

PLAY.SPORT

EVALUATION OF YEAR 2 (2017)



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, as well as the connection between schools and their communities, including sports clubs and the home.

SUMMING UP...

Play.sport is making significant progress towards outcomes, particularly improved teacher confidence to deliver the HPE curriculum, and improved connections between schools and their communities.

“

... we've developed confidence and capability and we're growing leaders Play.sport has played a big part of that – helping people develop trust, relationships, and the environment where they can express ideas.

- SCHOOL LEADER, WAITAKERE

“

It has gone really well. If you look at a measure of where we were last year, we were introducing and developing in isolated pockets. Now we are fairly solidly in consolidating; heading for embedding – that's a huge shift.”

- SCHOOL LEADER, WAITAKERE

“

Play.sport is a powerful resource. There's a tipping point and I'd like to think we're getting there ... Now that we see the connections with the integrated curriculum [we are moving forward].”

- 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

FINDINGS SUPPORT THE ONGOING DEVELOPMENT AND IMPROVEMENT OF PLAY.SPORT DELIVERY

TEACHER/SCHOOL LEADER SURVEY

242

STAFF SURVEYS FROM 35 SCHOOLS

TEACHER/SCHOOL LEADER INTERVIEWS

25

STAFF

4 SCHOOLS IN UPPER HUTT
5 SCHOOLS IN WAITAKERE

EVALUATION SAMPLE



PLAY.SPORT WORKFORCE INTERVIEWS

6 WORKING IN UPPER HUTT
8 WORKING IN WAITAKERE

STAKEHOLDER INTERVIEWS

5 NATIONAL STAKEHOLDERS
8 COMMUNITY STAKEHOLDERS

SCHOOLS

SCHOOL BUY-IN

- Play.sport PLD and support is well-regarded by many school leaders and teachers
- Flexible and needs-based approach is an enabler



We're really happy with how it is so flexible. It's not prescriptive; the workforce are really accommodating. It's an evolving approach to planning."

- SCHOOL LEADER, UPPER HUTT

- Mix of PLD support is valued
- Active support from school leaders supports change
- Strategic action assists in developing an effective PLD model
- Play.sport practice exist in pockets in schools, next step is spread across each school



"It's not a set programme – they are responsive to our needs ... They do a good job of making us do the thinking, rather than them telling us what to do."

- SCHOOL LEADER, WAITAKERE

PLANNING

- 85% of staff feel Play.sport has helped strengthen at least one area of school HPE planning



Shared planning was part of the process – we try to start each unit with a whole staff meeting and get staff feedback – initially it was quite prescriptive, and this term teachers worked together to work out what the lesson would look like – they planned their progressions as a whole, so that there was some continuity of the learning outcomes... and there is more teacher ownership."

- TEACHER, WAITAKERE

- % of staff feel Play.sport has strengthened the following areas of planning:
 - Building a vision for active school culture built around the needs of students – 75%
 - Developing ways to involve students in decision or as leaders of activities – 71%
 - Integrated planning – 68%
 - Planning PE to better match the interests of students – 64%

'FASTER MOVING' SCHOOLS HAVE:

- Structures in place to build and spread practice to all teachers
- An understanding of the intent of Play.sport
- Support from school leaders
- Coherence with other school foci
- Access to Play.sport workforce
- Access to PLD



The schools we are having most success with are those with an engaged leadership – more than just supportive of the project, actually engaged, they have the strategic overview."

- WORKFORCE, WAITAKERE

COMMUNITIES

COMMUNITY CONNECTIONS

- Community connections are starting to develop



That's how we got the providers into planning days – we invited them in and we wouldn't have done that before"

- SCHOOL LEADER, WAITAKERE

Sport NZ needs to provide more strategic direction and support for community connections to enable:

- Increased strategic use of external providers in PE
- Increased awareness and use of community resources
- Increased use of development approaches to creative play and student leadership



The ideal would be, trying to get clubs working in with schools. But the challenge, especially for low decile schools, is the affordability of joining a sports club.... There's a lot of untapped potential for low decile schools – if these kids had the opportunity they could surprise a lot of people."

- SCHOOL LEADER, WAITAKERE

TEACHERS

TEACHER CONFIDENCE

- 70% of staff feel more confident in setting up at least one PE learning opportunity
- 45% of staff feel more confident in setting up 6-8 PE learning opportunities



For teachers who found PE hard – they could talk to their class about what had gone well. I have accepted that it is actually beneficial if things are a bit messy as if it went perfectly there is nothing to focus on to learn."

- TEACHER SURVEY, UPPER HUTT

TEACHER PRACTICE

- 75% of teachers are thinking differently about PE, physical activity and sport



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



Health and PE mentoring... has changed my whole focus. [Now] Health and PE is much more across the broad curriculum – unpacking the strands so it's more than movement but also right through into literacy. This has influenced big changes in my practice.

- TEACHER, WAITAKERE

EVOLVING PLAY.SPORT

- Need to spread good practice across whole school, including importance of school leadership buy-in
- Continue to support the Play.sport workforce
- Advancing PLD for schools
- Clarifying leadership structures and reporting lines
- Improving communication and sharing of best practice
- Increase focus on community connections area
- Support for schools that want stronger connections with sports clubs and groups