



TAIRAWHITI PILOT | YEAR 2 REPORT
PREPARED BY SPORT GISBORNE TAIRĀWHITI



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INTRODUCTION

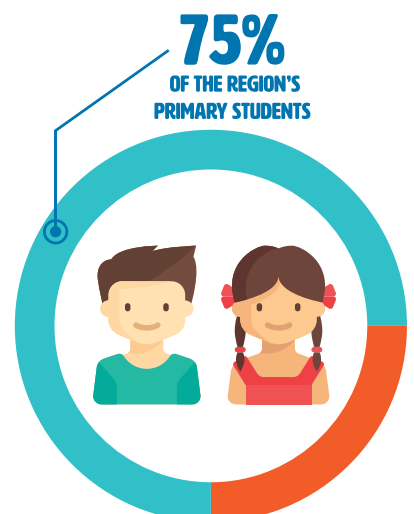
In 2016 Crackerjack Kids (CJK) was implemented across 14 schools in Tairāwhiti (wider Gisborne District) - capturing 75% of the region's primary school population. This was part of a two-year pilot undertaken in partnership with the participating schools, InnerFit NZ (the developers of CJK), and Sport Gisborne Tairāwhiti (SGT).

CJK is a curriculum-linked Health and Physical Education (HPE) initiative for primary schools. It has a focus on building good character with students through the delivery of seven modules that focus on a specific character theme.

These modules use physical activity games that promote critical thinking, problem solving and reflection from the children. By providing comprehensive and ongoing professional development and resources which support enquiry-based learning - CJK builds teacher confidence and competence to deliver quality HPE to help their students grow.

This report is written by SGT and it summarises the key activities that were initiated as part of the pilot, the rationale for doing so, and the impact the pilot has had within Tairāwhiti. The report concludes that the pilot has been successful, and it outlines the planned approach for CJK in 2018 utilising lessons learnt from the pilot.

This initiative was delivered to schools with the generous support of Eastland Community Trust, Eastern and Central Community Trust, New Zealand Community Trust and Pak'n'Save Gisborne City.



WHY

DID WE DO THE PILOT?

We believe that by addressing the physical, social, cognitive, and emotional needs of young people - giving them opportunities to learn about good character and provide space to practice what good character looks like in action - we will help shape a generation of children who are better equipped to “succeed in the game of life”.

But don't take our word for it

Here's what the children are saying to the CJK team in Tairāwhiti:

The infographic features several cartoon children and their quotes in speech bubbles. The quotes are:

- "I AM LEARNING NOT TO BE ANGRY"
- "WE ARE TALKING WITH EACH OTHER THAT'S HOW WE COOPERATE!"
- "I AM LEARNING NOT TO WORRY SO MUCH ABOUT WINNING."
- "I KNOW HOW TO CHANGE THE GAME TO MAKE IT BETTER FOR EVERYONE"
- "I CAN CHANGE MY ATTITUDE. INSTEAD OF THINKING, 'AW, I'M NEVER GOING TO BEAT AROHA.' I COULD THINK, 'C'MON DAWN, GET THAT ENGINE STARTED.' EVEN THOUGH I MIGHT NOT BEAT AROHA, I CAN STILL CATCH UP"
- "I THINK THE MOST IMPORTANT VALUE I'VE LEARNED ABOUT IS **PROBLEM-SOLVING** - IT HELPS HEAPS THROUGHOUT YOUR FURTHER LIFE"
- "WE ARE SHARING EQUIPMENT"
- "IT IS OK TO BE TAGGED!"
- "I'M USING SELF-CONTROL TO CONTROL MY TEMPER"
- "MY TEACHER TAUGHT ME TO MAKE A CHALLENGE FOR MYSELF"



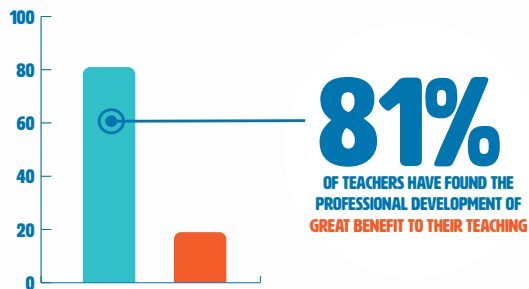
When teachers were asked what their vision was for the students leaving their school in Year 6, we heard repeatedly that they wanted students who were resilient, self-controlled, compassionate, teachable, confident, honest, self-directed, responsible, respectful, showed initiative, took risks and were problem solvers.

It is evident through the quotes given above that CJK has encouraged children to discuss, practice and live out these desirable attributes - that can only be a good thing for our young people, their families and communities they live in.

