



# **KiwiSport**

## **Bay of Plenty Flagship Project**

### **Literature Review**

### **“Fundamental Skill Development”**

Prepared by Jo White & Nick Chambers, March 2010



## **Executive Summary**

Fundamental Skill Development has been confirmed as the Sport Bay of Plenty KiwiSport Flagship Project. To progress the project it was essential to review relevant background literature, and to learn from past programmes and initiatives. This base will assist in the design and implementation of the Bay of Plenty programme.

The project aims to provide a learning environment in the Bay of Plenty where young people develop fundamental movement and basic sport skills so they have the right building blocks to play sport for life. It was important to define both organised sport and also what is meant by the term fundamentals, and as such definitions have been agreed for both.

This review highlights the relationship between Fundamental Movement Skills, Fundamental Sport Skills and Sport. The review also confirms the relationship between quality Physical Education in schools and the ability for young children to be able to participate in sport.

A number of societal changes have affected the sporting landscape over a number of years, including working parents, increased financial pressures, technological and transportation issues and time pressures. This review also highlights changes which have occurred in the education setting.

This review recognises the development continuum to achieve maximum potential. The extensive work on this by Balyi and Cote is acclaimed all over the world and highlights its content very simply. It is for this reason that we need to focus on taking a logical approach to this project, one that supports their research and findings.

Numerous interventions have been delivered both nationally and internationally targeted at improving fundamental skills. It is evident that increases in participation are directly linked to the notion of fundamental skill development. It is evident that participation is far easier to measure than skill development.

The literature shows that a mix of opportunities in varied settings provides the most effective way to expose and teach children the fundamentals needed to have a lifelong involvement in sport. All settings have barriers and enablers; however the important message is for any programme to be child centered approach supported by consistent messages.

This review suggests there is limited evidence supporting best practice in measuring Fundamental Skill Development. It would suggest in order to accurately measure Fundamental Skill Development an expert agency should be used, and any measurement should align with any agreed national standards.

This review outlines the need to start with a clear definition of what FMS are and that all personnel are aware of this. Once this is established then skill development must be delivered in an appropriate fashion that follows (approximately) the outlined development path. In addition to this ensuring that schools, family and children are encouraged will be a critical success factor for the programme.

## Contents

1. Introduction	4
2. Defining Sport	4
3. Defining Fundamentals	5
4. Physical Education vs Sport	6
5. Why the need to focus on fundamentals?	7
6. Best Practice Thinking	10
7. Current State	11
8. What has been tried?	12
9. Where is the best place to deliver Fundamentals	14
10. Measuring Progress	15
11. Critical Success Factors / Recommendations	17
12. Summary	18
13. Appendix	20
14. References	21

## Introduction

Fundamental Skill Development has been confirmed as the Sport Bay of Plenty KiwiSport Flagship Project. The project has come about through extensive community consultation. To progress the project it is essential that we review relevant National and International literature to provide a scan of the area of fundamentals, and to learn from past programmes and initiatives. This base will allow us to design and implement a Bay of Plenty programme based on a sound evidence base.

The aim of this Literature Review is to provide a scan of the area of fundamentals, and to learn from past programmes, projects and initiatives. This platform will allow us to design and implement a Bay of Plenty programme founded on sound evidence.

## Defining Sport

The project aims to provide a learning environment in the Bay of Plenty where young people develop fundamental movement and basic sport skills so they have the right building blocks to play sport for life.

It is therefore important that the definition of Sport is clear from the start. This will ensure a wide perspective is taken and shows that the development of future programs contributes to the wider perspective of sport and activity. Several definitions of sport were found:

- *"Sport means all forms of physical activity which, through casual participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels"* (Council of Europe, European Sport Charter, 1993)
- *'an opportunity for children and young people to have fun with their friends while developing physical fitness, motor skills, movement patterns, mental wellbeing, challenge, leadership skills, and social relationships and responsibilities in a secure and well organised environment. Quality junior sport requires consistent, quality, adult leadership'* (Moving Through Sport, 1997)

For the purpose of this report we will use the SPARC KiwiSport definition of organised sport as follows:

- *"Organised Sport is sporting activities delivered primarily through organised structures – that is, organised competitions and activities delivered by clubs, schools and other organisations. It includes sporting activities with elements of competition, coaching and skill development. More generally, organised sport is an activity which is regular, repeatable and involves an element of supervision"* (SPARC, 2010)

## Defining Fundamentals

We have attempted to solve the question of what fundamental skills young people require to ensure a lifelong participation in sport or conversely, what lack of skills will inhibit a lifelong participation in sport. With an aim of developing fundamental movement and basic sport skills it is important to define what we mean by 'fundamentals'.

Fundamental Skills are often characterised in terms of movement, object manipulation and stability. Haywood and Gretchell suggest these skills make up the common actions of all later sports skills. Failure to develop a sound foundation will prevent young athletes/ players from benefitting from physical play activities. This can leave weaknesses in their repertoire of movement skills throughout their sporting careers. FMS are the building blocks of sports participation and performance. SPARC's Fundamental Skills Manual, (2007) highlight the key fundamental movement skills as:

- **Locomotor skills** involving the body moving in any direction from one point to another. Skills include walking, running, dodging, jumping, hopping and skipping.
- **Stability skills** involving the body balancing either in one place (static) or while in motion (dynamic). Stability skills include landing, balance (static and dynamic) and rotation.
- **Manipulative skills** involve handling and controlling objects with the hand, the foot or an implement (stick, bat or racquet). Manipulative skills include throwing and catching, striking with the hands, feet and an implement (e.g. kicking, volleying, batting and dribbling).

Fundamental Movement Skills as gross motor movements that involve different parts of the feet, legs, trunk, head, arms, and hands. They are the foundation for more complex and specialised skills required to play low organised games, sports, gymnastics, dance and recreational activities. They are an integral part of the physical development of young children. It is important these skills are developed at an early age, ideally between the ages of 5 and 9 years old. These skills will give children a platform on which they can enjoy and participate in a wide range of sports and physical activity for life.

Sports skills involve an array of specialist movements and actions. Many Coaches/Instructors encourage their athletes/participants/players to develop a broad foundation of 'basic' or 'fundamental' movements and actions that are not only common to all sports but also underpin these specialist and more specific sports skills.

Additionally there are a number of non physical skills that are required to enjoy sport for life (leadership, teamwork, how to win and lose). These skills are also vitally important.

For the purpose of the project it is recommended that the term 'fundamental skills' be used in its most general application. Rather than focus on what it should or shouldn't include, we have taken a view that fundamental skills are the wider set of skills required for a lifelong participation and enjoyment of sport.

## Physical Education vs Sport

The Graham report (2001) recommended that schools need to provide more effective prescribed time for physical education, recreation and sport, and that lifelong involvement in physical activity is best learned in an education environment. The Report found that *“every child should learn at school, as integral components of the education curriculum, the basics of recreation and sport, including: fundamental movement, sports and aquatic skills, outdoor pursuits, the pleasure of self-expression, teamwork, skill development, human values, personal development, enjoyment, the importance of competition and the pursuit of excellence”*.

The debate as to what is sport and what is PE is an age old one. Sport plays a big part in influencing what is included in school Physical Education programmes. In many schools, Physical Education is taken to mean ‘participation in sport.’ Brown (2000) discovered in her research of student’s perceptions of Physical Activity, that the current opinion was, ‘physical activity equals sport.’

