

# 2022 Stakeholder Input & Feedback on Ideal State Plan:

## **BOP Principals Association (BOPPA): 14 Secondary School Principals**

### BOPPA monthly zoom presentation (03/08/2022)

- Sport is key factor for getting kids back into school
- Any extra cost for schools?
- Need to engage better with the Iwi & social development trusts that run programmes with sports component. E.g. Research what's in community being offered by NGO's (e.g. iwi groups)
  - o Good to have in this proposal, as they are already funded by GOVT to run things
  - o Important considering the areas that a number of high need schools come from
  - o Big plus and win for SBOP in one principal's opinion

### Option 1: Online Principal workshop feedback/thoughts (15/08/2022)

- 1 principal talked to how privileged his school is in terms of its location & access to quality facilities & competitions, especially when hearing what barriers the other Principals' schools experience
- "I'm really encouraged to hear that you guys are operating in a space where you actually thinking strategically about sport and participation at high school in the BOP. That you're not just reacting to what's just in front of you, although that's very much been the challenge up until this point. I just want to commend you guys on the fact that you are starting to think more pragmatically about 'hey look, how can we best exist in 2022 and beyond', so hats off to you Calvin & Luke, and your team"
- "Anything that helps young people playing sport, I think is a good thing. More likely to come to school – sport is an incentive to be at school"
- Jealous of other schools that are 'closer to the action' in relation to facilities. 40 mins from Tauranga, but it's quite a barrier for us.
- "I'm really interested in learning how other schools get teachers & staff more involved with sport, as that's really dropped for us" - quarter of staff travel to school from Tauranga.
- What does it mean for schools if Sport NZ don't increase investment?
  - o *Response:* If they aren't willing to support us heavily with additional investment, then we will still look to advance towards an ideal state like we always have done, but likely will do a reduced version of this implementation plan (up to what we can manage on current level of investment). Commentary from Sport NZ so far has been that RSD investment is for sector shifting change, making practical & significant steps towards our regionally co-designed ideal state, so we are confident that there will be Investment to support our implementation plan
- What other regions doing – how are they approaching this, is the BOP doing this in isolation or every region?
  - o *Response:* Sport NZ RSD investment into every region is changing to fund progress towards a locally-led and collective plan & implementation that makes progress towards

an ideal state for their region. So definitely not in isolation, although we are not sure every region has taken the same approach or as far through the consultation process that we are.

- Also added that we have tried to go big and that it's something that our region & schools want & need; in order to obtain any additional investment.
- Curious to know what consultation we were having with associations? –
  - The biggest frustration as a principal is we have teachers on board to coach; the students pay big bucks to play, but the season is too short. Netball as an example, only plays for 1 term.
  - Interested to know if research will include associations, specifically around costing in relation to season length? (didn't respond)
- 2 schools had 'Isolation percentile' decreased (considered not rural enough) even though they are quite remote (Kawerau & Katikati): big distances to most facilities, but have supermarkets, primary schools, etc. Even though MOE talk to them about how isolated they are...
- In relation to the 'wider SBOP implementation support', 1 principal knew that Sport was in our (Sport Bay of Plenty's) title but interested in the definition of 'sport' going forward.
  - Social entities have youth contracts, and are delivering activities such as mau rakau, Ki O rahi, poi, etc. All deemed as physical activities – getting kids up and moving.
  - How much liaison is there between SBOP & NGO's like this that could help with the offerings of physical activity to rangatahi in our region – coming into schools. Straight away that would remove a barrier for the isolated schools
  - Tū Manawa & different things from Rangatahi Māori Leads – different activities.
- similar to SBOP, they are having to reconfigure - do they need to look less at 'Sport coordinators', and more at 'co-curricular administrators'. So, its any activity to get them up and motivated again.
- "I'm Fearful for education and society for the next 10-15 years – old days of kids going out and playing handball, touch, hopscotch, four square, all of those sorts of things. They're sitting on an iphone or an ipad. So, we've already started to work with the DHB for a project for obesity in māori, because one of my concerns is they're just sitting around; they're not exercising or moving. And just being able to get them onto a bike and put them onto a bike track"
- "we are going to do a bit of a reset in the next year to 2 years, which is why I am here, because I am really looking forward to seeing how that connects with your reset. Because we have to now think outside of the box. Because the old traditional sports model, with a sports coordinator, has just about gone. So, we are going to do a bit of consultation". Using google forms for students & teachers – to look at what students want and what that looks like for school 2023-2025, so it coincides with next charter.
  - "Just looking at how can we stop a generation of lethargic, unmotivated, youth who don't want to be active through a team" sport through team sports or PE is so good for team building type skills.
  - Waka ama is becoming really popular, and it's a team sport.
- "Fascinated to see where this takes you as an organisation, how we can be part of it, and the ways to reduce barriers. So if there was more availability for you guys to bring a team to Kawerau maybe once a term. 4 activities in a year. In the local/big park in the middle of town.

