical education and to make explicit links between physical education, sport, and other co-curricular physical activities. Ongoing professional development is essential for every teacher. Refer to appendix 14 for a more in-depth focus on professional development.

Teachers can enhance their understanding and practice in a range of ways, for example, by:

- making use of professional learning communities;
- being part of cluster-group discussions;
- reading widely from the latest research;
- undertaking further formal study;
- attending workshops or conferences;
- working with critical friends (a critical friend is someone who gives you thoughtful feedback based on observation and evidence and assists your critical self-reflection);
- undertaking regular reflective practice;
- making use of School Support Services.

COACHES

For students to have quality experiences in sport, school communities need to ensure that they are trained by quality coaches, who are conversant with the school's physical activity philosophy and use a student-centred approach. Whether the coaches are teachers within the school, parents, older students, or volunteers, the school should involve them in the development of the school's physical activity philosophy and culture. In addition to this, the coach needs an explicit understanding that they are coaching the students for the benefit of the student themselves (not the sport, the coach, or the school).

SPARC suggests that all sport-specific learning modules and activities for coach development should be embedded in a positive and holistic (physical, cognitive, emotional, social, cultural, and psychological) athlete-centred learning environment. The New Zealand Coaching Strategy aims to ensure that the key people in coaching work more collaboratively for the benefit of all athletes. This useful resource for coaches in secondary schools can be accessed through the SPARC website:



The New Zealand Coaching Strategy

www.sparc.org.nz/sport/nz-coaching-strategy

After gaining an understanding of the coaching strategy, teachers and coaches can access further material relevant to coaching students at the following two web addresses.

www.sparc.org.nz/sport/coach-development-education/coach-development-framework and

www.sparc.org.nz/sport/coach-development-education/framework-programme-materials

Professional organisations such as Physical Education New Zealand (PENZ) offer quality professional development, quality resource material, and resource sharing; facilitate cluster groups; and provide networking opportunities (www.penz.org.nz).

INSTRUCTORS

Many schools use instructors for their outdoor education programmes. Instructors are generally people who have some specific expertise and qualifications in an outdoor pursuit or activity beyond the expertise of the school's teachers. A quality physical activity experience in outdoor education requires that school-wide policies and procedures are followed. This is to ensure that appropriate activities, safe practices, and the most suitable community resources are selected, used, and evaluated.

Guidelines for safe outdoor practice

Refer to the following resources for legislative requirements and guidelines for safe practices in the outdoors:

Safety and EOTC: A Good Practice Guide for New Zealand Schools (Ministry of Education, 2002a)

Outdoor Activities Guidelines for Leaders (SPARC, 2005)

Anywhere, Everywhere: EOTC Curriculum Guidelines for Primary Schools, Secondary Schools, and Early Childhood Centres (Ministry of Education, 1992)

SPORT AND RECREATION CO-ORDINATORS

Most secondary schools have a sport and recreation co-ordinator. This role is often crucial in providing organised sport and recreation opportunities for all students at large schools. Sport and recreation co-ordinators are well placed to ensure that a positive physical activity culture is established and maintained within the school.

Support for this role comes in many forms. Ongoing professional development can be accessed through appropriate conferences and forums and alignment with the sport and recreation co-ordinators' professional development system administered by the Sport Fitness and Recreation Industry Training Organisation (SFRITO). Local regional sports trusts may also make some development opportunities available.

STUDENT LEADERS

Using students as leaders to facilitate physical activity programmes can be a useful way of engaging other students in physical activity. Students can be encouraged to coach, manage, referee, and organise activities. However, while the students benefit from these challenges, these roles involve specific skills and knowledge, and the school needs to provide adequate mentoring and support. The following is a list of suggestions for supporting student leaders.

- Encourage students to lead activities with a partner or as part of a group.
- Assign a staff member to be a support person – ensure that the student leaders know whom to turn to for support.
- Organise regular meetings with other student leaders to share ideas and find solutions to problems.
- Run student leader workshops to enable students to develop leadership skills.
- Ensure that student leaders understand their importance as role models and in upholding the physical activity philosophy and culture of the school.
- Encourage student leaders to reflect and provide feedback after each session.
- Explicitly value the student leaders – acknowledge their contribution of time and expertise.



ORGANISATIONS THAT CAN HELP THE SCHOOL

Organisations with experts who have knowledge of physical activity in education settings include School Support Services, Regional Sports Trusts, relevant subject associations, and Health Promoting Schools co-ordinators.