Thomson (2000) argues that this model does not promote an inclusive ethic that allows all individuals to reach their full potential. School Physical Education should cater for *all* students and not just a select few. School Physical Education should not strive to become a mirror of professional sport where only a few succeed, but rather physically educate students in a variety of Physical Activity contexts so that they can apply knowledge, skills and understanding into a range of sporting contexts (traditional or non-traditional) or any other physical activity opportunity they have an interest or ability in (Gatman, 2005)

Changes in the meaning and practice of education challenges teachers to develop and implement practices that are educationally valued and relevant to the needs and interests of students (Light, 2003). The HPE curriculum recognises that this is important. A needs-based curriculum means selecting Physical Activity contexts that are both relevant and interesting for students. Far too often the interests and expressed desires of children have been ignored or silenced in favour of the teacher’s own convictions that they know what is best for children (Burrows, 2000). That is; ‘children’s needs’ become what adults *think* children need (Gatman, 2005). In essence Physical Education should be relevant to children and inclusive, so that all children enjoy it (Salter, 1999; Australian Broadcasting Commission, 2001).

Tradition and history play a big part in influencing school Physical Education programmes. Our professional identities are shaped by time-honoured conventions (Rossi, 2003). In Physical Education we can see this in the long-established practices typically centred around skill production for events such as athletics, gymnastics, or cross country. Arguably, many students enjoy these Physical Activity opportunities, but as a model for meeting the diverse learning needs and interests of today’s students’, it can fall short (Gatman, 2005)

Often teachers unknowingly support the influential voices of interest groups, many of whom come from outside the education setting (Goodson, 1983; Brooker and MacDonald, 1993) and consequently have no expressed interest in educative outcomes (Gatman, 2005).

It is recommended that any fundamentals programme needs to be designed in a way that recognise the relationship between quality Physical Education in schools and the ability for young children to be able to participate in sport.

## Why the need to focus on Fundamentals?

Sport and recreation are often valued because of the opportunities they provide for children and young people to learn about more than just how to participate and play. Sport and recreation offer children and young people opportunities to develop leadership skills and to learn how to be part of a team or community: to set goals and have dreams and work to realise them; to take appropriate risks and learn about action and consequences; and to develop pro-social behaviours.

It was identified in SPARC's 'Its All About Children and Young People' report that delivery of sport and recreation to young people is not having maximum impact. Physical activity levels of children and young people are trending downwards and sedentary behaviour is increasing.

There is some evidence to suggest New Zealanders are moving away from organised sport, citing a lack of time, increasing cost, loss of interest and lack of fundamental skills to enjoy sport for life. Anecdotally the feedback from the recent KiwiSport consultation was strong in the view that children are not as skilled as what they were in the past.

Some of the changes that have occurred throughout the years which have led to this lack of fundamental skills include:

- Shifts in societal attitudes.
- Sport organisations with variable management capabilities.
- Variable numbers of volunteer participation
- The rise of technology.
- Transportation changes eg higher use of cars
- An imbalance in genders and races administering sport.
- A more marked focus on coaches but inconsistent support for them.
- A diverse interplay of sport and leisure with all sectors of New Zealand life.
- based on historical practice rather than contemporary lifestyles and thinking;
- variable quality of provision, including the quality of coaching and coach support;
- inconsistency in delivery at community level;
- reliance on volunteers and inability to attract and retain enough volunteers;
- emphasis placed on the performance model of sport at the expense of educational and social models;
- many of the systems and structures are set up to cater only for the best athletes/ participants rather than all of them;
- varying degrees of cohesion and collaboration among providers often as a result of lack of clarity of roles and purpose;
- the needs and interests of children and young people are not often placed at the centre of service provision;
- costs of provision have increased which places sport and recreation out of the reach of some families;

- the nature of participation by young people has changed from short-term involvement to long-term commitment and membership to shorter-term involvement and
- increasing emphasis on participation for health outcomes over sport and recreation outcomes (It's All About Children and Young People: SPARC 2007)
- Changes have occurred within many family units, with an increased in single parents, and also both parents working.
- Increased financial pressure has resulted in either parents or caregivers having to work. This directly impacts on time available for leisure and physical activity. The decrease in time available has resulted in many of our young people failing to develop fundamental movement skills.
- Increased sedentary options (the 2006/07 New Zealand Health Survey found that two out of three (64.1%) children aged 5-14 years usually watched two or more hours of television a day. This equates to 368,700 children ([www.moh.govt.nz](http://www.moh.govt.nz))
- Increase in obesity levels (the 2006/07 New Zealand Health Survey found that One in twelve children (aged 2 to 14 years) were obese (8.3%), and that one in five children were overweight (20.9%). Māori boys and girls were 1.5 times more likely to be obese than boys and girls in the total population ([www.moh.govt.nz](http://www.moh.govt.nz))
- Changes in pre service teacher education has resulted in a decrease on time spent on Physical Education.
- The joining of teacher colleges with universities has also resulted in a decreased focus on physical education.
- *Reduced focus on Swimming - Swimming is not a compulsory part of Teacher Training.*
- Recent implementation of National Standards has resulted in increased pressure to an already full curriculum. *"National Standards aim to lift achievement in literacy and numeracy (reading, writing, and mathematics) by being clear about what students should achieve and by when. The Government is investing \$36 million over the next four years to help students meet national standards in literacy and numeracy"* ([www.moe.govt.nz](http://www.moe.govt.nz))
- 'Money making' enterprises taking advantage of the societal concern with (physical) health, are playing a big part in shaping Physical Education programmes. Stothard (2004) highlights this point when he refers to the mass of people and organisations offering quick fix programmes, who are waiting for approval at the school gates! The problem here is that *the resource* becomes the physical education programme and there is often no consideration or match to the HPE curriculum, or student needs. Consequently, the aims and values (or the lack of such) that underpin *the packaged* programmes are taken as read, at the expense of meeting the learning needs of students and students understandings about Physical Activity (Gatman, 2005)
- Physical Activity is increasingly seen in terms of physical health outcomes only, an outlook which severely limits the potential of Physical Activity to contribute to educative and social outcomes (Gillespie, 2005). In practice, this can be seen in the priority schools place on the ritual of *fitness and exercise*.

## The Education Sector

The Graham report (2001) stated that the education sector must change in order to develop a more active nation. The Taskforce was appalled at the state of physical education, physical activity, movement and recreation and sport education in New Zealand. The Taskforce concluded that there was a lack of clarity, direction, prescription and scheduled time in schools for physical activity and sport. Pre-service education was found to be fragmented and lacking clarity in assisting future teachers to understand physical activity and how to competently and confidently teach this subject.

Evidence was provided to the Taskforce showing classes going for weeks without organised physical activity or physical education. The Taskforce cautions that the expressed need for regular physical activity in a class programme does not support a belief that this comprises the total physical education programme. Physical education and health are interlocked and physical activity must be seen as a key component of this integrated curriculum – and not a substitute for it.

- The education sector is not presently playing the role it should in recreation and sport.
- The Taskforce noted with real concern the continual erosion of teachers' involvement in organised sport and other extra-curricula activities.
- Recreation and sport has become marginalised in education and, with this lack of status, is seen as the "Cinderella" area of the curriculum.
- KiwiSport has become a substitute for an educationally sound and well-structured physical education programme in many schools.
- Pre-service and in-service education of teachers in the health and physical education curriculum is woefully inadequate and too variable. There must be instant revision of pre-service and in-service education of teachers to ensure teachers have a full understanding of physical activity, recreation and sport
- Schools presently do not give sufficient recognition to healthy competition. Nor have they provided for experiences of winning and losing in a realistic and supportive context.
- There are dedicated teachers, parents, students and volunteers who virtually keep physical education, recreation and sport afloat through personal commitment rather than through being part of a clear and supportive structure that effectively delivers good teaching, good coaching, good experiences and good youth practices.
- Teaching is an overloaded profession that does not accord physical education, recreation and sport a priority in school life, despite the established importance of regular exercise and physical activity in improving health and wellbeing.

## **Current State – What are we doing about the problem**

Sports socialisation and sports participation are affected by many things. Various studies and research support the *family* as a critical agent in the involvement in sport. Hellstedt (1995) suggests that family members have the most influence on an athlete/player/participant and the decisions that they make.