We send groups of kids at different times in the day to a variety of activities, and that might be a junior teacher. For example – tabloid sports.

- We added that this comment really validates our 'project 4' around the junior sport and rec week concept, which is great
- "We have to think differently to get the kids reengaged, not only in school, but in sports as well"
- Keen to see where this leads our organisation, how it coincides with their process, and can they piggyback and almost amalgamate the two
- "Not a lot of feedback, because we are in that similar phase of restructuring because what we have had over the years has almost died"
- Hard for our schools not to despair – but the challenge for us is we need to look at diff ways of engaging with our kids. Time to time we will have traditional sport, but for majority of our kids we are definitely are leaning more towards broader physical activity. E.g., waka ama.
- We have got to motivate our kids physically, and traditional sport will take time to build to, rather than revive.
- Banning cellphones in one school has made a big difference to helping improve activity levels at school
- Interesting what the kids say they want to do, compared to what they do in terms of their 'turning up'
- Another EBOP school is very supportive of the concept of the junior sport and rec day concept (e.g. tabloids days)
- Sport NZ may not be heading in a good direction, but be that as it may we need to look at local solutions for our schools and students
- Have been a boss of big Auckland schools, and it's crazy to compare the different barriers to participation to what is in little old Edgecumbe.

All school principals were asked for a verbal indication of buy-in to the currently proposed plan. In response, all 4 who were present were supportive of direction.

#### Option 2: Online Principal workshop feedback/thoughts (18/08/2022)

- One Principal commented how they are trying to work towards reaching their school's sporting potential, in terms of participation and teacher involvement. Being part of the ideal state of school sport will be integral to achieving our goal – "we will be a key part of this moving forward".
- A fan of where this is heading as they want to increase participation, not necessarily within a competitive framework, but rather the Rangatahi who just want to enjoy sport and being active, without coming up against clearly superior teams and end up pulling out of that sport altogether. "Opportunities that align to that will be liberating for a lot of our students in our school and a real winner."
- Concern: Timing of Junior Sport and Rec days is not ideal for senior kids, junior fine. Early in the year for senior kids could be ok if that were to be developed as well.
- From our school, alignment between schools and resourcing is key, as we need to strive for equity and support schools to get all of their students active. This model makes sense in terms of achieving that.
  - At the end of day, it's about all our kids. So, the regional approach and model presented makes sense to me.

- One Principal said this seems to be a great theoretical framework, but proof will be in the eating.
  - o Hard to draw out how that will work and add value to sport in our school.
- Sits on the fence on the regional methodology of approaching issues; as opposed to supporting schools to resolve issues.
  - o Needs to be balance between the two.
  - o Regional approach to building engagement and participation – is it best way to do it or should something be done within the school.
- Don't see a lot for those who are heavily involved in sport – they still need support, facilities and resourcing given sport becomes more expensive the more competitive students get.
  - o Raises questions about sport NZ capturing more funding from national bucket. Because infrastructure costs eat up resourcing. Funding in school level could be more specific around how the funding is targeted.
- “Concerns around sport bop and regional sport model. Accept we should have a regional strategy, but anxiety that not all of it filters down in an effective way to every individual school that makes up the region.”
- “In theory, I can't fault it. Not focused on further development of elite athletes, yet we enjoy the Commonwealth Games and Olympics space on TV.”
  - o Where does SBOP sit relative to that?
  - o This model doesn't totally alleviate those concerns, but I'm not opposed to it as a way forward.
- “I hate how infrastructure captures the majority of funding, when schools could use that money to get bigger bang for the buck.”
- One Principal said we need to step back and look at the title – his ideal state if he had endless resource.
  - o Equity issue in schools, with students who have and students who don't, which is a constant struggle for us as a school. Also, an equity issue between schools. Result of school-led management model. Ended up with winning and losing schools around NZ.
  - o Being in a semi-rural school, there becomes a greater equity issue. They can't continue to develop because they just don't have the resources.
  - o So potential talent from their schools gets sucked out to other schools. So reduces the competitive level of some schools and increases others.
- If we go back to the title of this document, the ideal situation for our school, students staying at their own schools and developing within those schools. That would mean overall, the relative level of competition would be much more enjoyable.
  - o To do that, huge commitment to dismantle something that is reducing participation in school activity.
- Schools that are struggling with equity, that's where the focus of sport bop should be going into, to try and reduce the disparity between schools in this region.
- Students need to firstly enjoy what they are doing and how they are being active, we also have to educate the parent bodies & coaches on their attitudes towards sport and the expectation of pushing students to be high performance / competitive athletes too early. Teach them what this looks like, as we have a real issue in NZ at the moment.
  - o Need to develop resilience, commitment, cross-sport skills, etc.