HOW

DID WE ACCOMPLISH IT?

Quality HPE addresses the physical, cognitive, social and emotional needs of young people. Many classroom teachers feel they do not have the competence or confidence to deliver a HPE experience to their students that embraces these four aspects of what their students need. The HPE space is wonderfully suited to teaching character, so working to support teachers as they learn to increase the quality of the HPE experience for their students was chosen as the most appropriate option for explicitly teaching these character skills. At the end of the two year pilot:



The vital word concerning how we work with teachers is **support**. This support can best be described as “walking with or beside”. We connect with our teachers and the children they teach, spending time modeling for them, co-teaching with them, and planning together for the term ahead. We attempt to move each individual teacher further along their journey of confidence and competence, rather than assuming everyone needs to get up to an arbitrarily imposed level.

“The trainer’s supportive, non-judgemental approach has been fantastic. She always has great ideas to share no matter which realm of HPE we are working in. Her visits to observe or model always inspire me to keep going hard and try new things - plus she makes everything so much fun.”

“I believe that without [CJK] and its inspiring mentors that delivery of P.E with my students wouldn’t be as strong, as focused and as enjoyable (on my part) as it is. Being part of CJK has helped me to transfer, more fully, the ownership of the learning, the problem-solving and critical thinking components of HPE back to my students. Bearing in mind they are 5 year olds and I was used to hold the locus of control - this is a huge mind and practice shift!”

As the pilot progressed, students as a whole, started to enjoy HPE more - especially those who were not sport minded or overly enthusiastic about HPE initially.

The games that CJK offers are more inclusive so students can find a place to play within, regardless of ability.



THE MOST THING I HAVE ENJOYED ABOUT CRACKERJACKS IS THAT YOU BECOME FRIENDS WITH PEOPLE YOU MAY NOT HAVE BEEN FRIENDS WITH BEFORE AND THAT IT MIGHT MAKE YOU MORE FITTER PLUS IT'S REALLY FUN



I HAVE LOVED ALL THE GAMES. I AM NOT A SPORTS FAN BUT I LOVE THESE GAMES!

Teachers increasingly understood that CJK is an approach that can be used in any situation rather than an activity delivered in isolation. We identify the effective skills teachers already use inside the classroom, and transfer them outside and into game situations. This allows the confidence of the teachers to grow as they were not expected to be 'experts' on content. A key phrase that we have continued to develop with our teachers is "We can CJK anything!" Teachers have continued to embrace this attitude and support their students in the acquisition of skills that allow the students themselves to create an environment where they feel safe and respected and use their own ideas to drive their learning.

“ CRACKERJACKS IS SO FUN AND IT INVOLVES HELPING FRIENDS, PHYSICAL SKILLS AND LOTS OF OTHER FUN THINGS AND THE BIGGEST WAY TO DESCRIBE IT IS FUN! ”



WHAT TOOL DID WE USE?

All the quotes reference it - CJK. It is the resource we and the teachers use to create quality HPE experiences for the students of Tairāwhiti. CJK is an easy-to-implement, curriculum-linked Health and PE initiative for primary schools. Through the language and experience of sport and modified games, it teaches fundamental life skills and builds good character.

CJK empowers Kiwi kids to become leaders, positive role models and well-rounded, stable individuals who are equipped to achieve on and off the field.



CJK EMPOWERS KIWI KIDS TO BECOME LEADERS, POSITIVE ROLE MODELS AND WELL-ROUNDED, STABLE INDIVIDUALS WHO ARE EQUIPPED TO ACHIEVE ON AND OFF THE FIELD.



IT IS ALL ABOUT HAVING FUN AND THERE IS SOME AMAZING GAMES TO PLAY AND IT HELPS HONESTY, FITNESS AND COOPERATION



SO FUN YOU SHOULD WRITE A COMPLAINT TO THE SCHOOL THAT YOU NEED CRACKERJACKS

THE PROGRAMME IS AWESOME. I HAVE GAINED LOTS OF NEW IDEAS AND LIKE THE WAY THE LANGUAGE AND ATTITUDES ARE LINKED TO PE



SUCH A GREAT WAY TO ENGAGE STUDENTS AND HAVE A TARGET FOR BEHAVIOUR/ATTITUDE ETC. I HAVE ALWAYS THOUGHT YOU CAN BUILD A GREAT CLASS CULTURE THROUGH GAMES AND P.E. AND CJK AFFIRMS THIS



Armed with our attitude of “we can CJK anything”, and in answer to the crowded school sports calendar, we created a new resources for our schools around triathlon and adopted an athletics resource developed by InnerFit - with the aim to embed CJK principles into the teaching of individual sports.

