



**SPORT  
NEW ZEALAND**  
IHI AOTEAROA

# Working together for tamariki

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**Guidelines to support schools, kura and external providers  
when working together to deliver physical education and physical  
activity opportunities**

November 2020

## Introduction

Ko te ahurei o te tamaiti aroha o tatou mahi

*Let the uniqueness of the child guide our work*



Quality physical activity experiences for tamariki (children 5-11 years) that are geared towards enjoyment and nurturing confidence, skills and knowledge, help develop positive attitudes to an active lifestyle. This has an impact on health, growth, social connectedness, personal development, education and wellbeing outcomes.

Within the school and kura setting, there are numerous opportunities for tamariki to experience physical activity experiences including sport, play, recreation and active transport, along with physical education within the Health and Physical Education (HPE) learning area.

Ideally these experiences both within curriculum and co-curricular situations are based on students' needs and interests. They are framed by a cohesive collaborative physical activity plan<sup>1</sup> guided by the values, strengths and philosophy of the New Zealand Curriculum and Te Marautanga o Aotearoa, the school or kura and its community.

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<sup>1</sup> <https://sportnz.org.nz/assets/Uploads/attachments/managing-sport/young-people/Physical-activity-for-healthy-confident-kids-guidelines.pdf>

Schools and kura sit within local communities and wider society, and it is recognised that external providers can be involved in supporting schools and kura with their physical activity provision. Both the New Zealand Curriculum and Te Marautanga o Aotearoa have a set of principles as foundations of curriculum decision-making. These principles put students at the centre of the learning, asserting that they should experience a curriculum that engages and challenges them, is forward thinking and inclusive, and affirms New Zealand's unique identity (NZC 2007). "Community engagement" is one of the principles of the New Zealand Curriculum and in Te Marautanga o Aotearoa it is "School, whānau, hapū, iwi and community will work together".

However, and particularly within the primary school and kura setting, there is also a risk and an acknowledgement that using providers can sometimes cause confusion about roles and responsibilities and lead to misunderstanding and uncertainty about what constitutes physical education within the HPE learning area. It can also result in a narrowing of the opportunities available for tamariki, physical activity being compartmentalised, and the value of physical activity not being fully recognised. The real risk is that this results in a lack of quality focus in the experiences for tamariki, which can turn them away from physical activity in both the short, and especially, the long run<sup>2</sup>.



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<sup>2</sup> School Sport Futures (2015) <https://sportnz.org.nz/media/1623/school-sport-futures-project-final-report.pdf>

## Purpose of this Guide

This guidance document should not be taken as an endorsement of external provision of physical activity experiences; rather it is a tool to enable primary schools and kura to think critically when making decisions about what best meets the needs of their students when considering the use of external providers.

Additionally, it aims to provide advice to providers to ensure they also think critically about the rationale and way they may be involved with primary schools and kura. The guide has been created in response to the uniqueness of the primary school and kura setting, acknowledging the wide variability in physical activity and physical education (PE) provision across New Zealand schools<sup>3</sup> and the common use of additional providers in this area.<sup>4</sup>

Schools and kura as well as teachers and kaiako know and understand the tamariki they work with; they know the diversity of their students and are best placed to make decisions about the learning experiences they believe will have the greatest impact and influence within their local environment and context.

These guidelines are designed to:

- support situations where schools and kura may be considering engaging an external provider to deliver programmes or activities in physical education, sport, recreation or play
- help to inform the decision of whether to use an external provider or not
- support external providers in understanding the priorities of the primary school and kura environment inviting reflection of their role
- facilitate effective relationships when primary schools and kura choose to utilise external providers.

These guidelines refer to situations where the external provider is a company, association or organisation that may operate on a fee-for-service basis. This applies regardless of whether:

- a school or kura enters into a formal contract or agreement with the external provider
- the school or kura pays the provider directly or they are receiving funding from another source.