- One Principal stated for significant change to be made in terms of raising participation levels and creating an even playing field for schools with students from their own communities, the Super 8 competition needs to be dismantled. “ Super 8 is the downfall of school sport” with the focus is places on elitism. “Our best sportspeople leave, which not only leaves a gap in our ability to develop sport, but they are often our leaders and we also loss people from within our community.” “Once students leave our school to play sport in another school, we lose their families as contributing members to our community and our community becomes less connected.”

#### Term 3 Online Principal Management Group meeting (23/08/2022)

- Comment about different views and priorities that lead to different levels of school sport systems & structures: resource & inequality differs so much from school to school. So makes an ideal state blanket a bit of an issue.
  - o Reference was made to a ‘bell-shape’ in terms of our plan should service the needs of the majority, and not likely to make any change on the opposite far ends of the continuum
- One principal said “it's not possible to change the ‘arms race’ of school sport and truly balance the equity issues. E.g. dismantling super 8 will not be possible. E.g. Things are happening that will create more inequity.
- televising school sport and how that has produced negative outcomes on participation – e.g. drug taking, stacking schools to super 8 schools, etc.
- One Principal thought we were already make great progress towards an ideal state with all the recent work we have been doing in the active recreation for rangatahi space. E.g. Women & Girls.
- Different regions will have different levers – even within the BOP. E.g. Rotorua schools get RECT funding, not sure if Tauranga experience this too. Knowing what levers are available to each school or groups of schools would be useful. Also asked what about sub-regions that don’t have one?
- Mentions of the intra-school lack of capacity to make change, rather than just rinse repeating same stuff each year. E.g. sport coordinator cannot do funding applications, despite many requests to do so.
  - o “you don’t get the proactiveness or ability to resolve issues themselves. It's like ‘I’ll ring the same coaches as last year’, rather than properly organising things”
- One principal said that although we may not actually achieve an ‘ideal state’, he believed it was important to endeavour toward achieving it.
- “Once upon a time, a lot of sports coordinators were hired purely due to their sporting expertise”. For some of us – these sports coordinators are still in these roles even though the expectations on them and the skills they require are very different
- One principal commented on how there is also a capability issue at the sport coordinator level. He has had to support his sport coordinator recently as she didn’t have the required skills or ability to build processes to undertake certain things
- Some schools place higher importance on sport than others so are not going to pump as much resources into sport. For example – boys schools place a high level of importance on this and others are not willing to match this

- “its a massive shift. Student needs are so different, so I sort of get it. ‘heres a JD or a template’ that can be molded for schools to pick and choose from would be ideal. But that’s really complex, because we are all so different”
- “its almost like you have got to start with some commonly accepted principles that can be used by any/all schools depending on needs, and if schools can take that as something they could focus on – then that will be great”
- "Even if you had people commit to these roles & responsibilities and you guys did your research without mentioning names; and then came into schools with a toolkit of what a variety of schools do. And then say ‘hey, this is the resourcing that happens at a variety of schools’ and present some models. Then people pick and choose what suits their school – and use that to generate ideas and discussion. That would be really helpful. And you could do the same thing for delivery partners. So through this research you develop a kete of tools that help promote enhancements”
  - o “Just as an example: you go into a school and you singled out ‘positive school environment that encourages uptake of physical activity’. One school might have a perfect sub-committee that goes out and promotes sport – holding activities that makes school a warm and inviting place. You know, that’s one tool”
- “if you give schools the opportunity to pick and choose a little, and you give them something tangible. I think you’ll get far more buy in”
  - o Another principal added “Well, that makes it bespoke doesn’t it. It’s more tailored to the needs of each school that way”
- One asked us if we were aware of the Mason Durie model of well-being: Te whare tapa whā; and if our plan could drop out of this. “because I’m thinking, you know, there’s the physical well-being, the spiritual well-being, mental well-being. I’m just wondering if something should be dropping out of that?”
- “I think that student voice is really important. Like we obviously have an opinion, well we’re paid to have one. But getting what works for students from their point of view in those unique schools will be pretty powerful”.
- “With regards to measuring active recreation participation. Could you do our sport one, then do an active recreation one (rather than physical activity). If Sport BOP actually started collecting the active recreation related data from schools. It’s easy enough to make a group on our SMS and we can pull that data to help feed into some annual regional data set for this. Allows SBOP to track trends. I don’t think it’s too much extra work because the teachers already have that info logged into Kamar – it’s just a matter of exporting this”.
- Extra funding opportunities are likely to be in the rec space if that’s where the resource has shifted away from school sport.

