

# PLAY.SPORT



## EVALUATION OF YEAR 3 (2018)

Play.sport is a collaborative intervention led by Sport NZ intended to improve the quality of physical education (PE), sport, play and physical activity experiences in schools, and better connections between schools and their communities.

### SUMMING UP...

Play.sport is fostering positive system change in primary schools through improved teacher thinking, confidence and practices, and community connections. Students are noticing and valuing changes to their PE learning.

“

It has taken time but this year we have seen the biggest shift in teaching and planning and more people involved.”

- TEACHER, UPPER HUTT

“

Why didn't someone show me this before? I've really grown through Play.sport. It has given me ideas, and I didn't think I had any ideas about sport and PE. I feel like I have the licence to do it now.”

- TEACHER, WAITAKERE

“

We're working on consolidating [practice]. We're clearly now through the explicit implementation plan and what Health and PE should look like in our school, so it's making sure that it happens across the school and that we don't revert.”

- SCHOOL LEADER, UPPER HUTT

## WHAT ARE WE EVALUATING?

### 2016 BASELINE

- Participation
- Quality of opportunity
  - Teacher practice and confidence
  - Community connections
- Quality of experience for students
- Child wellbeing
- Quality of implementation

### 2017 PROCESS AND EMERGENT OUTCOMES

- Quality of opportunity
  - Teacher practice and confidence
  - Community connections
- Quality of implementation

### 2018 PROCESS AND EMERGENT OUTCOMES

- Quality of opportunity
  - Teacher practice and confidence
  - Community connections
- Quality of experience for students
- Quality of implementation

## WHY?

### 2019 OUTCOMES

- Participation
- Quality of opportunity
  - Teacher practice and confidence
  - Community connections
- Quality of experience for students
- Child wellbeing
  - Physical health
  - Mental health
  - Physical literacy
  - Educational attainment

#### STUDENT SURVEY

**651** STUDENTS | **25** PRIMARY SCHOOLS

#### STUDENT GROUP INTERVIEWS

**38** STUDENTS | **4** SCHOOLS IN UPPER HUTT | **4** SCHOOLS IN WAITAKERE

COMMUNITY SURVEY | **35** COMMUNITY PROVIDERS

#### TEACHER/SCHOOL LEADER SURVEY

**197** STAFF SURVEYS FROM 34 SCHOOLS

#### TEACHER/SCHOOL LEADER INTERVIEWS

**32** STAFF | **4** SCHOOLS IN UPPER HUTT | **4** SCHOOLS IN WAITAKERE

#### STAKEHOLDER INTERVIEWS

**4** NATIONAL STAKEHOLDERS

**8** COMMUNITY STAKEHOLDERS

**6** SCHOOL MANAGERS

#### EVALUATION SAMPLE

**26** WAITAKERE SCHOOLS | **18** UPPER HUTT SCHOOLS

PLAY.SPORT WORKFORCE INTERVIEWS | **7** WORKING IN UPPER HUTT | **11** WORKING IN WAITAKERE

# KEY FINDINGS SCHOOLS

## “PLAY.SPORT SUPPORT IS ASSISTING THE SPREAD OF QUALITY PRACTICE ACROSS PRIMARY SCHOOLS”

### SCHOOL BUY-IN

- 83% of staff are accessing Play.sport Professional Learning and Development
- The flexible and needs-based support is increasing teacher buy-in and engagement
- Teachers value the workforce providing mentoring, planning support, networking and sharing ideas



We were challenged by our PE mentor to think about the historical ways we did things. Sometimes it just takes that outside person to make you question why you do something the way you do.”

- TEACHER, UPPER HUTT



Having a mentor here is valuable to have a different way of reflecting, someone to talk to.”

- TEACHER, WAITAKERE

### WHEN PLAY.SPORT IS EFFECTIVE AND SUSTAINABLE

- School leaders who understand and support the intent of Play.sport
- Play.sport messages clearly communicated
- Clear connections between Play.sport and other important school goals
- Play.sport ‘champions’ and a lead team located in each syndicate
- A Play.sport workforce that teachers can easily access
- Appropriate equipment, resources and spaces that teachers can easily access
- Robust systems to induct new staff
- Collaborative planning processes where schools can learn from each other



We’ve become more self-sufficient this year and needed less external support. It’s getting to a point of being self-sustaining. That’s been our focus, ensuring the systems and pedagogy are in place so that if Play.sport stopped tomorrow we would continue.”