SCHOOL SUPPORT SERVICES

The Ministry of Education contracts School Support Services to provide a range of professional development services to schools. Their advisers, including physical education advisers, assist teachers and school managers to enhance teaching and learning through guidance on governance, management, and curriculum delivery.

REGIONAL SPORTS TRUSTS

Regional sports trusts, through their Active Schools facilitators, can support a school's co-curricular physical activity focus and assist the school in developing sustainable relationships with other schools and community groups.

SUBJECT ASSOCIATIONS

Subject associations, such as Physical Education New Zealand (PENZ; www.penz.org.nz), the New Zealand Health Teachers' Association, Education Outdoors New Zealand (www.eonz.org), and Dance Aotearoa New Zealand (www.danz.org.nz), support teachers by providing opportunities for them to develop their knowledge and understanding of teaching and learning within a particular curriculum area. Subject association services may include professional development opportunities, resources and professional readings, information about upcoming events, networking links (to organisations and associations that promote health, physical activity, and sport), and access to membership of regional branches.

HEALTH PROMOTING SCHOOLS

Health Promoting Schools facilitators assist schools to become more focused on a whole-school approach to health and health promotion. For more information, go to www.hps.org.nz

OTHER ORGANISATIONS AND ASSOCIATIONS

Other organisations also provide schools with resources, guidelines for best practice, and coaching within specific contexts that relate to health and physical activity.

Engaging community agencies

When engaging community agencies to assist with physical activities, schools should consider the following questions.

- What is the purpose of the agency's programme or resource? Who benefits from the purchase of these programmes – the students or the agency?
- Is the agency'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 agency's goal or philosophy align with the school's physical activity and physical education philosophy? Does it support the current learning programme and complement *Health and Physical Education in the New Zealand Curriculum*?
- Do the personnel have the knowledge and expertise to work within an educational setting? Are they willing to collaborate with the relevant people and, if necessary, to adapt the programme to meet the needs of individuals or the school?
- Is the material practical? 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 the materials be available when needed?

PROGRAMMES AND INITIATIVES THAT SUPPORT CO-CURRICULAR PHYSICAL ACTIVITY

Sport and Recreation New Zealand (SPARC) offers a variety of programmes aimed at encouraging thirteen- to eighteen-year-olds to be physically active throughout their lives. These include SPORTSMARK, Sport Leader, and the Sport Ambassador Programme.

SPORTSMARK

Sportfit SPORTSMARK is a best-practice self-review tool that enables schools to work towards the achievement of a nationally recognised “quality” sport and physical activity programme. Sportfit SPORTSMARK requires the key people within a secondary school to evaluate their current performance against best practice with the support of their local Regional Sports Director.

SPORT LEADER

Sport Leader is a national award for young people aged fifteen and over. It recognises and encourages students who are keen to take on any of the many and varied leadership roles available in sport. With Sport Leader, students learn to become team managers, coaches, team captains, officials, sports administrators, or event organisers.

SPORT AMBASSADOR PROGRAMME

SPARC’s Sport Ambassadors have all achieved to a high level in the international sporting arena. They are also happy to give their time to help young people achieve their sporting goals. The ambassadors run sessions for students dealing with dreams, motivation, time management, fair play, and goal setting. The ambassadors draw from their personal experiences and work through a student workbook dealing with these issues.

Further information on all of the above can be found at: www.sparc.org.nz/education/sportfit/overview





PHYSICAL ACTIVITY IN PHYSICAL EDUCATION PROGRAMMES

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DEVELOPING QUALITY PHYSICAL EDUCATION PROGRAMMES (YEARS 1–13)

This section seeks to raise teachers' awareness of existing school practices. It provides guidance for schools in order to help them foster quality physical activity practices and develop a quality physical education programme. Together, these will contribute to the development of a positive and sustainable physical activity culture.

WHAT IS A QUALITY PHYSICAL EDUCATION PROGRAMME?

Physical education provides teaching and learning programmes that focus on movement. A quality programme is one that is thoughtfully planned, developmentally appropriate, and available to all students (Fishburne and Hickson, 2002). To ensure that learning occurs in any curriculum programme, teachers need to plan what to teach and how to teach it.

When planning an effective physical education programme, teachers need to consider student learning, the learning environment, school policies, physical activity contexts, and resources.

STUDENT LEARNING

An effective curriculum programme that fosters student learning:

- specifically promotes learning based on the underlying concepts, the seven key areas of learning, and the four strands of *Health and Physical Education in the New Zealand Curriculum* and on the achievement objectives at the various levels within *The New Zealand Curriculum*;
- is centred on students' needs;
- has clear pathways of learning through stages of student development;
- scaffolds students' learning and builds on their previous learning;
- has a strong focus on critical thinking and taking action and encourages students to ask questions in order to develop deeper understandings;
- encourages students to reflect on their learning;
- is monitored and evaluated.