Email feedback from one PMG member:

*I have to mihi to the both of you for the mahi you do - you are both young dudes who are very organised/efficient and arrive at these meetings with a thorough grasp of the various kaupapa at hand - I guess that is your job, but I am impressed nonetheless with the level of due diligence completed, that seems to be evident at all times.*

*In terms of the Ideal State Model - you seem to have positioned us well as a region with regard to the wishes coming on down from Govt, Sport NZ etc. With the health issues facing society (much borne out*

*of sedentary lifestyles and unhealthy diets etc) getting those who are currently not active, active, needs to be a focus. Talking to the rangatahi about what they want in this regard makes a lot of sense. Removing barriers to enable this participation seems to be a focus as well, which is great.*

*The focus you mentioned about coaching sports coordinators (i think it was) on 'how' to engage with kids also sounds salient. Ka pai.*

*The Parent space as we discussed is a bit of an issue in terms of them being on board with the "balance is better" approach. A deliberate marketing approach of some sort is required for sure. Watching your kids play sport can be emotionally engaging to say the least, but if the parents are not on board then the kaupapa wont gain the same traction.*

*In terms of organised sport, the calendar and the more competitive side of things, it is great to hear that the delivery partners are coming on board and progress is being made there in terms of ensuring the quality control remains moving forward.*

*Sarah raising Te Whare tapa Wha model was interesting as it incorporates so much of what we are about in this space - all forms of physical activity, personal and community wellbeing, the need for interconnection and synergy between entities etc. There is also the whenua element now, which aligns to the efforts being made to get out into communities and deliver local opportunities for physical activity to occur. Localised curriculum is a big part of where we are heading in education. Matauranga Maori and the notion of Mana Orite (equal mana for Western and Maori frameworks) are also pertinent, so there is potential power in utilising such a simple Maori framework (such as Durie's) out of which so much richness can be derived. As we say in Te Ao Maori, "iti te kupu, nui te korero", or roughly translated - few words with great meaning*

### **WBOP Sport staff: 14 staff from 10 schools (02.08.2022)**

- Secrecy around pay, etc. And operate in isolation from others, so hard to personally advocate for our own pay & conditions when don't know what the benchmark is – everyone so different
- Some schools are wealthier than others so implementation could be problematic
  - o Also depends on board's & principal's value placed on sport, compared to say performing arts, etc.
    - Brought up Kiwisport direct fund – likely to go to SC roles in most schools
  - o Do we need to consider budget to implement?
- Several schools feel this research will be interesting and important
  - o TIC's really busy. Schools can't do time allowances
  - o Industry best practice, benchmarks and alternative models/structures would really help their understanding if they are under-resourcing or over-resourcing these aspects
  - o Generalised local knowledge will be extremely helpful for staff to advocate for better conditions
- One SC nervous that it could shaft some of them – For example, they may be on better salaries & conditions than their school needs, which could be problematic for those on fixed-term contracts.

- Keen to receive the info that has gone to Principals so they can advocate for them to attend and contribute
- Confidentiality is really important. No school names or characteristics.
- This needs to be a nationally driven research-based approach in order to influence MOE or Sport NZ
  - o Regional data alone may not achieve the change we desire, especially not at that national level
- One SC stated every year we submit data on conditions to SSNZ, so asked what happens with that data (I.e. who sees this?) and does that not do this?
- No one objected to cooperating to support us with this project.
  - o But DB added that it's not really us that can decide this – it will need to be school principals.

