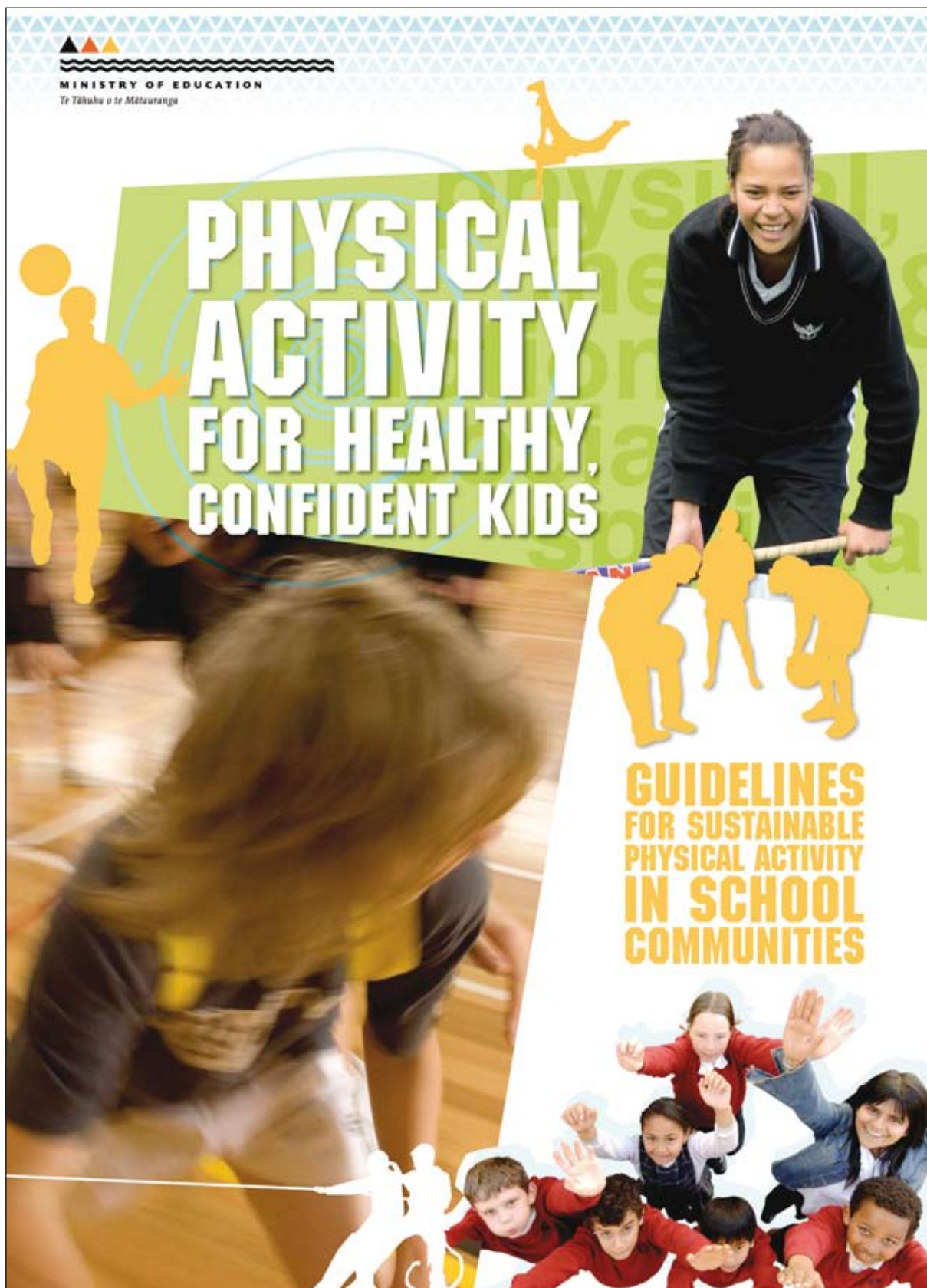


# Physical Activity For Healthy, Confident Kids Appendices



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# Appendix 1: Developing a Whole-school Philosophy for Physical Activity

The development of a physical activity philosophy involves a continuous cycle of reflection, change, and fine tuning. The following table highlights some generalised responses to questions that you could consider before writing your philosophy:

<b>Developing a whole-school physical activity philosophy</b>	
<b>What will we use a philosophy for?</b>	This involves making decisions about: <ul style="list-style-type: none"> <li>• the planning of curriculum programmes;</li> <li>• teaching and learning pedagogies;</li> <li>• methods of implementation;</li> <li>• contexts and content of the learning;</li> <li>• student management and expectations;</li> <li>• planning for co-curricular physical activity opportunities;</li> <li>• ensuring consistency of messages;</li> <li>• supporting the school culture and ethos;</li> <li>• ensuring external agencies and coaches are consistent with the philosophy.</li> </ul>
<b>Who are the groups that will have an interest in and be affected by a philosophy?</b>	The whole school – including students, teachers, sport and physical activity co-ordinator, parents, coaches, external agencies, senior management, the board of trustees, and the school community.
<b>What needs to be in a philosophy?</b>	Links to the school’s mission and vision, ethos and culture, and identified students’ needs and information about how physical activity contributes to the development of a whole person within the school.
<b>Where are we now and where do we want to be?</b>	Is our current philosophy student-centred? Are students learning while experiencing physical activity or are they just “doing”? What are the needs of our students? Are students receiving consistent messages around physical activity? What learning do we wish to ensure within physical education?
<b>How will the philosophy be supported?</b>	The philosophy is supported by: <ul style="list-style-type: none"> <li>• promoting and marketing it;</li> <li>• encouraging students’ involvement in the development of and “living” of the philosophy;</li> <li>• school structures such as timetabling being conducive to a positive learning environment;</li> <li>• physical education being valued within the school;</li> <li>• coaches and external providers being provided with the philosophy and explanations of what it looks like in practice.</li> </ul>
<b>How will we know the philosophy is guiding practice and decision making?</b>	A range of physical activity opportunities are valued, young people are provided with consistent experiences, and collaboration occurs between all individuals and groups involved in providing quality physical activity experiences for students.