A 1999 study by the Institute of Youth Sport (UK) highlights the need for early learning experience. This research contributed to the theory that by the age of 11 – 14 years self perception and motivation are evident in human development. This study contributes to the ideology that implementing new skills at this age has a detrimental effect on physical competency as self awareness issues contribute largely to the decisions that people make.

*Children and young people of different cultures, gender, experience of disability, socio-economic status or other demographic variables may well face additional and specific barriers and/or motivators for participating in sport and recreation. These may impact on the amount of participation and/or the nature of this participation. (It's All About Children and Young People: SPARC 2007)*

*Pacific people report that cultural priorities such as church, family expectations about working and family time, financial constraints and gender expectations of females limit participation (It's All About Children and Young People: SPARC 2007)*

*For girls, barriers to fundamental skill development may include, competitive environments and an emphasis on winning rather than individual development; mixed-gender activities, especially where boys did not include girls in the activity; facilities that are unwelcoming and unfamiliar; lack of parental support for their participation and/or low levels of physical activity amongst mums and dads; lack of other role models; and many girls do not perceive themselves to be good at sports and this is negatively related to participation. (It's All About Children and Young People: SPARC 2007)*

*For children and young people from lower socio-economic families the barriers include the cost of participating i.e. buying equipment or uniforms or paying fees, the family priorities for spending money, and little or no access to transport. (It's All About Children and Young People: SPARC 2007)*

For the purpose of this review we recognise that little is known about the current state of Fundamental Skill level of New Zealand children. There is evidence supporting participation and barriers to participation which we recognise directly impacts on the development of Fundamental Movement Skills. Evidence suggests it is essential to apply a holistic approach in order to support Fundamental Skill development and participation.

## Best Practice Thinking

There is a wealth of studies on skill development. FMS forms part of the development continuum. Studies by Istvan Balyi highlight where FMS should be developed to ensure maximum potential is achieved (Figure 1)

Figure 1 Canada's Long-Term Athlete Development Model

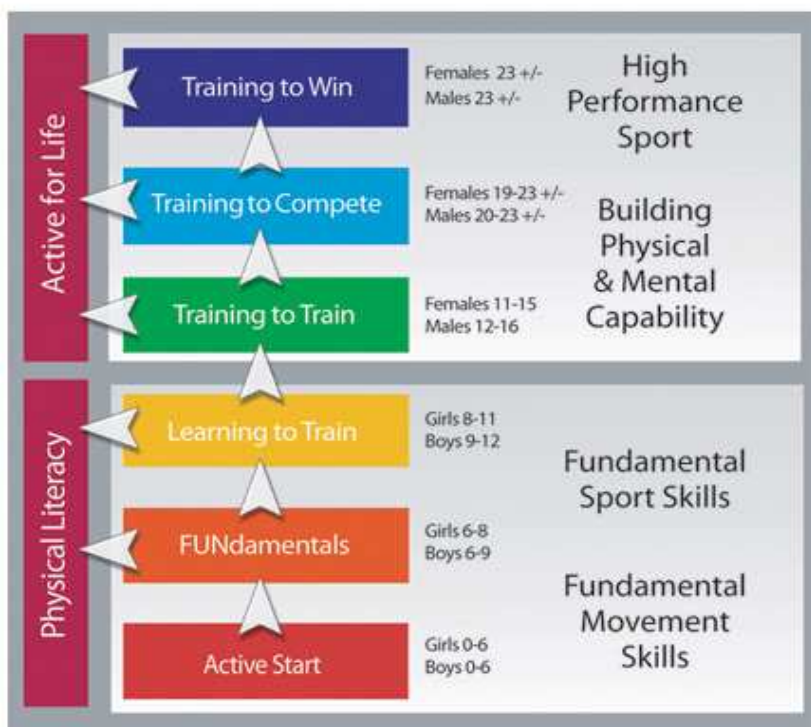


Figure 2: Jean Cote (Coaching Canada) shows a participation table that correlates with Balyi's Theory

COTE DEVELOPMENT MODEL OF SPORT PARTICIPATION (DMSP)	
<b>Sampling Years (6 - 12 years)</b>	<ul style="list-style-type: none"> <li>• High amount of deliberate play; Low amount of deliberate practice</li> <li>• Involvement in several sports</li> </ul>
<b>Specializing Years (13 - 15 years)</b>	<ul style="list-style-type: none"> <li>• Deliberate play and practice balanced</li> <li>• Reduce Involvement in several sports</li> </ul>
<b>Investment Years (16+ years)</b>	<ul style="list-style-type: none"> <li>• High amount of deliberate practice</li> <li>• Low amount of deliberate play</li> <li>• Focus on one sport</li> </ul>

For the purpose of this review we recognise the need to follow the definition set out by Cote in Figure 2. This focuses on participation but also allows for a higher level of competition if necessary. This review recognises the development continuum to achieve maximum potential. The extensive work on this by Balyi and Cote is acclaimed all over the world and highlights its content very simply. It is for this reason that we need to focus on taking a logical approach to this project, one that supports their research and findings.

## What has been tried?

There are numerous programmes in New Zealand which can be further investigated to assist the shaping of this project.

Programme	Focus
KiwiSport (the original)	Kiwi Sport was the brand name for the Hillary Commissions' programme for primary and intermediate schools and sports clubs. Kiwi Sports were sports that had aspects modified to suit the capabilities of children, for example lowering the height of goal posts. (NZ Coach, Autumn 2002)
Sport Bay of Plenty: Fundamentals Programme	Sport Bay of Plenty, in conjunction with the Bay Trust, acknowledged the need for a fundamental skills delivery programme for teachers and parents in the middle to late childhood sector in the Bay of Plenty region. The programme consists of 3 workshops aimed at teachers, parents and coaches and is strongly focussed on the SPARC Fundamentals Manual.
Otago Swimming	<i>"Swimming New Zealand's Chris Morgan instructs Dunedin primary school teachers at Moana Pool on how to teach swimming. Sport Otago aims to make sure that every school in Dunedin has staff with the skills to teach swimming. The trial project aims to target about 10,000 primary school children from 9-11 over a 2 yr period. There is significant financial assistance from the Dunedin City Council for pool access fees and swimming tuition costs."</i> (Alistair McMurrin: Otago Daily Times 25/4/2009)
Whanau Nui/ Family Learn to Swim and Survive Lessons in Manukau	The free one week long programme provides the opportunity for children, parents and Whanau to learn together and develop core survival skills in the water. <i>"The Whanau Nui Swim project has provided Maori in Manukau with an opportunity to learn an essential life skill whilst embracing our culture."</i> (Mark Haimona: WSNZ Maori Water Safety Project Coordinator)
Wellington Pools and Schools	<i>"There's been a decline in the number of school pools over the past 20 years. In the 80's there were 83 schools in Wellington- 48 of which had a pool. Now, just 22 school pools are left and only 11 are in use."</i> (Julian Todd: Freyberg Manager) Wellington Councilors have agreed to allocate \$11 million to pool development.
Project Energize	Project Energize is a project for Waikato primary schools aimed at improving children's physical activity and nutrition in order to improve their overall health. ( <a href="http://www.sportwaikato.org.nz">www.sportwaikato.org.nz</a> )
Find your field of dreams	<i>"Our aim is to positively impact the lives of young people in Manukau by providing them with opportunities to live healthy, active lifestyles and pursue a positive pathway through sport and physical recreation. We believe this will encourage them to become prosperous citizens, connected with and committed to their community"</i> ( <a href="http://www.fieldofdreams.org.nz">www.fieldofdreams.org.nz</a> )
Kelly Sports	<i>"Kelly Sports runs programs to teach children the fundamentals of sport. The programme is all inclusive with high participation. Our key aims are to develop and enhance the following skills – running, jumping, catching, throwing, passing, kicking and striking"</i> (Robbie Kerr)
Gymsports New Zealand	Gymsports provide fundamental movement workshops to schools.
Athletics New Zealand	Athletics New Zealand will become the exclusive deliverer of the STEPS Professional Development Fundamental Movement Skills programme in New Zealand. <i>"The STEPS PD Fundamental Skills programme will enable teachers and other deliverers to assess and</i>