Don't have in here, that we need to consider:

- Increasing desire for a 'localised curriculum' – door becomes open in terms of what curriculum looks like. Sport can be heavily validated within this. Therefore, can have this funded within the curriculum-based budget
  - o Sport in wider scope.
  - o Needs to be learnings – so possibly credits attached to this
- Need to convince MOE that sport is co-curricular, not extra-curricular
  - o Extra-curricular = staff have overnight allowance.
  - o Good question r.e if sport becomes curriculum, can we charge for this (not if accept the new grant)

### **CBOP Sport staff: 5 staff from 5 schools (03.08.2022)**

- Some SC's have changed their outlook recently where they are not going above and beyond because they know they will burn themselves out and they just purely don't have time to do & promote everything that the students could be interested in participating in
- Parents aren't going out of their way to help, so the workload tends to fall heavily onto sports staff
- Schools that have both junior and senior, but still limited sport staff resource – it just is massive
- One SC spoken to their principal about this and said that the principal had said they think the size of school means that the SC can do the work required. but the SC's understanding is that this is nowhere near the case.
  - o e.g. One has a big job description
- The ability to project changes too, rather than being reactive (or even well behind the curve in many cases) would help future proof
- One asked what the turnover is for SC's
  - o Previous principals have enabled Time off in leiu which has worked. But now, the current principal is not doing this and so she is not sure how long she'll last.
  - o It would be great to be able to change the conditions & role size etc. Before people get fed up, overworked & resign.
    - e.g. one school has had many SC's resign in their first 6 months of their role.

- One SC was told to approach the local tertiary institute to have sport & rec student to some and do voluntary work to support
- Only 1 SC thought he was on the right amount of hours.
  - o He went on to add though that he thought a 20 hour per week job doesn't buy commitment. A FTE position like his buys much better commitment. I.e. it's probably those that are not FT that are resigning
- One SC shared they would need to learn more about what's required & what info will be shared, etc. Otherwise, everyone else was 100% on board with this
- The biggest issue is time, not pay. Not many SC's complain about the money – they more so want time to be able to do everything well or not have to them over and above what they are paid for (which impedes on personal time)

### **EBOP Sport staff: 3 staff from 3 schools (04.08.2022)**

- Asked if PE teacher involvement will be part of this, as there has been a huge trend lately of PE teachers not taking sport. Which is ironic because they are the ones who care about sport
  - o One DiS came from England where they had high PE teacher involvement and basically run all the sport teams within schools. There is almost no presence of sport admin
- Bureaucracy within the school system to ensure sport can take place causes a huge amount of work for sport staff – means don't have many hours to do much else. Always behind in workload.
  - o Chasing sport fee's is also an issue with these schools – huge amount of time.
  - o No pay, no play model just does not work in some schools, they would literally not have teams if they put this policy in place.
  - o Some schools often just cover the fees
- The biggest barrier to sport in this region is cost & money. Not enough to ensure high participation rates & quality experiences
- Student behaviour has gotten significantly worse since covid-19 and discipline changes – they feel like sport is important in reducing this
- Example of coaches pushing attendance to be able to play for their teams or go to tournaments and that has a massive impact- on attendance.
- One school said their director of sport is a teacher and only has 2-4 hours a week to conduct their role. They often get dumped with relief, so whenever the SC tries to work with the DoS, it often gets pulled at the last minute and never takes place
- Comparison to Primary Schools where they have significantly more volunteer contribution from parents, but for some reason at Sec school isn't the same
- All thought it would be a great idea. Especially if we can put it to the board level – one wondered if we should be consulting boards of schools to generate buy-in too
  - o All 3 schools were keen to support and provide info on

### **Rangatahi: 42 student leaders from 12 schools (03-05.08.2022)**

Students were asked to provide feedback on the 4 roles & responsibilities that have been specified in the Bop Ideal state implementation plan to test their accuracy & allow any enhancements.