Co-curricular physical activity in the school also contributes to student learning in some of these ways.





THE LEARNING ENVIRONMENT

An effective programme in a positive learning environment:

- is inclusive and equitable;
- makes the best possible use of the school's physical environment;
- creates a safe physical and emotional environment that fosters learning;
- promotes fun and enjoyment during learning.

SCHOOL POLICIES

Effective school policies can ensure:

- opportunities to develop a shared understanding, within the school, of what physical activity and physical education opportunities can offer students;
- regular timetabled lessons with committed staff.

PHYSICAL ACTIVITY CONTEXTS

An effective programme that promotes physical activity:

- provides for learning and physical activity in a range of contexts;
- uses a range of student-centred teaching methods and strategies.

RESOURCES

Effective programmes make the best possible use of:

- the school's facilities and equipment;
- the available time.



YEAR 1–8 PROGRAMMES

THE UNIQUE PHYSICAL ACTIVITY NEEDS OF STUDENTS IN YEARS 1–8

Physical activity in primary and intermediate schools should emphasise opportunities for play in many contexts. Children instinctively play both individually and collectively, often creating their own games. Equipment and environments that offer them the chance to run, jump, swing, climb, throw, catch, strike, chase, and roll while having fun will provide ample opportunities for free play and therefore physical activity.

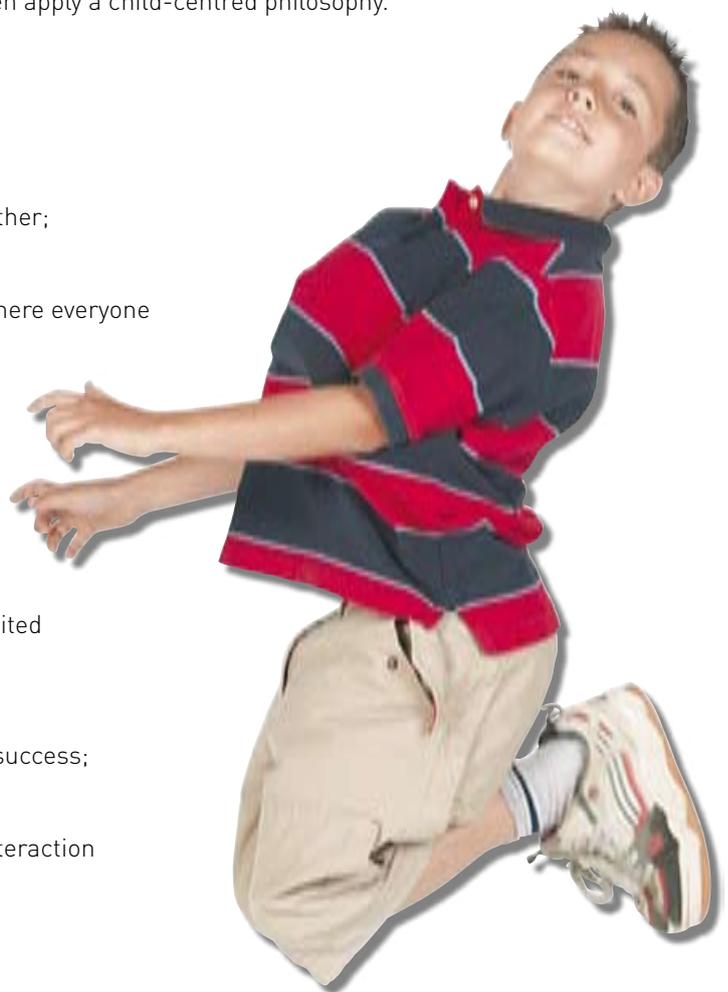
Any structured or semi-structured sports activities provided for younger children should use smaller, lighter equipment, smaller play spaces, and appropriately sized goals.

Young children will often be active in bursts, needing rests between these periods of activity. Teachers planning co-curricular physical activity for children need to keep these requirements in mind.

SPARC advocates that physical activity providers working in co-curricular physical activity with primary and intermediate school children apply a child-centred philosophy. This philosophy includes:

- the opportunity to experience a wide variety of physical activities;
- frequent rest periods;
- activities designed for boys and girls to play together;
- a safe physical and emotional environment;
- emphasis on success and co-operative games where everyone can win;
- focus on general skills development:
 - agility, balance, co-ordination, and speed
 - running, jumping, and throwing
 - kinaesthetics, gliding, and buoyancy
 - catching, kicking, and striking;
- activities that are demonstrated, with simple, limited verbal instructions;
- exploration of winning and losing as concepts;
- an environment where everyone can experience success;
- the opportunity to explore;
- the opportunity for play, fun, participation, and interaction with others.

