



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Internal Assessment Resource

Physical Education Level 2

This resource supports assessment against:

Achievement Standard 91332

Evaluate leadership strategies that contribute to the effective functioning of a group

Resource title: Leading Boccia

4 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Internal Assessment Resource

Achievement Standard Physical Education 91332: Evaluate leadership strategies that contribute to the effective functioning of a group

Resource reference: Physical Education 2.6

Resource title: Leading Boccia

Credits: 4

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Physical Education 91332. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to select, use, and evaluate leadership strategies that contribute to the effective functioning of a team.

Strategies for effective group functioning may relate to:

- Communication skills
- Group management
- Self-management
- Developing partnerships
- Developing or providing motivation
- Goal setting
- Action planning
- Planning of fallback or back-up strategies.

In order to complete this assessment, students will draw on knowledge from achievement objectives 7B2, 7B4 and 7C3 and need to build knowledge about:

- What leadership is or is not?
- Who has access to leadership?
- Where, why and how leadership is used, encouraged or developed?
- Is leadership needed?
- What influences our understanding of leadership?
- How might understandings of leadership change or stay the same between different settings or contexts?
- What strategies can be used to develop and or enhance leadership?
- What is the relationship between leadership and coaching?

- What is an effective group, what does it look like, feel like and sound like? Is it similar or different to team?
- What strategies are most likely to help a team become effective?

Conditions

Students are required to complete a preparatory activity and then the task. While the preparatory activity is not specifically assessed it is needed for students to develop an understanding about what strategies will be required for working with their group.

Throughout the unit of work, you will observe how the students apply their selected strategies, and will maintain a brief record of your observations.

This assessment activity will take place in and out-of-class.

Resource requirements

Equipment and settings appropriate to Boccia.

Additional information

Details about the sport of Boccia can be found at <http://www.boccia.org.nz>

This assessment activity could be linked to assessment of Physical Education Achievement Standard 91330 *Perform a physical activity in an applied setting*.

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Resource reference: Physical Education 2.6

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Achievement	Achievement with Merit	Achievement with Excellence
Evaluate leadership strategies that contribute to the effective functioning of a group.	Evaluate, in-depth, leadership strategies that contribute to the effective functioning of a group.	Evaluate comprehensively leadership strategies that contribute to the effective functioning of a group.

Student instructions

Introduction

This assessment activity requires you to select, apply, and evaluate leadership strategies that contribute to the effective functioning of a group. In this case, this involves working with a sports team that includes students with physical disabilities.

Your teacher or sports coordinator (if a teacher) will observe your implementation of the leadership strategies and you will reflect on an ongoing basis on how well your selected leadership strategies are contributing / have contributed to the effective functioning of the group.

Let your teacher (or sports coordinator) know when your team is practising or playing so that they can arrange to observe your coaching and use of the selected leadership strategies. They will need to observe you at least twice and will record comments on the effectiveness of your strategies.

Task

When you have been allocated your group and before the season begins, get to know the members, their skills, how they work together, and what kind of group they want to be. Plan what leadership strategies you will use to try and help them achieve their aims in terms of an effectively functioning group. For guidance, see Resource A.

Throughout the season, keep an evaluative journal in which you keep a record of, and reflect on, your coaching. Record your practice sessions, activities, and purpose. Analyse your games, making a record of what you need to focus on at the next session. Record your reflections on the leadership strategies you have used, why you used them and how well they worked in terms of supporting the group to be an effectively functioning group as described in the group statement.

You may find these questions useful prompts when writing entries in your journal:

- What leadership strategy are you using?
- What example can you give to show how you have applied it?

- Why did you select this strategy?
- How should this strategy contribute to the functioning of the group?
- Is it working? (i.e. Is it contributing to the effective functioning of the group?)
- How do you know? What evidence can you point to?
- What will you do next, and why?
- What other leadership strategies have you used? How effective were they compared with this strategy?
- If a strategy is not proving effective, why not? How have you tried to adapt it? What could you do differently next time?

Maintain your journal so that it will clearly communicate your reflections to your teacher or an external assessor. They will be looking for evidence that you have:

- Selected strategies for a reason
- Explained how they worked in terms of contributing to contributing to effective group functioning
- Provided well-supported explanations for the success or otherwise of the strategies
- Adapted strategies, if necessary.

At the end of the season, you will have the opportunity to do a summative evaluation of the strategies and their effectiveness in the context:

- Did the group function effectively (i.e. did they achieve what they wanted to achieve)?
- Which of the leadership strategies has/have been most effective and why?
- For those that were not effective, why not, and what could you do differently next time?

Hand in your journal by the specified date and time.

Resource A

Getting to know your team; determining strategies

You will be allocated a sports team that includes students with physical disabilities to coach for a season.

Find out:

- What they can do in terms of the sport (consider both what the individual students can do and what the students can do as a team).
- How the group works together in a team situation (consider how they encourage each other, support each other, talk to each other, listen to each other, give feedback, and suggest tactics or ideas).

Watch them play and observe how they work together:

- Are they able to combine their individual abilities for the good of the team or do they play as individuals?
- Do they support and encourage each other?
- Do they communicate with each other?

Select activities that require them to work together, and observe them in action. Here are some questions that may guide your thinking:

- Do they communicate with each other?
- Is there one person that dominates more than others?
- Do all students have an opportunity for input?
- Do each of the students know what it is they have to do?
- Do they complete the activity?
- Is the activity completed well?