### Western BOP

- 1) Show leadership to shape the physical activity system, role model positive behaviours & spread wellbeing benefits of being physically active
  - “Yes, because we want to shape our and other rangatahi’s future. Showing/giving young people confidence/guidance in each code, sports committee’s help provide options & guidance to every age”
  - “My sport committee team discuss about how we get more young ones involved in sports”
  - Everyone in group doing this through: committee’s/councils, sports days within schools, leadership programmes (to develop our skills)
  - The ALS (Active Life Skills) programme allows us to help get everyone involved in physical activity.
  - Head Girl of Sport, Sports prefects & sport committee – athlete development & social engagement
  
- 2) Engage in opportunities to provide ‘youth voice’ to ensure system reflects the current or even future needs and motivations of rangatahi
  - Confused as to how #2 (youth voice) and #3 (governance) roles/responsibilities were different
  - Allows for easier communication between large groups – Offers more perspectives and ideas
  - Youth voice eliminates confusion between youth and adults. E.g. Youth may not want to do something the adults voted for
  
- 3) Support & contribute to the governance & delivery of sport and active recreation
  - Yes - Provide different perspectives, implement modern-day thinking & new/fresh ideas – younger generation
  - “Yes, because I could have a positive impact on the sport & rec governance -> it is important to have others’ opinions and different variety of skills”
  - Good chance to gain experience
  - “Maybe. I would want the best for sport, but I am one sided to my opinions from past experiences”
  - “Sport changes every year, as do the athletes and I feel like the environment isn’t adapting to the athletes. We need to provide more well-being support because that’s the side of sport that gets neglected or shadowed”
  - “Yes, I think it’s important to have a variety of experience. So older and younger people to share their ideas and make decisions based on past and future success”
  - “Kind of – I’d want to advise the boards and offer new ideas, but would prefer to do it in a smaller capacity”
  
- 4) Develop themselves as potential & eventual workforce that will support & future proof the sport, active rec and play system
  - Yes, helping the future of sport & passing my knowledge onto others
  - Yes/maybe – because if I am in the position to influence others to continue in sport, that’ll be enough
  - “I enjoy playing and I want others to try it out and hopefully find their spark in Sport”
  - “Yes, because I want a future in sport”
  - “Yes, because we want to influence the younger generation/women to have the confidence in their specific code and have the same opportunities. Hel them succeed!”
  - “I want to bring more people into the sport and having good facilities could help this too”
  - “Probably not, I like playing sport but after previously coaching it’s not something I enjoyed. Maybe something other than coaching to working hands on”

### Central BOP

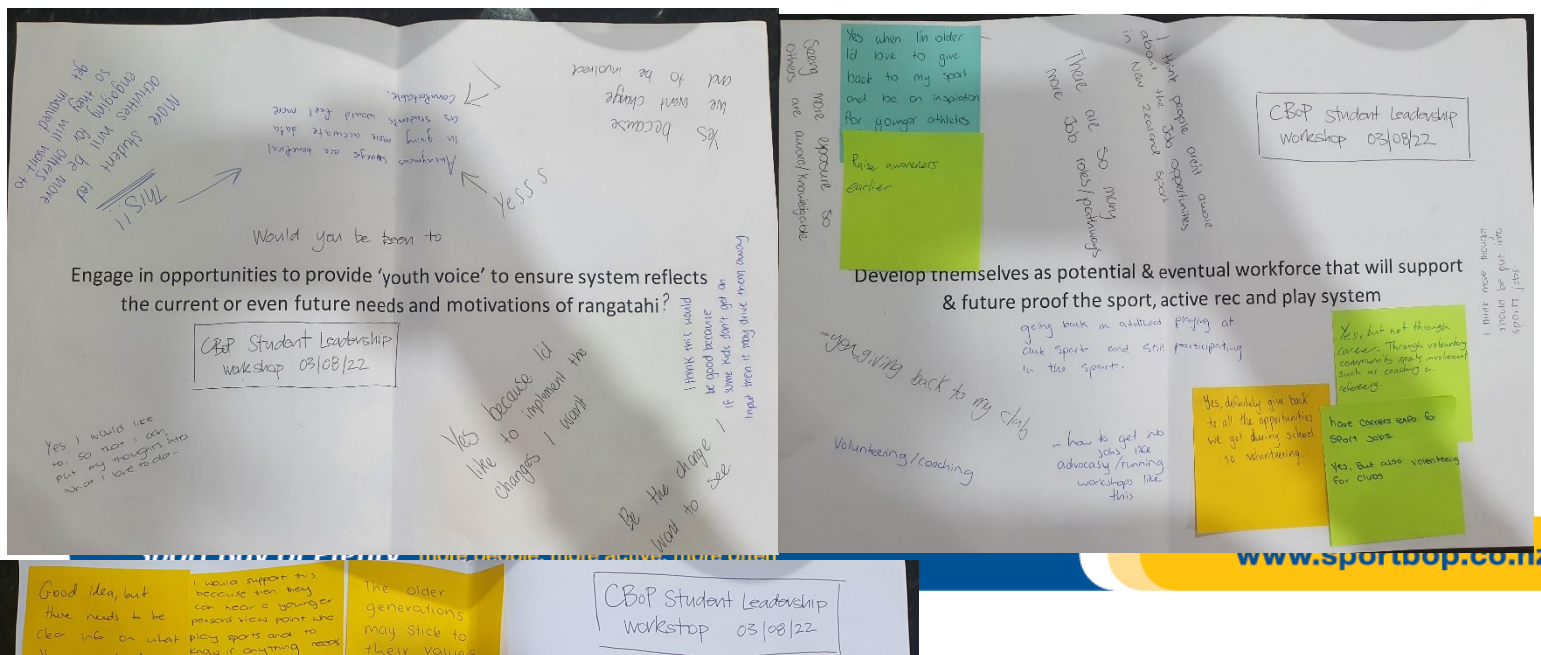
- 1) Show leadership to shape the physical activity system, role model positive behaviours & spread wellbeing benefits of being physically active
  - “House leaders running ‘fun Fridays’ @ lunchtimes & sports committee meet every Thursday to review sport” at our school.
  - “Already doing this by attending these workshops”
  - “Be the change I want to see”, and “use leadership qualities within teams”
  - “More student led activities will be more engaging for others so they will want to get involved”
  - “Start it young, more encouragement from a young age”
  - Examples – organising school activities, showing positivity, and role models
  