	<i>teach 22 Body Management, Locomotor and Object Control Skills and plan relevant learning experiences appropriate to students needs. The aim is to improve children's skills and increase their physical activity."</i> (Michael Sharapoff, Coach Development Manager, Athletics New Zealand)
Smart Start with Perceptual Motor Programme (PMP): Gill Connell	Smart Start is a unique Australian programme developed in Australia for Australian children. It comprises 200 sequential activities in the form of two sets of cards, a Teachers Manual, classroom language activity sheets, parent support material, and promotional video in conjunction with Deakin University). Seminars conducted by Gill Connell cover all aspects of the implementation of such a programme as well as additional ideas for those already conducting programmes.
Sport Canterbury After School Programme	The Sport Canterbury After School Programme targets Year 1 - 8 children and is built on the successful KiwiSport Holiday Programme. The service operates at the conclusion of the school day from 3:00pm until 5:30pm. ( <a href="http://www.sportcanterbury.org.nz">www.sportcanterbury.org.nz</a> )
The Active After School Communities Programme	A national Australian initiative that provides primary school-aged children with access to free, sport and other structured physical activity programs in the after-school time slot of 3.00pm to 5.30pm. The program aims to engage traditionally inactive children in sport and other structured physical activities, and through a positive and fun experience, develop a love of sport that inspires them to join a local sporting club. ( <a href="http://www.ausport.gov.au">www.ausport.gov.au</a> )
Get Skilled: Get Active Australia	Since these results the NSW government implemented a plan to deliver a skills programme (Get Skilled: Get Active) that would aim to improve upon these statistics in 1999. This programme was aimed at increasing professional development for teachers and providing them with a resource on how to develop the fundamental movement skills needed in primary school. The resource and its associated material were disseminated on a wide spread scale throughout the NSW region.
Move it or Groove it Australia,	In Australia, 2004, the 'Move it Groove it' project was established. This project rated proficiency of primary school children (n=1045, 18 schools) in skills of balance, throw, catch, sprint, hop, kick, side gallop and jump. Rating categories were 'mastery', 'near mastery' or 'poor' (i.e. mastered all, all but one, or less of the five to six components of an FMS). ( <a href="http://www.health.nsw.gov.au">www.health.nsw.gov.au</a> )

Numerous projects have been established both nationally and internationally. It is evident that increases in participation are paramount with the idea that this will result in an increase in fundamental skill development. Many projects are therefore set up with health objectives. It is evident that participation is far easier to measure than skill development and it becomes evident that the teaching, learning and measurement of fundamental skill development are best placed within the school during curriculum time.

## **Where is the best place to deliver Fundamental Skill Development?**

In reviewing where the best place is to deliver Fundamental Skill Development it becomes apparent that it is not so much about the setting but rather the quality of personnel.

Whether the project is curriculum or non curriculum based it is important the priority caters for the needs of New Zealand's children. Physical Education should be relevant to children and inclusive, so that all children enjoy it (Salter, 1999; Australian Broadcasting Commission, 2001)

Providing a programme that aligns with the curriculum setting provides obvious benefits:

- *Because nearly all children and young people attend school, the school community is one of their key providers of physical activity experiences (MOE, Physical Activity for Healthy Confident Kids).*
- *"Schools have unique opportunities to provide adequate physical education programmes through official compulsory physical education programmes as well as through school sport programmes and after school leisure-time initiatives" (World Health Organisation, 2003)*

A programme designed for the co curricular, and /or out of school settings has the opportunity to utilise more personnel:

- *Adults play a key role in ensuring the quality of the sport or recreation experience (It's All About Children and Young People: SPARC 2007)*
- *Research shows that children and young people like to be surrounded by adults who are good at what they do (It's All About Children and Young People: SPARC 2007)*
- *The significance of the support provided by peers and family and the influence of coaches cannot be overlooked or underestimated as a key factor in young people's decisions about participating, or continuing to participate in sport (It's All About Children and Young People: SPARC 2007)*
- *Critical adult leadership roles include the key influences – parents, coaches, teachers and leaders but also expand to other roles such as planners and administrators, officials of all kinds, spectators and supporters, and advertisers and promoters (It's All About Children and Young People: SPARC 2007)*

There are three main settings in which any fundamental skills programme can be delivered:

- In School – curricular (eg in class)
- In School – co curricular (eg lunch time)
- Out of School (eg school holiday programme)

The literature shows that a mix of opportunities in varied settings provides the most effective way to expose and teach children the fundamentals needed to have a lifelong involvement in sport. All settings have barriers and enablers, however the important message is for any programme to be child centered approach supported by consistent messages.

## Measuring Progress

Having ways to check on your progress (monitoring) and take stock of where things are at on a regular basis (evaluation), is important for project development, *"monitoring and evaluation are critical for taking stock of progress and for helping to 'learn as we go'. Monitoring and evaluation can help groups to identify issues, measure success and learn from any mistakes"* www.doc.govt.nz

Several previous studies were identified as follows:

Study	Findings
SPANS, New South Wales 1997	Performed research to test Fundamental Movement Skill capability. Students were from year 4, 6, 8 and 10. The results concluded that with the exception of one skill the Mastery/near Mastery level did not exceed 40%.
Get Skilled: Get Active New South Wales 2004	<p>In 2004 the initial 1997 research study was re-opened to examine the skill level of proficiency since the inception of the Get Skilled: Get Active programme. Substantial findings in the re-test of FMS conclude the following:</p> <ul style="list-style-type: none"> <li>• For Boys, every skill in every year group improved</li> <li>• For Girls, every skill in every year group improved however not to the same standard</li> <li>• Year 10 girls showed significant improvements in object skills such as kicking and striking for example. This is particularly encouraging as girls often do not show high levels of competence in these skill areas</li> </ul> <p>These results showed positivity across the group probably as a result of a planned, sequential and sustained focus on FMS development. Since the Get Skilled: Get Active inception there have also been significant decreases in childhood obesity through NSW primary schools. This professional development approach was implemented through an ongoing long term approach to teachers as well as utilising the skills of trained professionals.</p>
'Move it Groove it' Australia 2004	<p>This project rated proficiency of primary school children (n=1045, 18 schools) in skills of balance, throw, catch, sprint, hop, kick, side gallop and jump. Rating categories were 'mastery', 'near mastery' or 'poor' (ie mastered all, all but one, or less of the five to six components of an FMS).</p> <p>Less than half of all child tests were rated at mastery (21.3%) or near mastery (25.7%) level. In grade three, 75.4% of children achieved mastery or near mastery (MNM) in static balance but less than half did so for any other FMS. In grade four, 59.0% achieved MNM in the side gallop and 56.0% in the catch but less than half did so for any other FMS. Although the highest percent mastery for both genders was for the balance, the skills best performed thereafter by boys (throw and kick) rated poorest for girls. Conversely the hop and side gallop which rated, after balance, as the skills best mastered by girls, were among the more poorly performed skills for boys.</p>
Can Primary School Children Perform Fundamental Motor Skills? L. Saunders, L. Kidman; Dunedin. 1998	The purpose of this study was to investigate the level of fundamental gross motor skill development in Dunedin primary school children. Less than 50% of the Dunedin children have mastered 6 out of twelve fundamental gross motor skills tested. It was found that 82.2% of the Dunedin children were either poor or very poor in fundamental gross motor skill development. The girls had significantly lower levels of fundamental gross motor skill development than the boys. Implications for these findings for Dunedin teachers and coaches will be discussed in this paper

At the time of writing this review the National Education Monitoring Programme (NEMP) have been working SPARC to design a National Monitoring Framework for

the Fundamental Skill area. Sport Bay of Plenty has been invited to assist on this working party.