- SCHOOL LEADER, WAITAKERE

### SECONDARY SCHOOLS

- Influencing senior leadership is important for creating change
- Embedding activator in secondary schools is a work in progress
- Activators are prompting a rethink of student needs and a mindset shift towards valuing participation as well as competition



This Play.sport initiative came at the right time for us. This has to be a cohesive programme that infiltrates all aspects of decision making in the school. It can’t just be lunchtimes or after school activities, it must be embedded in the curriculum.”

- SCHOOL MANAGER, UPPER HUTT

# KEY FINDINGS TEACHERS

## “PLAY.SPORT IS SUPPORTING CHANGES IN TEACHER THINKING, CONFIDENCE, AND PRACTICE”

### TEACHER PRACTICE

- 85% said they were thinking differently about PE, physical activity and sport (75% in 2017)
- Play.sport has created a mindset shift in teacher understanding of Health and PE learning
- Teachers are now including all four strands in planning; not just the movement strand
- 86% said that Play.sport had helped to strengthen at least one aspect of their Health and PE planning
- The flexibility of Play.sport is meeting the needs of a wide range of teachers e.g. experienced, beginner, different ages



I have changed my thinking on what my PE lesson could look like ... Student choice and engagement is key to helping them become lifelong physically fit and active people.”

- TEACHER SURVEY, UPPER HUTT

### TEACHER CONFIDENCE

82%

82% of staff who feel more confident in at least one area of PE learning (70% in 2017)

57%

57% of staff who feel more confident in 6-8 areas of PE learning (45% in 2017)

PE+

Numerous teachers said they were increasingly providing quality PE learning experiences



It’s a really great way to teach Health and PE. I won’t go back to anything else now - as a beginner teacher it’s so incredibly important having that support.”

- TEACHER, UPPER HUTT

### TEACHER WEAKNESS

Assisting teachers to build practice in three areas of weakness:

- Fostering student agency or input
- Culturally responsive practices
- Inclusive practices

# KEY FINDINGS STUDENTS

“PLAY.SPORT IS HELPING MAKE HEALTH AND PE ACCESSIBLE AND ENJOYABLE FOR EVERYONE”

## STUDENT LEARNING

- Students value teachers' changing practices in PE including:
  - choice and input
  - variety and fun
  - creative thinking
  - teamwork and relating to others



Building relationships between the students as well as the teachers has improved. Also the participation of students to give things a go. There's a culture of having fun without any students being excluded or feeling that they are not valued.”

- STAFF SURVEY, WAITAKERE

- Students had improved learning opportunities to develop their physical literacy
- Students are transferring PE learning to other contexts
- Reluctant students are more confident to join in PE
- Play.sport approaches are supporting students' wellbeing



When we used to play a game in PE some people were too shy to share what they were thinking, and then asked to sit out. This happens less now. We feel more confident to put our hand up and help the shy people, so they are happier and want to play the game too.”

- STUDENT, WAITAKERE



The key competencies - we always talk about them. Managing self, respecting others, good manners, co-operating and relating to others. We have a 'flash back' of what we do outside when we're back in the classroom, and talk about the key competencies.”