- 2) Engage in opportunities to provide ‘youth voice’ to ensure system reflects the current or even future needs and motivations of rangatahi
  - Statements that many other students agreed with: “Anonymous surveys are beneficial in giving more accurate data as students would feel more comfortable
  - “I think this would be good because if some kids don’t get an input then it may drive them away”
  - Many comments talking to the desire from youth for change in the physical activity space and an eagerness to input to what those changes look like. E.g. “Yes... so that I can put my ideas into what I love”, “yes because we want change & to be involved”, and “Yes because I would want to implement the changes I want”,
  
- 3) Support & contribute to the governance & delivery of sport and active recreation:
  - “yes I believe there would be people that would want to join boards and make decisions”
  - “I think this is such a good thing. Get voices from people who are actually going to live the consequences of decisions made – they will also have heard voices of their teammates so will have opinions from others”.
  - Comments made about how boards may be basing decisions on historic and possibly outdated perceptions & beliefs. E.g. “The older generations may stick to their values, that may not be relevant now”, “Sometimes without students there are not informed decisions made because the boards of mainly adults would not consult students for their opinion”, “Different ideas come through youth so it’s important”, and ““so that changes can be made to fit this current generation”
  - “I would support this because then they can hear a younger persons view point who plays sports and to know if anything needs changing...”
  - Useful theme from this groups feedback related to the eagerness but also the need to have the right support systems in place to ensure it is not tokenistic. E.g. “Good idea, but there needs to be clear info on what they would do on the board, etc. so that kids know what its about”, and “I would support this, however the possibility of the youth’s voice being ignored”
  
- 4) Develop themselves as potential & eventual workforce that will support & future proof the sport, active rec and play system
  - Comments around lack of awareness of or exposure to career pathways or job opportunities in NZ sport & talk of needing to lift this for youth at a younger age. E.g. “I think people aren’t aware of the job opportunities in new Zealand sport”, “seeing more exposure so others are aware/knowledgeable”, “raise awareness earlier”, and “have a careers expo for sport”
  - “How to get into advocacy/running workshops like this?”
  - Many comments about not exploring paid work in sport sector but volunteering: “Yes, definitely give back to all the opportunities we got during school”, and “Yes but not through career. Through volunteering community sports involvement like coaching or refereeing”, and “Yes, when I’m older I’d love to give back to my sport and be an inspiration to younger athletes”

- “There are so many other job roles/pathways”