There is limited evidence supporting best practice in measuring Fundamental Skill Development. The recommendation based on the findings of this review is that in order to accurately measure Fundamental Skill Development an expert agency should be used and any measurement should align with any agreed national standards.

## **Critical Success Factors / Recommendations**

**Simplicity:** This area has the ability to fast become extremely complicated however it has been identified that for a successful project everything must be kept as simple as possible.

**Sound Strong Evidence Base:** It is imperative Sport Bay of Plenty identifies and implements best practice thinking throughout this project. All work should be supported by a sound evidence base that represents our region.

**Advocacy and Key Messages:** It is important that the Fundamental Skill Development Project is supported by strong advocacy and consistent key messages. The development of sound Bay of Plenty definitions and understanding of Fundamental Movement Skills, Fundamental Sports Skills and Sport will enhance this.

**Community ethos on play:** Play is an important part of a child's development. The Fundamentals Skills project realizes and promotes that skill development is as much to do with free play as it is to do with structured games/skills. We advocate that 'play' be an integral part of our community and that BOP children are given the chance to experience and sample all varieties and types of it in all settings.

**Skilled deliverers/ personnel/ delivery agents:** Qualified, skilled delivery agents who are able to create an environment of healthy competition. Focusing on using the right people to influence the successful implementation of new skills is paramount to ensuring that a programme can be developed to contribute to the outcomes of the project. With evidence pointing towards family involvement as a critical factor in sports participation it is important to engage these people as often as possible in an effort to re-ignite some home-school learning practices that have not been evident in recent years.

**Child centered - Needs based:** It is crucial to understand the relationship between Physical Education and Fundamental Skill Development. This would ensure a child centered, needs based approach. It is key to understand that at certain ages we coach "quality people" through the skill development not "quality skill development" through people. This ensures we are focusing on the development of a child/ athlete/ player/ participant and their individual needs.

**Setting:** It is important Sport Bay of Plenty is able to determine the correct setting for each aspect of the project. This may mean in school programmes for some aspects, out of school for others, lunchtime programmes, after school, holiday programmes etc. Whatever method or combination of methods is chosen, each can be designed logistically to stand the best chance of achieving their outcomes. The importance of the use of natural and local facilities has also been identified.

**Professional Development:** It has been identified that for such a project to make a long term impact there must be a network of capable and experienced people available to assist, develop, support and mentor those working at the coal face to ensure they are more confident and capable to deliver fundamental skill development opportunities for young people. This includes ensuring that there are opportunities for continuous learning available for deliverers, teachers, coaches and volunteers throughout the entire Bay of Plenty region.

**Remember the big picture:** Past projects have achieved some success in this area. However this project is about the greater good for all, therefore encouraging an approach whereby all parties can look towards a brighter more sustainable future is paramount to success. In order to achieve this it is clear that skill development should be achieved by collaborating with others and all partners steering the ship in the same direction.

**Clear strategic goals and KPIs:** Setting clear goals and key performance indicators will allow the project to be measured and monitored effectively. This will also allow for a clear contingency plan to be created thus giving a flexible program that can adapt to a variety of situations whilst never losing sight of the goals planned out in front of it.

**Monitoring and evaluation** on impact, simple, effective way, not at the detriment: Measuring Progress will form a major part of the ongoing development of FMS delivery. Whilst there is a need to measure participation it is also important to be able to measure Fundamental Skills level. There is limited evidence supporting best practice in measuring Fundamental Skill Development. Measuring skill level will provide data that can help to form project direction. It is also a recommendation that a national measuring tool be developed through the National Education Monitoring Project (NEMP) that can be used regionally.

## **Summary**

Research around this paper suggests that FMS can play a big part in the wider landscape of sport. All factors in this paper should be noted as potential aspects to consider when developing this project.

In summary this paper is a reflection on the landscape of sport as a result of social change in recent years. In order to ensure sport is part of a sustainable community we must respect the changes that have occurred and embrace them as part of society. It is necessary to look further outside the box to ensure the value in sport remains a positive one that impacts on the lives of New Zealanders every day.

## Appendix 1.1

### **KiwiSport in the Bay of Plenty**

On the 11<sup>th</sup> August 2009, The Minister of Education announced the KiwiSport Fund. Sport Bay of Plenty designed and completed a comprehensive community consultation plan involving whole school communities. Through the community consultation process seven priorities were identified for the Bay of Plenty.

The community had the chance to rank the identified priorities during forums held at local Primary Schools across the Bay of Plenty.

**85% ranked Fundamental Skill Development within the top 3 priorities.**

### **Priorities for KiwiSport identified within the Bay of Plenty region?**

- **Fundamental Skill Development:** Providing a learning environment where young people develop fundamental movement and basic sport skills so they have the right building blocks to play sport for life. Skills development programmes should be targeted at upskilling parents, teachers and coaches, and be cost effective.
- **Collaboration:** Encouraging collaborative relationships between and amongst sports, schools and other groups. For example, Sports co-ordinator positions working with clusters of primary schools, or clubs working in partnership with schools.
- **Quality Competitions / Events:** Provision of quality sporting opportunities for all young people (competitive and social), across the entire Bay of Plenty to ensure all young people have the opportunity to participate at the level of their ability or which they choose to.
- **Reducing Inequalities:** Supporting the areas of greatest need; specifically low decile schools, and those that are disadvantaged. There is a need to reduce / subsidise costs of playing sport (including travel, registration at events, equipment, fees, travel, facility hire and uniforms) for those most in need.
- **Quality People:** Ensuring there is a network of capable and experienced people who are available to support schools and young people in areas such as coaching, sport coordination, and organisation of events.
- **Key Messages:** Promotion and communication to parents, children and the wider public about the importance of sport & recreation for young people.
- **Professional Development:** High quality and relevant opportunities for continuous learning are available for teachers, coaches and volunteers throughout the entire Bay of Plenty region.

## Reference List

### New Zealand Literature Reference List

- Brown, S. (2000). Junior Female Students' Experiences of School Physical Education, *Journal of Physical Education New Zealand*, 33, (1) pgs 17-33.
- Burrows, L & Wright, J & Jungersen-Smith, J. (2003). *Children's constructions of 'health' and 'fitness,'* National Education National Monitoring: Probe Study Findings, Ministry of Education.
- Burrows, L. (2000 ). 'Old Games in New Rompers?' Gender Issues in New Zealand Physical Education, *Journal of Physical Education New Zealand*, 33, (2) pgs 30-41.
- Clifton, J. (2005). Move it, *New Zealand Listener Magazine*, July 16-22, New Zealand Magazines, Auckland.
- Gatman, V. (2005). Physical Activity and Physical Education within Health and Physical Education in the New Zealand Curriculum: A primary school teachers perspective.
- Gillespie, L. (2005). The Relationship between Physical Activity and Physical Education, Available at [www.penz.org.nz](http://www.penz.org.nz) , on 1 May, 2005.
- Goodson, I. (1983). *School Subjects and Curriculum Change*, London, Croom Helm.
- Harlen,W. (1998). Classroom Assessment: A Dimension of purposes and procedures, *Paper presented at the annual conference of the New Zealand Association for Research in Education*, Dunedin, December
- Hillary Comission. (1997). Moving Through Sport.
- Light. R. (2003). The Joy of Learning: emotion and learning in games through TGFU. *Journal of Physical Education New Zealand*, 36, (1) pg 93-108.
- Ministry of Education, (1999). *Health and Physical Education in the New Zealand Curriculum*, Wellington, NZ: Learning Media.
- Ministry of Education, (2002). *The Curriculum in Action, Moving in Context*, Wellington, NZ: Learning Media.
- Ministry of Education, (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*, Wellington: Ministry of Education.
- Ministry of Education, (2004). *The Curriculum in Action, Making Meaning: Making a Difference*, Wellington, NZ: Learning Media.
- Pipe, A.(1992) In S.Robbins (Ed). The Evidence Behind Quality Daily Physical Education, *Canadian Medical Association Journal*, 146 (5), Pgs 763-765.
- Ross, B.H. (2000). Imagining Bodies: Fitness and Training; *Working Bodies – meaning in Physical Education*, Manuscript in preparation.