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<sup>3</sup> <https://researchcommons.waikato.ac.nz/handle/10289/12302>

<sup>4</sup> [External providers and their impact on primary physical education in Aotearoa/New Zealand Dyson, B; Gordon, Barrie; Cowan, J; McKenzie, A \(2016\): External providers and their impact on Primary Physical Education in Aotearoa/New Zealand.. Open Access Victoria University of Wellington | Te Herenga Waka. Journal contribution. https://doi.org/10.26686/wgtn.12830744.v1](https://doi.org/10.26686/wgtn.12830744.v1)

This guide is not primarily directed towards the hundreds of dedicated parents and caregivers who give their time as volunteer coaches; however schools and kura may find some of the ideas and suggestions about ensuring quality experiences may also be helpful in how they shape those situations.

At present there is no uniform quality assurance system, or criteria process for external providers who work in this physical activity space; anyone is able to offer physical activity and sport coaching services to schools and kura, and they make the decision about whether to use an external provider or not. It is also up to schools and kura as to whether they use these within the curriculum or in a co-curricular or extra-curricular context.

Schools and kura and external providers are encouraged to co-construct a Memorandum of Understanding which will guide how the partnership will operate and have clear expectations and clarity concerning roles and responsibilities and the desired outcome of the experience. We hope this guide and the checklists included will be of value in starting this process.

The creation of this guide has involved discussion with, and feedback from, several agencies, including schools, Regional Sports Trusts, Physical Education New Zealand – Te Ao Kori Aotearoa (PENZ), sports and physical activity providers along with insights from tamariki themselves. Sport NZ would like to acknowledge the value of this involvement and extend our thanks for the many contributions.

There are four parts to the guidelines:

1. **Deciding to engage a provider** – questions to help facilitate decision making
2. **Responsibilities of the external provider** – criteria for a provider to consider when engaging in a school or kura setting
3. **Responsibilities of the school or kura** – responsibilities a school or kura should consider when using an external provider
4. **Further information** – organisations and resources for further support.

## 1. Deciding to engage a provider

Before engaging with external providers, schools and kura as well as teachers and kaiako will want to consider student needs and have a clear vision for the purpose and outcomes they want to achieve. Ideally schools and kura have determined the necessity and rationale for external support and have determined and researched options prior to their engagement of a provider.

These questions may assist school leaders, teachers and kaiako in determining which providers and programmes might integrate best with their own programmes. These could be used as reflections and discussion themes, or you may like to put in writing your responses as a tool to assist in awareness, clarity and understanding for both the provider and the school or kura community.

### Questions to consider

#### When your school or kura is considering seeking the support of an external provider:

What is our vision for physical activity across the whole school or kura? How might the use of a provider support this?

What do we want to achieve as a school or kura? What change are we seeking or what outcomes do we want?

What do we know about our students' strengths, interests and needs?

What can we do within our own resources and capabilities? Are there ways we can further develop these internally to ensure sustainability?

Do we need to partner with an external provider to meet our identified needs and desired outcomes?

What programmes and approaches are known and available to us within our community that could support the outcomes we are seeking? Are there alternatives?

How will we take responsibility to connect the work of an external provider to our wider school or kura values, school or kura plans and the New Zealand Curriculum and Te Marautanga o Aotearoa?

How will we be confident the opportunity provides a quality experience for students? (For example, aligns to the Sport NZ Balance is Better philosophy<sup>5</sup>, or Sport NZ Play principles<sup>6</sup>?)

<sup>5</sup> <https://sportnz.org.nz/resources/balance-is-better-philosophy/>

<sup>6</sup> <https://sportnz.org.nz/resources/the-importance-of-play/>



### When an external provider has approached your school or kura:

Why has this external provider engaged with us? What is the purpose of the programme or activity? Is it best placed in a curriculum or co-curricular or extra-curricular context?

How might what they are offering fit within our school or kura vision, values, and planning for quality physical activity opportunities for our tamariki?

How might engaging with this external provider improve our teachers' and kaiako thinking, confidence and practice, and our school or kura community connections?