### Eastern BOP

- 1) Show leadership to shape the physical activity system, role model positive behaviours & spread wellbeing benefits of being physically active
  - All positive feedback:
  - “I could see myself doing this because I like to be a leader that demonstrates how to act and also what would be better for the public”
  - “Yes, because I think I have good leadership skills & I enjoy Sport”
- 2) Engage in opportunities to provide ‘youth voice’ to ensure system reflects the current or even future needs and motivations of rangatahi
  - “Yes, because everyone’s opinions count & more ideas are better than none 😊”
  - “Yes, people might make decisions we don’t like”
  - Yes, because we want everyone to input their ideas and have the best experience
- 3) Support & contribute to the governance & delivery of sport and active recreation
  - Some thought this didn’t make much sense, so need to revise
  - “Yes, because the board would be catering to the needs of the older generation and not considering what we want and the board peeps probs haven’t played sports in ages”
  - “Yes, because I think its important for youth to have a voice and be involved in making decisions that affect them”
  - Being a rangatahi representative on a board IS “pretty valuable as a youth to make big decisions, etc.”
  - “Yes, to get more funding for the sport”
  - “yes because I like having a say and being in control”
- 4) Develop themselves as potential & eventual workforce that will support & future proof the sport, active rec and play system
  - “Yes, because I love sport and would want to help get more people involved”
  - “Yes, because there will be kids that are interested in sports”
  - “Maybe because I also want to do chiropractic work but I also want to be involved with sport”
  - “Kind of – 50/50”
  - “No, because I don’t see myself doing that because there’s enough support”

### **Evidence of engagement with Rangatahi:**



House leaders running 'fun Fridays'  
@ lunch time. @ 12:15

CBOP Student Leadership  
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Already doing this by  
attending these workshops.

**Show leadership to shape the physical activity system, role model  
positive behaviours & spread wellbeing benefits of being physically active**

inter-house games  
organising school  
activities  
taking part in  
workshops like  
this  
role models

Sports committee - meet  
every Thursday lunch  
to review sports  
@ Tairāwhiti

the leadership  
qualifies within  
teams

Participation

Start if found more encouragement from a young one.

Showing positivity

Yes  
because I like

WBOP student Leadership  
workshop 04/08/22

**Show leadership to shape the physical activity system, role model  
positive behaviours & spread wellbeing benefits of being physically active**

Yes  
because I like being  
captain of my hockey team &  
leading them

Yes, because that  
I have good leadership  
skills and I enjoy  
sport

I could see myself  
doing this because I like  
to be a leader, and that depends  
how to act and also what  
would be better for the public

Yes cause everyone's  
opinions count & more  
ideas are better than  
none ☺

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Would you be prepared to

**Engage in opportunities to provide 'youth voice' to ensure system reflects  
the current or even future needs and motivations of rangatahi**

Yes, because I think it's important  
for youth to have  
a voice and be  
involved in making  
decisions that affect  
them.

Did it make  
much sense

Being on board.  
Rangatahi Representation  
• Pretty valuable as  
a youth to make  
big decisions etc.

Yes  
= Y not

Yes  
- To get the most  
out of our sport  
and make it  
more fun and exciting.

Yes  
to get more funding  
to the sport

Yes  
because I like  
having a say  
& being in  
control

Yes, because the  
board would be  
listening to the needs  
of the older generation  
and not considering  
what we want. We want  
the board to be more  
involved in sports  
in ages.

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**Support & contribute to the governance & delivery of sport and active  
recreation**

Yes  
- To get the most  
out of our sport  
and make it  
more fun and exciting.

Yes  
to get more funding  
to the sport

Yes  
because I like  
having a say  
& being in  
control

Yes, because the  
board would be  
listening to the needs  
of the older generation  
and not considering  
what we want. We want  
the board to be more  
involved in sports  
in ages.

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**Develop themselves as potential & eventual workforce that will support  
& future proof the sport, active rec and play system**

Kind of  
- so so

Yes, Because  
There will be  
kids that are  
interested in  
Sports

Yes, because I love  
sport and would  
want to help get  
more people involved

No because  
I don't see  
myself doing  
that!  
Because there's  
enough support

made because I also  
want to be a leader  
but I also want to  
be involved with sport

Difference between 2 & 3

2 = youth voice → youth surveys would you participate

3 = student rep → on the codes council eg student rep

4 = volleyball rep

WBOP student  
workshop 02/08/22

WBOP student  
workshop 02/08/22

The club future life  
activity programme allows  
us to have everyone  
involved in the program  
activities.

Yes, because the  
board would be  
listening to the needs  
of the older generation  
and not considering  
what we want. We want  
the board to be more  
involved in sports  
in ages.

Head girl of team  
sports prefects  
- fitness development  
social engagement  
sports captain  
- fitness development  
social engagement  
sport workshop to rec