- Rossi, T. (2000). Socially Critical Pedagogy and the Production of Skilled Performers, *Journal of Physical Education New Zealand*, Vol 33, 3, December, pgs 43-52.
- Salter, G. (1999/2000). Unfolding Attitudes and Values in Physical Education: stretching the limits of traditional pedagogy,' *Teachers and Curriculum*, 3, pgs 11-22.
- Sanders, L & Kidman, L. (1998). Can Primary School children Perform Fundamental Motor Skills? *Journal of Physical Education New Zealand*, 31, (4), pg 11.
- Stothart, B. (2004). Commentary: Reflecting and Asserting: Thoughts on a Lengthy Career in Physical Education, *Waikato Journal of Education*, 10, pgs 11-14.
- Thompson, G. (2003). A parents case-study of a primary school athletics day, *Journal of Physical Education New Zealand*, 36, (1), pgs 42-52.
- Thomson, R. (2000). Physical Activity through Sport and Leisure: Traditional versus Non - Competitive Activities. *Journal of Physical Education New Zealand*, 33, (1), pgs 34-39.
- Timperley, H & Parr, J. (2004). *Using Evidence in Teaching Practice: Implications for Professional Learning*, New Zealand: Hodder Moa Beckett Publishers.
- Tinning, R. (2004). Physical Education as HPE: 'Rational Reflections or Rueful Ruminations? *Waikato Journal of Education*, 10 pgs 15-19.
- Willis, D. (1994). School-Based Assessment: Underlying ideologies and their implications for teachers and learners, *New Zealand Journal of Educational Studies*, 29, (2)

### **Websites**

- [www.doc.govt.nz](http://www.doc.govt.nz)
- [www.fieldofdreams.org.nz](http://www.fieldofdreams.org.nz)
- [www.healthnsw.gov.au](http://www.healthnsw.gov.au)
- [www.moe.govt.nz](http://www.moe.govt.nz)
- [www.sparc.org.nz](http://www.sparc.org.nz)
- [www.sportcanterbury.org.nz](http://www.sportcanterbury.org.nz)
- [www.sportwaikato.org.nz](http://www.sportwaikato.org.nz)
- [www.tki.org.nz](http://www.tki.org.nz)

### **International Literature Reference List**

- Bailey, R and MacFayden, T. (2000). Teaching Physical Education
- Barrell, G., Chamberlain, A., Evans, J., Holt, T. & MacKean, J. (1989). Ideology and commitment in family life: a case study of runners, *Leisure Studies* 8, 249 - 262

Birrell, S. and Cole, C. (eds.)(1994). *Women, sport and culture*, Champagne, IL: Human Kinetics

Bloom, B. S. (1980). *All Our Children Learning*.

Clough, S. (2001). A juggling act: women balancing work, family and leisure, In S. Clough and J. White (eds) *Women's Leisure Experiences: ages, stages and roles*, Eastbourne: Leisure Studies Association, 129–38

Coakley, J. (2001). *Sport in Society: Issues and Controversies*, Seventh Edition, New York: McGraw-Hill

Coakley, J. (1987). Children and the Sport Socialization Process. In D. Gould & M.R Weiss (Eds), *Advances in Paediatric Sport Sciences; Vol. 2, Behavioural Issues*, Illinois: Human Kinetics

Colley, A., Eglinton, E., & Elliott, E. (1992). Sport participation in middle childhood: association with styles of play and parental participation, *International Journal of Sports Psychology*, 23/2, 193-206

Costa, D. M. and Guthrie, S. R. (eds.) (1994). *Women and Sport: Interdisciplinary perspectives*, Champaign, IL: Human Kinetics

Côté, J., Baker, J and Abernethy, B. (in press) from play to practice: A developmental framework for the acquisition of expertise in team sports. In J.Starkes and K.A. Ericsson (Eds.) *The development of elite athletes: Recent advances in research on sports expertise*. Champaign, Il: Human Kinetics.

Côté, J. & Hay, J. (2002). Children's involvement in sport: A developmental perspective, In J.M.Silva & D.Stevens (Eds.) *Psychological foundations of sport*. Boston, MA: Merrill.  
77

Cote, J. (1999). The Influence of the Family in the Development of Talent in Sport, *The Sport Psychologist* 13/4, 395-417

Council of Europe. (1993). *European Sport Charter*

Dale, A. & Egerton, M. (1997). *Highly educated women: evidence from the national child development study*, London: Department for Education and Employment

De Knop, P., Buismabn, A. De, Haan, M., Van Iersel, B., Horvers, B.C. & Vloet, L., (1998). Parental participation in their children's sports clubs, *Kinesiology* 30/1, 5-13

Department for Education and Employment. (1998). *Meeting the Childcare Challenge: a framework and consultation document*, London: The Stationery Office

Department of Health. (1996). *Health survey for England 1994*, A survey carried out on behalf of the Department of Health, by Social and Community Planning Research. London HMSO

Department of Health. (1999). Health survey for England: cardiovascular disease '98: a survey carried out on behalf of the Department of Health. London, The Stationery Office

Donnelly, P. (1993). Problems Associated With Youth Involvement in High-Performance Sport, In B.R. Cahill & A.J. Pearl (Eds.), *Intensive Participation in Children's Sports*, Champaign, IL: Human Kinetics

English Sports Council. (1997). *Development of Sporting Talent*, London: English Sports Council

Eurostat. (2001). *European Social Statistics: Labour Force Survey 2001*, Luxembourg: Office for Official Publications of the European Communities

Ferri, E. & Smith, K. (1998). *Step-parenting in the 1990s*, JRF Findings 658, York: Joseph Rowntree Foundation

Ferri, E. & Smith, K. (1996). *Parenting in the 1990s*, London: Family Policy Studies Centre

Fick, D. S. & Goff, S. J. (1996). Blending exercise into family life, *Physician and sports medicine*, 24/2, 83 - 84

Franco, A. & Winqvist, K. (2002). Women and men reconciling family life, *Statistics in Focus: population and social conditions*, Theme 3, 9/2002

Game Plan 2002 Dept Culture Media and Sport UK

Gillies, V., Ribbens McCarthy, J. & Holland, J. (2001). *The family lives of young people*, JRF Findings 351, York: Joseph Rowntree Foundation

Gillis, J.R. (2001). *Never Enough Time: Some Paradoxes of Modern Family Time(s)*, K.J. Daly (Ed.)

*Minding the Time in Family Experience: Emerging Perspectives and Issues*. London: JAI, 19 - 36

Goff, S.J., Fick, D.S. & Oppliger, R.A. (1997). The moderating effect of spouse support on the relation between serious leisure and spouses' perceived leisure-family conflict, *Journal of Leisure Research*, 29/1, 47-60

Gornick, J.C., Meyers, M.K. & Ross, K.E. (1997). Supporting the employment of mothers: policy variation across fourteen welfare states, *Journal of European Social Policy*, 7/1, 45 - 70

Greaves, W. (1999 ). *A family affair: an investigation into the roles parents play in the lives of their elite age group swimmers*, unpublished M.Sc. thesis, Loughborough: Loughborough University

Greendorfer, S. L. (1983). *Shaping the Female Athlete: the Impact of the Family*. Boutilier, M. A. and SanGiovanni, L. *The Sporting Woman*, Champaign: Human Kinetics Publishers

Greendorfer, S.L. (1977). Role of Socializing Agents in Female Sport Involvement, *The Research Quarterly*, 48, 305-310

Greendorfer, S.L., Lewko, J.H. & Rosengren, K.S. (1996). Family and Gender-Based Influences in Sport Socialization of Children and Adolescents, in F.L Smoll & R.E Smith (Eds), *Children and Youth Sport – A Biopsychosocial Perspective*. London: Brown & Benchmark

Gregson, N. and Lowe, M. (1994). Waged domestic labour and the renegotiation of the domestic division of labour within dual career households, *Sociology*, 28/155-78

Hargreaves, J. (1994). *Sporting Females: critical issues in the history and sociology of women's sports*, London and New York: Routledge

Harrington, M. (2003). Leisure Patterns and Purposive Leisure in Middle and Lower Income Families, Australian Institute of Family Studies conference, Melbourne, February 2003

Hellstedt, J.C. (1995). Invisible Players: A Family System Model, in S.M. Murphy, *Sport Psychology Interventions*, Champaign, IL; Human Kinetics, 117 – 146.