- STUDENT, WAITAKERE

## STUDENTS' ATTITUDES TO LEARNING OPPORTUNITIES IN SCHOOLS

|   | 2016 | 2018 |
|---|------|------|
| <b>Being active</b>   |      |      |
| At school I learn new skills and different ways of moving   | 62%  | 70%  |
| <b>Working together</b>   |      |      |
| I learn how to work in a team when we are playing active games or learning about movement           | 77%  | 82%  |
| I learn how to be a leader  | 60%  | 67%  |
| <b>Using thinking skills</b>  |      |      |
| At school we get to make up our own active games, rules, or movement patterns                       | 45%  | 58%  |
| I learn about playing fair and that it's OK to win or lose  | 84%  | 85%  |
| <b>Learning about our community</b>   |      |      |
| At school I learn games, dance, or movement from different cultures (like Māori or Pacific peoples) | 60%  | 67%  |

## ENGAGEMENT & ENJOYMENT

The majority of teachers (73%) who responded to the school survey noted they were seeing improvements to students' learning or engagement

Most (71%) of the 38 students interviewed liked PE more due to the changes their teachers were making

### Students were enjoying:

- the increased variety in PE which offered more challenges
- having more choice and voice
- opportunities for creative thinking as they made up new games and rules

### A mixed impact on student engagement in PE is evident:

- 83% liked doing PE in 2016, 77% in 2018 (survey)
  - some are still transitioning between old and new approaches and miss just being able to mess around in PE
  - most recognised that they were developing a wider range of capabilities and valued the new focus on teamwork, inclusion, and participation for all



Students are beginning to feel more engaged when they feel they have some control over the process, including how games are played.

- SCHOOL SURVEY, WAITAKERE

# KEY FINDINGS COMMUNITIES

## “SHIFTS IN PRACTICE IN THE PRIMARY COMMUNITY CONNECTIONS SPACE ARE HAPPENING”

### COMMUNITY CONNECTIONS

- Kiwisport is starting to align more with the philosophy of Play.sport by putting the physical activity needs of young people and schools first
- Play.sport is filtering out into the wider sport and physical activity community
- Multiple agencies involved have found common ground
- Enabling links with Regional Sport Trusts and National Sport Organisations and getting key players around the table



[They are now asking] ‘Is what we’re doing what schools want?’ Play.sport is definitely creating ripples. It’s the same with Regional Sport Trusts; they are asking, ‘How we can align what we do?’ The messages are having an impact.”

- NATIONAL STAKEHOLDER



Questions are being asked a lot more about Kiwisport funding - getting it out of curriculum time and into non-curriculum time has been a big push.”

- COMMUNITY STAKEHOLDER

### EXTERNAL PROVIDERS

- As schools develop their expertise and become more confident, fewer external providers are required
- When using external providers, schools are thinking critically about the provider’s activities being strategically aligned to their goals
- External providers are starting to understand Play.sport and reviewing how they engage with and into schools



It’s exciting. We don’t need to use outside providers, and we use our spaces far, far more... we’re also more active and engaged with the community”

- SCHOOL LEADER, WAITAKERE



The external providers are starting to come on board, especially with Regional Sport Trusts helping out. They are getting the message that this is what we want to do in schools, and these are the things you need to do before you get into schools.”

- WORKFORCE

# NEXT STEPS

### SUPPORT FOR SCHOOLS

- Build Play.sport leadership champions in schools
- Deepen understanding of the wider benefits of Play.sport
- Support schools on the conditions needed for sustainability
- Design Play.sport induction process for new staff into schools
- Review Play.sport in schools where leadership has changed
- Support schools develop approaches to play and sharing key messages with their parent community

### SPORT NZ AND NATIONAL STAKEHOLDERS

- Continue to build strong co-design and collaborative processes
- Design an ongoing support model for schools and communities
- Communicate key messages clearly to schools and communities
- Address the resourcing imbalance between the PE and physical activity focused workforce
- Ensure the different Play.sport roles have Professional Learning and Development that is strategically aligned
- Harness the existing workforce expertise and knowledge about change in communities

### EVOLVING THE APPROACH

**4 YRS**

Play.sport in Upper Hutt and Waitakere is concluding in December 2019 after four years



Two new Play.sport sites were established in Invercargill and Hamilton in 2019

**+2**

The two new sites have adopted an alternative delivery model that better leverages existing regional and local systems and structures



In June 2019 as part of the Wellbeing Budget the Government is investing \$47.6 million over four years into a new initiative called Healthy Active Learning



Healthy Active Learning is a joint initiative from the Ministry of Health, Ministry of Education and Sport NZ and has been informed by Play.sport approaches