Once you have observed the group and formed ideas about how well they work together, hold a debrief with the students and collectively develop a framework for an effectively functioning team.

You might like to use these three prompts:

- Looks like, feels like, sounds like

Now finalise the leadership strategies (at least two) that you will apply to support the group in working effectively.

Effective functioning

Effective functioning of a group may include, but is not limited to:

- Working towards a common goal
- Achieving goals
- Group members knowing their role in the team or group
- group support and/or encouragement
- groups or teams enjoying their challenge
- overcoming challenges
- problem solving

Assessment schedule: Physical Education 91332 Leading Boccia

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Evaluate leadership strategies that contribute to the effective functioning of a group. <i>Evaluate</i> involves explaining how and why strategies are applied and, using ongoing reflection, explaining how the strategies contribute to the effective functioning of the group in a physical activity context.</p> <p>At least 2 strategies must be considered The team I was coaching had never played together before and there was arrange of individual abilities from the students who had never played in a team before to someone who had well developed skills.</p> <p>So I decided that the leadership strategies I would use were</p> <ul style="list-style-type: none"> • Communication skills. • Goal setting both individually and as a team. • Action planning. <p>Example of one explanation</p> <p><i>I needed to work with the group so that they could work as a team and not as a group of individuals. They all seemed to have a different ways of communicating so they ended up not being able to give ideas to others in the group e.g. when...</i></p> <p><i>I decided that I would get the group to work on non-verbal skills so that they all had a chance to give their version of what their individual signals</i></p>	<p>Evaluate in-depth, leadership strategies that contribute to the effective functioning of a group. <i>Evaluate, in-depth</i>, involves providing explanations, based on careful consideration and investigation, of the impact of the strategies on the group, using ongoing reflection and making appropriate adaptations where necessary.</p> <p>At least 2 strategies must be considered The team I was coaching had never played together before and there was arrange of individual abilities from the students who had never played in a team before to someone who had well developed skills.</p> <p>So I decided that the leadership strategies I would use were</p> <ul style="list-style-type: none"> • Communication skills. • Goal setting both individually and as a team. • Action planning. <p>Example of one analysis</p> <p><i>I needed to work with the group so that they could work as a team and not as a group of individuals. They all seemed to have a different ways of communicating so they ended up not being able to give ideas to others in the group e.g. when...</i></p> <p><i>I decided that I would get the group to work on non-verbal skills so that they all had a chance to give their version of what their individual signals</i></p>	<p>Evaluate comprehensively leadership strategies that contribute to the effective functioning of a group. <i>Evaluate comprehensively</i> involves making judgements about the application of the strategies in relation to the effective functioning of the group with the aim of using ongoing reflection and making appropriate adaptations where necessary. Judgements are coherent and show some insight.</p> <p>At least 2 strategies must be considered The team I was coaching had never played together before and there was arrange of individual abilities from the students who had never played in a team before to someone who had well developed skills.</p> <p>So I decided that the leadership strategies I would use were</p> <ul style="list-style-type: none"> • Communication skills. • Goal setting both individually and as a team. • Action planning. <p>Example of an evaluation</p> <p><i>I needed to work with the group so that they could work as a team and not as a group of individuals. They all seemed to have a different ways of communicating like ... so they ended up not being able to give ideas to others in the group e.g. when....</i></p> <p><i>I decided that I would get the group to work on non-verbal skills so that they all had a chance to</i></p>

<p><i>means.</i></p> <p><i>I nominated one person to be the captain where they were the only person who could signal. This meant that the others had to look. I then got the group to summarise how each person signals for communicate to get them to understand about the need to look carefully at each other.</i></p> <p><i>This helped the group work better together because everyone felt that they had a chance to communicate and they also realised that they had not been observing everyone in the group. Because they had now communicated to each other – they were able to make sure that everyone understood how to operate as a team e.g. when...</i></p>	<p><i>means.</i></p> <p><i>I nominated one person to be the captain where they were the only person who could signal. This meant that the others had to look. What I noticed was that a couple of the group looked a bit scared of leading the team and didn't know what to say. To try and make them feel a bit more comfortable I said that for the next time they were captain they could pass and didn't have to take the lead if they didn't want to. I am hoping that will start to get a bit more confident as we work more together.</i></p> <p><i>I then got the group to summarise how each person signals for communicate to get them to understand about the need to look carefully at each other.</i></p> <p><i>This helped the group work better together because everyone felt that they had a chance to communicate and they also realised that they had not been observing everyone in the group. Because they had now communicated to each other – they were able to make sure that everyone understood how to operate as a team e.g. when...</i></p>	<p><i>give their version of what their individual signals means.</i></p> <p><i>I nominated one person to be the captain where they were the only person who could signal. This meant that the others had to look. What I noticed was that a couple of the group (Gary and Stacey) looked a bit scared of leading the team and didn't know what to say. To try and make them feel a bit more comfortable I said that for the next time they were captain they could pass and didn't have to take the lead if they didn't want to. I am hoping that will start to get a bit more confident as we work more together.</i></p> <p><i>I think this is working better because I noticed that while Gary and Stacey passed the first time they were nominated as captain, Stacey lead the second time and suggested...</i></p> <p><i>What I have noticed is that eye contact is not great. E.g....I think I need to take this further by...</i></p> <p><i>This strategy of encouraging everyone to have a say and to watch has been really effective as the group now all know what they have to do and when they were doing the activity they all seemed to know what they needed to do and they finished it more quickly than the first one they did. An example of this was when...</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.