Is this opportunity a 'one-off' or will there be longer-term sustainable outcomes?

Is there a cost? And if so, what are the implications of this?

If this process has resulted in a decision to use an external provider, the following focus areas and questions can be helpful in deciding which agency to work with and how you can better work together to ensure quality experiences for your tamariki.



## 2. Responsibilities and role of an external provider

As for the school or kura - these could be used as reflections and discussion themes for providers. You may like to put in writing your responses as a tool to assist in discussions with the school or kura community.

Focus Area	As an external provider, are you willing to...?
<b>Legal and safety requirements</b>	Ensure that all requirements are met concerning the Ministry of Education EOTC guidelines (2016) and Sport NZ Integrity Framework <sup>7</sup>
	Ensure that legislative Health and Safety guidelines are met, and a process to protect young people is in place?
	Provide a risk assessment, and health and safety plan?
	Provide proof of relevant qualifications and experience of staff?
	Ensure all your staff who are in the school or kura are police-checked?
	Ensure that all equipment and activities used in the lessons are safe for students?
<b>Programme delivery</b>	Ensure your programme is responsive, adaptable and based on agreed goals, student needs and learning outcomes?
	Demonstrate to the school or kura how your activity aligns with and supports quality experiences for students?
	Guarantee staff have the personal attributes to connect positively with tamariki?
	Explain how you will provide appropriate activities to meet the stage of development and learning needs of each student?
	Demonstrate understanding and knowledge of the school or kura setting
	Explain how you will provide opportunities that allow for diversity and inclusion, allowing all tamariki to be fully involved including those with learning and/or physical disabilities?
	Explain how you will provide learning experiences that are culturally responsive?
	Use sufficient equipment to ensure all students are actively engaged in learning throughout the lesson?
<b>Working with teachers and kaiako</b>	Engage with the class teacher or kaiako prior to delivery, regarding the planning and delivery of the programme or activity to ensure it meets the students' needs?
	Outline the purpose for engaging with the school or kura, and discuss clear outcomes that meet the needs of the school or kura values and learning priorities?
	Evaluate lessons with teachers and kaiako or other school and kura staff on a regular basis during the delivery of the programme or activity, including the gathering of student voice?
	Ask teachers and kaiako to provide feedback on instruction, programme or activity effectiveness, and relevance to the school or kura and its culture?
	Provide professional learning opportunities for teachers and kaiako to enable them to develop their capability in this area?
<b>Engaging with parents and</b>	Provide students and whānau with physical activity links to the local community so they can continue activity outside school or kura time?

<sup>7</sup> <https://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>



### 3. Responsibilities and role of the school or kura

The overall responsibility for the delivery of effective and appropriate education programmes rests with the board of trustees through the principal and staff. This includes a duty of care responsibility for students and for providing a safe learning environment.

Schools and kura are encouraged to document and reflect on physical activity experiences delivered by external providers so that learnings are recorded and can inform future decision making.

Some of the more specific topics to consider when looking at external provision of physical activity experiences are included in the following checklist.

Focus Area	Has the school or kura...
<b>Legal and safety requirements</b>	Ensured that all requirements are met concerning the Ministry of Education EOTC Guidelines (2016) and Sport NZ Integrity Framework (2020) <sup>8</sup> ?
	Ensured that the external provider protects the rights of students regarding media and promotion, in line with school or kura policy?
	Put processes in place to ensure teachers and kaiako meet their duty of care responsibilities by actively supervising all sessions delivered by a provider, regardless of location or venue?
	Met with the provider to discuss a health and safety plan, and ensured teachers, kaiako and provider staff are familiar with protocol and reporting procedures required in case of an accident?
	Followed school or kura and Ministry policies legislation regarding any cost associated with the external provider? <sup>9</sup>
<b>Programme delivery</b>	Ensured that if the delivery will be in curriculum time, that the teacher and kaiako can make clear links between the aims and intended learning outcomes of the programme or activity with the New Zealand Curriculum and Te Marautanga o Aotearoa?
	Checked that the delivery will be inclusive? That it avoids stereotyping and discrimination and promotes respect for diversity?
	Verified that the programme or activity is designed for a New Zealand Aotearoa audience?
	Been satisfied the externally delivered programme or activity enhances the school or kura programme but does not replace it, or replace the role of teachers and kaiako?
	Ensured that if the delivery is part of the school or kura curriculum, that no student is excluded because they cannot afford to pay?
	Ensured that the programme or activity will act as a learning opportunity for teachers and kaiako to reinforce the sustainability of physical activity as part of the school or kura curriculum?