These were both well-received and implemented.

WHO

WERE OUR PARTNERS?

The key partners in this initiative were InnerFit NZ, schools in the Tairāwhiti region, funders and our delivery team at SGT. While the role of each partner organisation differed, their impact, value and contribution were pivotal in collectively supporting the successful delivery of CJK in our region.

Our roles

InnerFit NZ

- Owner of the CJK initiative and resources
- Enable long term sustainability by developing the competency in SGT
- Support for the initial visioning process with principals in Tairāwhiti
- Support given to raise the funding that enabled the implementation of CJK in the SGT region.

Schools

- Signed Memorandum of Understanding demonstrating commitment to the initiative
- Invested extensive school time, resource and priority to ensure the delivery of the initiative in their school.

Funders

- CJK funders were: Eastland Community Trust, Eastern and Central Community Trust, New Zealand Community Trust and Pak'n'Save Gisborne City
- Provision of funding for CrackerJack advisors and resources in the Tairāwhiti region.

Sport Gisborne Tairāwhiti

- Brokered relationships for InnerFit and CrackerJack kids into a total of 21 schools in the region
- Provided teacher support through CJK resources, activity modelling and professional development sessions
- Captured school insights data to support evaluation processes.



KEY PERFORMANCE INDICATORS

The Key Performance Indicators for the duration of the pilot were:

1. GROWTH IN THE PROPORTION OF TAIRAWHITI CHILDREN ENGAGED IN THE IFK/CJK INITIATIVE:

This was achieved. A quick look at statistics confirms this:

Numbers at the start of the pilot (2016 school year):

- 14 schools
- 153 classroom teachers
- 3500+ students involved (approx. 74% year 1-6 Tairāwhiti-wide).

Numbers in the 2017 school year:

- 14 schools
- 153 classroom teachers
- 3500+ students involved (approx. 74% year 1-6 Tairāwhiti-wide).

Numbers moving forward into 2018:

- 21 schools (all schools over 100 students in the region)
- 200 + teachers
- 4000+ students (approx. 84% of primary population Tairāwhiti-wide)
- As rural school engagement increases, we are noting a corresponding increase in engaging Y7 and Y8 students with CJK.

2. POSITIVE FEEDBACK FROM AT LEAST 75% OF SCHOOL PRINCIPALS REGARDING IFK/CJK - BOTH THE RESOURCE ITSELF AND THE SUPPORT GIVEN ON THE GROUND

We achieved 100% positive feedback. This was gathered through letters of support directly from the principals of our schools. 100% of our schools signed on to continue for 2018.

Below are a few words from principals:

“We have found the resources, the philosophy behind the kaupapa and the energy towards it quite refreshing.”

“The CJK initiative has provided a framework for our teachers to develop and teach our values - and it has become a school-wide tool for bringing these alive.”

“We have noticed that after PD sessions staff are re-energised and focused and are becoming more confident at letting the children in their classes lead the process of adapting games.”

3. QUALITATIVE DATA DEMONSTRATING A TREND OF CONTINUED IMPROVEMENT IN TEACHERS' ABILITY AND CONFIDENCE TO DELIVER THE HEALTH, PHYSICAL EDUCATION AND WELL-BEING COMPONENTS OF CJK.

According to a teacher survey administered in July of 2017:

- 80% of our teachers believe they have more confidence and competence to teach character values and PE.
- 81% of our teachers have found the professional development of great benefit to their teaching.

In the words of the teachers:

“The idea behind CJK is great in that PE is presented as holistic i.e. not just about being physically active. The modelling is valuable and helps build a better idea of how CJK works.”

“Love the focus of teaching through P.E., such a great way to engage students and have a target for behaviour/attitude etc. I have always thought you can build a great class culture through games and P.E. and CJK affirms this.”

We see further evidence of increased teacher engagement through their requests for additional learning and development. In order to continue the learning for schools who have been part of CJK from 2016, we have scaffolded new initiatives onto the CJK¹.

¹ Refer to the response to KPI #6 on page 7.



4. QUALITATIVE DATA AND ANECDOTAL EVIDENCE OF CHILDREN BECOMING MORE HEALTH AWARE, RESILIENT AND DEMONSTRATING IMPROVED CHARACTER - "BETTER THAN BEFORE"

"It's been great to see the increased positivity in the kids as they learn something new or try something that at first was hard, but now is doable. Boosting their self-esteem through PE is having great payoffs back in the classroom especially for the difficult kids who don't have as many positive interactions with their peers and adults as the other kids."