Hellstedt, J.C. (1990). Early adolescent perceptions of parental pressure in the sport environment, *Journal of Sport Behaviour*, 13/1, 135-144

Henley Centre (The). (2003), Strategic framework for community sport in England. Meeting the challenge of Game Plan: emerging insights on the future of participation in sport in England. London, Sport England

Hepworth, C. (1999). Family support for sporting excellence, unpublished M.Sc. thesis, Loughborough: Loughborough University

Horne, J., Tomlinson, A. & Whannel, G. (1999). *Understanding Sport*, London: E. and F.N. Spon

Hurst, W. (in progress). The role of the family in the development of sporting talent in children, Loughborough: Loughborough University

Jambor, E.A. (1999). Parents as children's socializing agents in youth soccer, *Journal of sport behavior* 22/3 350-359

Kay, T.A. (2001). New women, same old leisure: the upholding of gender stereotypes and leisure disadvantage in contemporary dual-earner families, in S. Clough and J. White (eds) *Women's Leisure Experiences: ages, stages and roles*, Eastbourne: Leisure Studies Association, 113-28

Kay, T.A. (2000). Leisure, gender and the family: the influence of social policy, *Leisure Studies*, 19, 247-65

Kay, T.A. (1999). The family consequences of changing gender relations and policies in the United Kingdom. In L. Hantrais, *Changing Gender Relations and Policy*, Loughborough: Loughborough University, European Research Centre, Cross-National Research Group

Kay, T.A. (1999). Sporting Excellence: A Family Affair? *European Physical Education Review* 6/2, 151-169

Kay, T.A. (1998). Having it all or doing it all? The construction of women's lifestyles in time-crunched households, *Society and Leisure*, 21/2, 435-54.

Kay, T.A. & Lowrey, J. (2002). Interesting Times Ahead: the potential of sport for encouraging access to higher education by young people from ethnic minorities, unpublished report to the Higher Education Funding Council for England, Loughborough: Loughborough University 57

Kay, T.A. & Lowrey, J. (2003). The role of families in supporting children's sports talent, unpublished report to the Institute of Youth Sport, Loughborough: Loughborough University

Kelly, J.R. (1983). *Leisure Identities and Interactions*, London/Boston/Sydney: George Allen and Unwin

Kirk, D., Carlson, T., O'Connor, A., Burke, P., Davis, K. & Glover, S. (1997). The economic impact on families of children's participation in junior sport, *The Australian Journal of Science and Medicine in Sport* 29/2, 27 - 33

Kirk, D., O'Connor, A., Carlson, T., Burke, P., Davis, K. & Glover, S. (1997). Time commitments in junior sport: social consequences for participants and their families, *Journal of Sport Behaviour* 20/1, 51 - 73

Kohl, C.C. (2000). Parental influences in youth sport, unpublished M.Sc. thesis, Eugene Oregon: University of Oregon

LeBlanc, J and Dickinson, L (1997). *Straight Talk About Children in Sport*, Coaching Association of Canada

Lewis, C. (2000). *A man's place in the home: fathers and families in the UK*, JRF Foundations 440, York: Joseph Rowntree Foundation

Morrow, V. (1998). *Children's Perspectives on Families*, JRF Findings 798, York: Joseph Rowntree Foundation

Office for National Statistics. (2001a). *Social Trends 31*, London: HMSO

Office for National Statistics. (2003). *Social Trends 33*, London: HMSO

Office for National Statistics. (1998). *Living in Britain: Results from the 1996 General Household Survey*. The Stationery Office

Office for National Statistics. (2002). *Living in Britain: results from the 2001 General Household Survey*, London: The Stationery Office

Office for National Statistics. (2001b). *Labour Force Survey household data: spring 2000 analyses*, *Labour Market Trends*, January, pp.43-53

Office for National Statistics. (2001). *Census 2001: First results on population for England and Wales*. The Stationery Office.

Office for National Statistics. (2003). *UK 2000 Time Use Survey Technical Report*. ONS.

- Roberts, K. (1999). *Leisure in Contemporary Society*, Oxon/New York: CABI.
- Rogers, B. & Pryor, J. (1998). *Divorce and separation: the outcomes for children*, JRF Foundations 6108, York: Joseph Rowntree Foundation
- Rojek, C. (1995). *Decentring leisure: rethinking leisure theory*, London: Sage
- Rowe, N. & Champion, R. (2000). *Sports participation and ethnicity in England: national survey 1999 – 2000*, London: Sport England
- Rowe, N and Moore, S, (2001), *Participation in sport – past trends and future prospects*. London UK Sport/Sport England
- Rowley, S. (1992). *TOYA (Training of Young Athletes Study): Identification of Talent*, London: The Sports Council
- Shaw, S.M. & Dawson, D.J. (2001). *Purposive Leisure: Examining Parental Discourses on Family Activities*, *Leisure Sciences* 23/4, 217-231
- Snyder, E. & Purdy, D. (1982). *Socialization into Sport: Parent and Child Reverse and Reciprocal Effects*, *Research Quarterly for Exercise and Sport* 53/3, 263-266
- Social Exclusion Unit. (2000). *Minority Ethnic Issues in Social Exclusion and Neighbourhood Renewal*, London: Cabinet Office
- SPANS Fundamental Movement Skills (NSW Schools Physical Activity and Nutrition Survey 2004)
- Sports Council/Health Education Authority/Department of Health (1992) *Allied Dunbar National Fitness Survey: Main findings* London: SC/HEA/DoH
- Sport England. (2002). *GirlSport*, [www.sportengland.org/active\\_communities](http://www.sportengland.org/active_communities)
- Sport England. (2004). *Driving up participation: the challenge for sport*
- Sport England. (2001). *Disability Survey 2000* London: Author.
- Sport England and UK Sport. (1999). *General Household Survey - Trends in adult participation in sport in Great Britain 1987-1996*, London, UK Sport
- Sport England. (1999). *Survey of sports halls and swimming pools in England*. London, Sport England
- Sport England. (2000). *Sports participation and ethnicity in England. National survey 1999/2000*. London, Sport England
- Sport England. (2000a). *Performance measurement for local authority sports halls and swimming pools*. London. Sport England, 2000
- Sport England. (2003). *Young people and sport in England: trends in participation 1994-2002*. London, Sport England
- Sport in Society. (2009). *1968 and all that: social change and social sciences of sport*

Taylor, P.D. (2003). Sport and volunteering: presentation to the Driving Up Participation Seminar, Sport England, London, May 2003

Trinder, L., Beek, M. & Connolly, J. (2002). Children's and parents' experience of contact after divorce, JRF Findings 092, York: Joseph Rowntree Foundation 58

Wade, A & Smart, C. (2002). How primary school children cope with family change, JRF Findings 771, York: Joseph Rowntree Foundation

Warin, J., Soloman, Y., Lewis, C. & Langford, W. (1999). Fathers, Work and Family Life, JRF Findings 659, York: Joseph Rowntree Foundation