When considering planning for co-curricular physical activity, refer to *It's All About Children and Young People: Implementing a Child/Young Person-Centred Philosophy in Sport and Recreation* (www.sparc.org.nz/education/guidelines).



PLANNING FOR LEARNING IN YEARS 1–8

There are many different ways to plan school-wide physical activity. Outlined below is one process that may assist teachers to reflect on and review their school-wide physical education programme. (This cyclic process is described in more detail in appendix 3.)

1. Identifying students' needs
2. Deciding what students need to learn
3. Deciding on the content and context for learning
4. Linking learning to the curriculum
5. Developing a long-term plan
6. Building on learning
7. Selecting teaching approaches and strategies
8. Planning units of work and assessing learning
9. Monitoring and reviewing programmes.

Appendices for teachers of years 1–8 (available online at www.tki.org.nz/health)

1. Developing a Whole-school Philosophy for Physical Activity
2. Quality Teaching and Learning in Relation to Current Research in New Zealand Education
3. Planning for Learning in Primary and Intermediate Schools: Years 1–8
5. Examples of Strategic Plans That Include Physical Activity (Tasman School and Taradale Primary School)
6. Good-practice Case Studies of Physical Activity Opportunities
7. An Example of a Physical Education Long-term Plan: Years 1–6
8. An Example of a Physical Education Unit of Work: Year 6
9. A Template for Planning and Reflecting on a Physical Education Unit of Work
10. An Integrated Aquatic Programme for Students in Years 0–8
14. Providing Professional Development in Physical Education and Physical Activity

Teachers can also refer to the resource section of the Physical Education New Zealand (PENZ) website at www.penz.org.nz

To support physical education planning, refer to the Ministry of Education Curriculum in Action books

Creative Play: Years 1–3,
Moving in Context: Years 1–6,
Moving in Context: Years 7–8, and
Enjoying Movement: Years 4–6.

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YEAR 9–13 PROGRAMMES

THE UNIQUE PHYSICAL ACTIVITY NEEDS OF STUDENTS IN YEARS 9–13

By the time young people reach secondary school, they have often developed preferences for team or individual activities and for competitive or less competitive activities. A quality physical education programme will enable students to reflect on what has influenced their preferences and explore further opportunities available to them.

It's important that schools offer a range of physical activities to cater for all students. Schools could consider including groups of friends in some teams because, for some students, this will encourage their ongoing involvement.

Secondary schools have various structures for organising sports within the school. Where schools have a sport and recreation co-ordinator, they and the head of the physical education department should develop close links in order to heighten the quality of the physical activity experiences provided for the students.

SPARC advocates that physical activity providers working with secondary school students apply a young-person-centred philosophy. This philosophy includes:

- opportunities for sport-specific skills development;
- the development of simple tactics;
- students learning to make decisions and learning from mistakes;
- helping students to understand why they are doing things;
- a safe physical and emotional environment.

PLANNING FOR LEARNING IN YEARS 9–13

There are many different ways to plan school-wide physical activity. Outlined below is one process that may assist secondary school physical education teachers to reflect on and review their school-wide physical education programme. (This process is described in more detail in appendix 4.)

1. Developing a physical education philosophy
2. Identifying students' needs
3. Identifying relevant content and a context for learning
4. Developing a long-term plan
5. Programming for years 9–13
6. Planning for learning through units of work
7. Selecting teaching methods and strategies
8. Monitoring progress and providing feedback
9. Evaluating and reflecting on programme and practice.





**Appendices for teachers of years 9–13
(available online at www.tki.org.nz/health)**

1. Developing a Whole-school Philosophy for Physical Activity
2. Quality Teaching and Learning in Relation to Current Research in New Zealand Education
4. Planning for Learning in Secondary Schools: Years 9–13
6. Good-practice Case Studies of Physical Activity Opportunities
9. A Template for Planning and Reflecting on a Physical Education Unit of Work
11. A Possible Physical Education Programme for Years 9–10
12. An Example of a Year 9 Unit of Work: Fair Play
13. An Example of a Year 13 Physical Education Unit of Work: The Amazing Race
14. Providing Professional Development in Physical Education and Physical Activity

Also refer to the resource section of the Physical Education New Zealand (PENZ) website at www.penz.org.nz

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