

Tū Manawa Active Aotearoa in a School/Kura Setting

Tū Manawa Active Aotearoa is a fund provided by Sport NZ for community organisations, including schools and kura, to deliver physical activity opportunities for tamariki and rangatahi.

Where these opportunities are planned to occur in a school/kura setting in curriculum time, and involve an external provider, there are additional factors to consider to ensure the Tū Manawa funding is used not to replace the role of the teacher or kaiako and/or curriculum teaching and learning, but instead, to enhance, support and complement the learning aims identified by the school/kura.

Where a project or programme is to be delivered in a school or kura setting **during class (curriculum) time** and will **involve external provision** the Tū Manawa Active Aotearoa application needs to show evidence that the school or kura has been involved in the design of the project/programme, ensuring that it is based on participant wants and needs, meets the schools previously determined outcomes and that it addresses the barriers to access for the students within that school or kura.

This document offers guidance to support the completion of the *Tū Manawa Active Aotearoa Implementation in a school/kura setting* form for projects that involve the use of an external provider.

As part of the application, the [Implementation in a School/Kura Setting form](#) must be completed by **each** school participating in the activity and the external provider. This should be read and completed in conjunction with the [Working Together for Tamariki](#) support document on the Sport NZ website.



Deciding to Engage an External 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 will have determined the necessity and rationale for external support and have determined and researched options **prior** to their engagement of a provider.

The question prompts below may assist school leaders, teachers and kaiako in determining **if** a provider might add value to the schools planned programme, and if so, which providers and opportunities might integrate best with their own programme.

The above was taken and adapted from: Working together for Tamariki, Sport New Zealand, November 2020

General	What is going on for our learners?	What life lessons do we feel our students need to explore and learn most? What school/class values are they struggling to demonstrate? What's going on for our students developmentally, socially, cognitively, etc?
	What is happening beyond the classroom (& school gates) for our students?	What is the playground and wider school environment like at the moment? What does attendance and engagement look like? How ready to learn are our students when they arrive at school? What challenges is our community facing right now? What are the strengths of our community?
Wider school life	What is our schools' vision for PE, play, sport and physical activity?	What does our learner/graduate profile say? What importance or value is placed on these areas? What sort of experiences and opportunities would we like our students to have had by the time they leave our school?
	What is happening beyond HPE for our students?	What is our inquiry/concept learning for the term? Where can we make cross-curricular links? What school wide events are happening that we can link with in lesson planning? What community/global events could we connect with during lessons?
Planning, implementation and review	How might the curriculum (and what we already offer) support our learners?	How can we connect explicitly with the key concepts? What HPE underlying concepts connect with the above? What HPE strands / AOs would be most appropriate?
	What physical context/s and activities could we use to stage the necessary teaching and learning?	What experiences could we provide our students to engage them in learning? How might we challenge our students thinking in the experiences we provide? What can we deliver ourselves? Are there gaps that could be supported by an external organisation? If so, what might these be?
	What's our timeframe?	What time do we realistically have available to us for this learning? How much time might it take to learn key concepts? How will we know when our students have learned intended concepts? What evidence might we need to gather to demonstrate learning and growth over time?
	What will we do once we've finished this unit of work?	What is our process to review and refine our work? What feedback could be passed on? What might we do differently next time? What are our students needs as a result of this learning?

When a provider approaches a school or kura

In some situations, an external provider may approach a school offering support or seeking indication of interest in a programme they offer. When this occurs, it is recommended that schools, teachers and kaiako take some time to consider the potential benefits and implications for students, student learning, and staff alike.

Below are some further questions for you to consider when your school has been approached by an external provider.

- Purpose
 - Why might this provider have reached out us?
 - What is the purpose of the programme or activity they are offering?
 - Is it best placed in a curriculum, co-curricular or extra-curricular context?

- Alignment
 - How might what they are offering align with our school or kura vision, values, and planning for quality physical activity opportunities for our students?
 - Is the provider prepared to be flexible to our needs, programme and planning?
 - Is there anything we would need to compromise on or remove from our programme if we chose to work with this provider?

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

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

- Endorsement
 - What do we know about the quality of the programme the provider is offering?

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

Tū Manawa Active Aotearoa Implementation in a school/kura setting form

This support document should act as a guide for a discussion and evidence collation between the school/kura and the external provider. A separate form should be completed by **each school/kura lead** involved in this project/programme. This form must be completed and accompany the application.

The form must be submitted via the link [here](#) for each school/kura.

An example of the questions to complete are below:

Question	Question Type
Section 1: Contact Details	
School/Kura Details	
Blurb about the purpose - introduction	Blurb (above introduction)
School/Kura Lead Name	Text box
School/Kura Name	Text box
Role	Text box
Email	Email address
I acknowledge that the questions below have been discussed with the provider prior to making this application.	I agree
External Provider Details	
External Provider Lead Name	Text box
Organisation Name (Legal name)	Text box
Role	Text box
Email	Email address
I acknowledge that the questions below have been discussed with the appropriate school/kura representative prior to making this application.	I agree
Section 2: Programme Purpose	
We have discussed and agreed on how the programme will enhance the school/kura's holistic curriculum programme and will not replace the schools previously planned curriculum programme	Yes/No
What is the purpose, goals and outcomes this programme is seeking to achieve?	Text box
We have discussed the roles and responsibilities of school/kura staff and the provider in the delivery of the programme that aligns with school/kura values, ways of working, and learning focuses.	Yes/No
What are the things that students and teachers/kaiako will gain from being involved in the provider delivered programme over and above what might be achieved by the teacher/kaiako alone?	Text box
Section 3: Planning Process	
We have discussed and agreed on how the programme links will enhance our holistic curriculum programme and will not replace our previously planned curriculum programme.	Yes/No

Question	Question Type
Please provide an example of how this programme will enhance, and not replace the school/kura's planned curriculum.	Text box
What strategies have been discussed that support culturally responsive practice, differentiation, inclusion and building on student needs?	Text box
We have discussed and agreed on a process to review the effectiveness of the programme and to understand how well the programme meets agreed learning outcomes and the needs of students.	Yes/No
Section 4: Project Quality & Delivery Partnership	
The school/kura has undertaken a process to ensure there are clear links between the programme, national and local curriculum documentation?	Yes/No
How will school/kura staff be involved in the development and delivery of the project/programme, session, or learning materials?	Text box
What strategies will be in place to share two-way feedback on the programme during and after delivery?	Text box
Section 5: Legal and Safety Requirements	
We have discussed the health and safety roles (hazard identification, supervision, first aid etc) that the school/kura and the external provider is each responsible for?	Yes/No
The school/kura has been provided with the necessary information to assure the programme is delivered by external provider staff who meet best practice standards, have been police vetted and have the experience and qualifications to engage with the school/kura community.	Yes/No
What is the process to ensure duty of care responsibilities are met by actively supervising all sessions delivered by an external provider, regardless of location or venue?	Text box
Section 6: Person completing the form	
Name of person completing the form	First name, last name
Organisation or School/Kura name	Text box
Email	Email
Signature	Sign