"I love PE - everybody is sticking to the rules we made and we are talking to each other"

"I have had a number of children in my class 'fix other kids up' when they say they can't do something. Someone may say, 'I can't do that'. A kid will fix them up by saying, 'Don't you mean you can't do that YET!'"

One school collected numerical data on two classes (a year 3/4 class and a year 5/6 class) of their students (self-reported), and in which the two teachers of these classes were fully engaged in teaching CJK. This saw a marked increase in student awareness of what good character is, as well as their ability to put those desirable attributes into practice and importantly, recognize when they had done so.

- 45% of students reported an increase in their ability to cooperate
- 37% acknowledged their confidence had increased
- 64% stated they were better at sharing
- 47% were better at managing themselves
- 59% reported that their thinking had improved
- 45% said they were better at communicating with others
- 60% noted an increase in their problem solving ability.

Importantly, because these values are being taught through HPE, there was a corresponding self-reported increase in the improvement of physical skills:

- 63% said their passing had improved
- 51% stated their running, dodging and throwing abilities had improved
- 61% reported they were better at catching
- 49% were more adept at moving into space
- 31% were better at striking
- 26% noted their dribbling had improved.

5. POSITIVE FEEDBACK RECEIVED FROM PARTICIPATING SCHOOLS REGARDING THE QUALITY OF THE DELIVERY FROM SGT PERSONNEL IN DELIVERING IFK/CJK

The feedback from schools has been overwhelmingly positive:

"The trainer is very enthusiastic and helpful when it comes to the modelling of CJK lessons and suggesting ideas to use with the class."

This has been further demonstrated through the systems changes that we are supporting schools to implement. We see that moving into more strategic work validates the schools' belief in our skills and knowledge and how they can be used to influence the way the school works. ²

² Refer to the response to KPI #6 for more details surrounding this new aspect of our work

6. DEMONSTRATED MAINTENANCE OF THE SCHOOLS WHO HAVE PROGRESSED THROUGH THE INITIAL IMPLEMENTATION PHASE, TYPICALLY 2-3 YEARS. THIS INCLUDES ENSURING NECESSARY ADJUSTMENTS TO CJK TO MEET THE EVOLVING NEEDS OF THE SCHOOLS POST IMPLEMENTATION.

As we enter year three of CJK in Tairāwhiti we are well into shaping a maintenance initiative for our 14 ongoing schools. This maintenance initiative incorporates key learning from the pilot on how to better ensure the sustainability of CJK.

All 14 of these schools have been visited in term one of this year (52 visits across the schools) in a combination of co-teaching, whole year planning and professional development at an entire staff, syndicate, and/or individual teacher level.

Some significant changes in our involvement include:

- Schools having the ability to select their own module to better fit with their own values and HPE focuses. This ensures CJK is not in isolation, but rather integrates into the wider school environment
- Shifting from modelling to co-teaching. This recognises that as the capability grows for teachers in delivering CJK, to ensure ownership for this delivery
- Planning more closely with lead teachers to target syndicates as opposed to CJK expertise only sitting with a minority of teachers. This will help ensure sustainability of CJK
- Development of an extension initiative - inviting high capability teachers to be developed on an individual basis. Nine teachers joined this group for term one in 2018
- Professional development for teacher aides. Aligning CJK with play-based learning and supporting teacher aides to better support the teacher
- Creation of a curriculum planning tool to be used by school management teams - further integrating CJK into the wider curriculum
- Working with schools to plan HPE teaching for the year incorporating the interschool sports calendar, community events, seasonal sport influences, visiting codes, and underpinning all of this with CJK so that the students get the best possible HPE experience.
- No lead teacher-only professional development days. Directed focus to schools and the personal development of their staff (outside of normal professional development on modules)
- Redefinition of the terms of the MOU - more focus on sustainability driven by schools.

CONCLUSION

The two year CJK pilot across 14 schools in Tairāwhiti can be deemed a success. This is evidenced by the desire of all of the pilot schools to continue with the initiative in 2018, the favourable responses from principals and teachers, observations of positive changes in the behaviour and attitudes of children, and most importantly, the enjoyment of the participating children.

The growth of CJK (through the inclusion of a further seven schools) highlights the increasing visibility and momentum for the initiative across the wider Tairāwhiti community, and opportunities are being explored to further reinforce this in 2018. We recognise that supporting children to succeed in “the game of life” can not be achieved in the short term, however, the pilot demonstrated that excellent progress has been made towards achieving this outcome.

The challenge is to now continue with this momentum - and in doing so secure a bright future for Tairāwhiti.