<sup>8</sup> <https://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines/> / <https://sportnz.org.nz/integrity>

<sup>9</sup> <https://www.education.govt.nz/school/funding-and-financials/fees-charges-and-donations/#sh-curriculum%20payments>

<b>Responsibility of teachers and kaiako</b>	Ensured that the programme or activity is developmentally appropriate?
<b>Working with the provider</b>	Worked with the provider to enable the programme or activity to be customised to meet the needs of the students, and school or kura values and learning priorities?
<b>Consultation with parents and caregivers</b>	Ensured that parents, whānau and caregivers are informed about the use of the provider?
	Supported and facilitated communication between parents and caregivers and the provider, to link to community opportunities available?



## 4. Further Information

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### Healthy and Safety Resources

EOTC Guidelines <https://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

ACC Sportsmart <https://www.accsportsmart.co.nz>

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### Sport NZ Resources

Integrity Framework <https://sportnz.org.nz/integrity>

Schools and Teachers support <https://sportnz.org.nz/schools-and-teachers>

Balance is Better <https://balanceisbetter.org.nz>

Physical Literacy <https://sportnz.org.nz/resources/physical-literacy-approach>

Play <https://sportnz.org.nz/get-active/ways-to-get-active/play>

Health & Safety Guidelines for Schools <https://sportnz.org.nz/resources/health-and-safety-guidelines-for-schools>

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### Ministry of Education Resources

Physical Education Support <https://health.tki.org.nz/Teaching-in-HPE>

Physical Activity for Healthy Confident Kids <https://sportnz.org.nz/assets/Uploads/attachments/managing-sport/young-people/Physical-activity-for-healthy-confident-kids-guidelines.pdf>

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### Organisations

Physical Education New Zealand - Te Ao Kori Aotearoa (PENZ) <https://penz.org.nz>

Education Outdoors New Zealand (EONZ) <https://www.eonz.org.nz>

New Zealand Health Educators Association (NZHEA) <https://healtheducation.org.nz>

Regional Sports Trusts <https://sportnz.org.nz/find-a-sport-or-recreation-activity/?type=regional%20sports%20trusts&region=&searchterm=>

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### Other Resources

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Physical Education Resource for Primary School Teachers	<a href="https://penz.org.nz/pe-resources-for-primary-school-teachers">https://penz.org.nz/pe-resources-for-primary-school-teachers</a>
Working with external providers	<a href="https://www.eonz.org.nz/eotc-management/working-with-external-providers">https://www.eonz.org.nz/eotc-management/working-with-external-providers</a>
External Providers	<a href="https://healtheducation.org.nz/wp-content/uploads/2018/11/5-nzhealth-position-statement-external-providers.pdf">https://healtheducation.org.nz/wp-content/uploads/2018/11/5-nzhealth-position-statement-external-providers.pdf</a>
The New Zealand Curriculum	<a href="https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum">https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum</a>
Te Maturanga O Aotearoa	<a href="https://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa">https://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa</a>
Everybody Counts	<a href="https://www.waikato.ac.nz/wmier/projects/every-body-counts-understanding-health-and-physical-education-in-the-primary-school">https://www.waikato.ac.nz/wmier/projects/every-body-counts-understanding-health-and-physical-education-in-the-primary-school</a>

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