Weiss, M. R. and Hayashi, C. T. (1995). All in the family: parent child influence in competitive youth gymnastics, Paediatric exercise science, 7/1: 36 - 48

Wold, B. & Anderssen, N. (1992). Health promotion aspects of family and peer influences on sports participation, International Journal of Sports Psychology, 23/4, 343 - 359

Woolger, C. & Power, T. G. (1993). Parents and sport socialisation: views from the achievement literature, Journal of Sport Behaviour 16/3, 171 - 85

Yang, X., Telama, R. & Laasko, L. (1996). Parents' physical activity, socio-economic status and education as predictors of physical activity and sport among children and youths: a 12-year follow-up study, International Review of the Sociology of Sport 31/3, 273 - 87

### **Websites**

[www.activesurrey.com](http://www.activesurrey.com)

[www.ausport.gov.au](http://www.ausport.gov.au)

[www.badmintonengland.co.uk](http://www.badmintonengland.co.uk)

[www.brianmac.co.uk](http://www.brianmac.co.uk)

[www.canadiansportforlife.ca](http://www.canadiansportforlife.ca)

[www.dcms.org.uk](http://www.dcms.org.uk)

[www.queensu.ca](http://www.queensu.ca)

[www.sportscoachuk.org](http://www.sportscoachuk.org)

[www.sportdevelopment.info](http://www.sportdevelopment.info)

[www.sportengland.org](http://www.sportengland.org)

[www.worcester.gov.uk](http://www.worcester.gov.uk)

### **Reading List**

Armour, K.M. and Yelling, M. (2003). Looking with 'fresh eyes': CPD for experienced physical education teachers. Paper presented to the American Educational Research Association Annual Meeting, Chicago, April.

Australian Sports Commission/ Heart Foundation. (1993). Active Girls Can Do Anything Belconnen: Authors. Bailey, R. and MacFadyen, T. (2000, Eds.). Teaching Physical Education 5-11 London: Continuum.

Balyi, I. (2001). Sport system building: Long-term athlete development in British Columbia. Paper presented at The NCTC, 6th National Coaching Forum: Pathways to success- good coaching for children, players and athletes, 8-10 June, Ireland.

Barton, L. (1993). Disability, empowerment and physical education, In. J. Evans (Ed.) Equity, Education and Physical Education London: Falmer.

Bloom, B.S. (1985, Ed.). Developing talent in young people. New York: Ballantine.

Bunker, D. & Thorpe, R. (1982). A model for the teaching of games in the secondary school. Bulletin of Physical Education, 10, 9-16.

Curtner-Smith, M.D. (1999). The more things change, the more they stay the same: factors influencing teachers' interpretations and delivery of the National Curriculum Physical Education. Sport, Education and Society, 4(1): 75-98.

Deem, R. & Gilroy, S. (1998). Physical activity, life-long learning and empowerment – situating sport in women's leisure, Sport, Education and Society, 3(1), pp. 89-104.

DCMS. (2002). Game Plan: a strategy for delivering Government's sport and physical activity objectives, DCMS/Strategy Unit, London SO. Also [www.strategy.gov.uk](http://www.strategy.gov.uk).

Ericsson, K.A., Krampe, R.T. and Tesch-Romer, C. (1993). The role of deliberate practice in the acquisition of expert performance. Psychological Review, 100(3), 322-340.

Evans, J. (1989). Equality and opportunity in the physical education curriculum, The ACHPER National Journal, 123, pp. 8-11.

Fairclough, S., Stratton, G. and Baldwin, G. (2002). The contribution of secondary school physical education to lifetime physical activity. European Physical Education Review, 8(1): 69-84.

Fitzgerald, H.F., Jobling, A. and Kirk, D. (in press) Valuing the voices of young disabled people: Exploring experiences of physical education and sport. European Journal of Physical Education

Flintoff, A. and Scraton, S. (2001). Stepping into active leisure? Young women's perceptions of active lifestyles and their experiences of school physical education, Sport, Education and Society, 6(1), pp. 5-21.

Graydon, J. (1997). Self-confidence and self-esteem in physical education and sport, in: G. Clarke and B. Humberstone (Eds.) *Researching Women and Sport* London: Macmillan Press.

Green, K. (2002). Physical education teachers in their figurations: a sociological analysis of everyday 'philosophies'. *Sport, Education and Society* 7(1): 65-84.

Hargreaves, J. (1994). *Sporting Females: critical issues in the history and sociology of women's sports* London: Routledge.

Institute of Youth Sport. (1999). *The Girls in Sport Project: Interim Report*. Loughborough: IYS.

Kalinowski, A.G. (1985). The development of Olympic swimmers, pp. 139-192 in B.S. Bloom (Ed.) *Developing talent in young people*. New York: Ballantine.

Kay, T.A. (2000). Sporting excellence: A family affair? *European Physical Education Review* 6(2), 151-170.

Kay, T. (1995). *Women and Sport - A Review of Research* London: Sports Council.

Kirk, D. (2002). Quality Physical Education: Can it be achieved by applying the professional sports model? ISCPES Keynote Address, the 12th Commonwealth International Sport Conference, Manchester, July.

Kirk, D. (1992). *Defining Physical Education: The Social Construction of a School Subject in Postwar Britain* London: Falmer.

Kirk, D., Carlson, T., O'Connor, A., Burke, P., Davis, K., Glover S. (1997). The Economic Impact on Families of Children's Participation in Junior Sport. *The Australian Journal of Science and Medicine in Sport* 29 (2), pp. 27-33.

Lauder, A.G. (2001). *Play Practice: The Games Approach to Teaching and Coaching Sports* Champaign: Human Kinetics.

Lee, A., Carter, J.A. & Xiang, P. (1995). Children's conceptions of ability in physical education. *Journal of Teaching Physical Education*, 14 (4), 384-393.

Metzler, M.W. (2000). *Instructional models for physical education*. New York: Allyn and Bacon.

Nilges, L.M. (1998). I thought only fairy tales had supernatural power: a radical feminist analysis of Title IX in physical education, *Journal of Teaching in Physical Education*, 17(2), pp. 172-194.

78

Penney, D. (2002, Ed.). *Gender and Physical Education: contemporary issues and future directions* London, Routledge.

Penney, D. and Evans, J. (1999). Politics, Policy and Practice in Physical Education London, Spon. Pollatschek, J.L. (1982). Daily physical education – the result of the French concern. Bulletin of Physical Education 18(2), 5-10.

Renold, E. (1997). 'All they've got on their brains is football': sport, masculinity and the gendered practices of playground relations, Sport, Education and Society, 2(1), pp. 5-24.

Siedentop, D. (2002). Junior sport and the evolution of sport cultures. Journal of Teaching in Physical Education 21(4): 392-401.

Siedentop, D. (1994). The Sport Education model, In Siedentop, D. (Ed.) Sport Education: quality PE through positive sport experiences Champaign, Ill., Human Kinetics, pp. 3-16.

Wein, H. (2001). Developing Youth Soccer Players Champaign: Human Kinetics.

Williams, E.A. & Bedward, J. (1999). Games for the Girls – The Impact of Recent Policy on the Provision of Physical Education and Sporting Opportunities for Female Adolescents – A Report of a Study Funded by the Nuffield Foundation Winchester: Winchester King Alfred's College.

Williams, E.A. & Bedward, J. (2001). Gender, culture and the generation gap: student and teacher perceptions of aspects of the National Curriculum Physical Education, Sport, Education and Society, 6(1), pp. 53-66.

Wilson, G. (1999). The birthdate effect in school sports teams. European Journal of Physical Education 4, 139-145.

Wright, J. (1996). The construction of complementarity in physical education, Gender and Education, 8(1), pp. 61-80.

Youth Sport Trust/ Nike. (2001). Girls in Sport Loughborough: Authors.