

Exemplar for Internal Achievement Standard Physical Education Level 2

This exemplar supports assessment against:

Achievement Standard 91332

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

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. These will assist teachers to make assessment judgements at the grade boundaries.

New Zealand Qualification Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to evaluate comprehensively leadership strategies that contribute to the effective functioning of a group.</p> <p>This 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>The student has made coherent judgements about the application of the group management strategies in relation to the effective functioning of the group (1).</p> <p>The student has used ongoing reflection in order to make appropriate adaptations to the strategies (2).</p> <p>For a more secure Excellence, the judgements need to show more insight. For example, a greater explanation of alternative leadership strategies which may be more appropriate to apply in the future.</p>

Extract summary from a verbal assessment. only one strategy has been included in this exemplars, however the students all completed at least two strategies. The post camp section often refers to the other strategies worked on.

Key: **EG** –example provided, **SEG** –specific example provided, **D**–described,**EXP** – explanation given, **D.EXP** –detailed explanation given, **J** –judgement made, **+/-** - positive and negative impacts

Pre Camp 1 March – Paddle snatch n drop activity

The leadership strategy I am using is: Group management –using fun games for getting to know the group members and also separating troublesome pairings

This is appropriate because:-Reference made to first meeting of Y10 students-**SEGs** provided in terms of characteristics of the group ie: I noticed when we first met that they dont listen to each other, Thomas dominates the boys and often play fights, they take a long time to settle before giving instructions -Some discussion around safety on camp and links to group management “Risk management will be paramount on camp and if I am not able to manage the group effectively this could be compromised.

It will contribute to the functioning of the group by:-D.EXP provided around getting to know the group games so that it will be easier to manage them at camp. -Reference to safety concerns with kayaking and **SEGs**/scenarios discussed if the group was not managed well

It is working (well,ok, not or well) ok.

I know this because: **D.EXP, J and SEGs** provided eg “I have been partly successful in managing the pre camp activities and I know this because when I separated Thomas from his friends and gave him the calling role, he responded well and then the whole activity ran smoother. This was made clear when Janie said she found it easier to listen to instructions without him playfighting next to her...” *This made the activity a lot safer for the whole group and they all were able to hear the instructions and carry out successful the paddle snatch n drop. This meant the group members were very happy with their progress as they all achieved the goal of the session safely.*

1

My next step will be to: **EXP** provided around strategies to manage students without them getting annoyed and still enjoying the activity ie:split up from distractions, give mini leadership roles

So that: **DEXP** provided around everyone feeling that they have a chance to enjoy themselves while keeping safe on the kayak trip.

2

Camp 4 April – kayaking trip and walking over kayaks

The leadership strategy I am using is: Group management –gaining attention, controlling off task behaviour.

This is appropriate because:-**D.EXP** in terms of improvements still required from first session, goals to enjoy the activity, big emphasis on ratios and safety linked to group management when kayaking eg awareness that if group is not managed well then safety is compromised **SEGs** given

2

SEG –reference to individual students who will need to be closely monitored and outlined strategies to manage their behaviour eg: kayaking next to instructor, smaller groups, shared rules

It will contribute to the functioning of the group by:+ impacts provided using **SEGs** ie: increased enjoyment, safety, confidence. All explained using reference to individual students and the smaller groups-impacts discussed ie: have to be careful not to be too controlling so that they are still thinking for themselves...

It is working (well,ok, not so well) well I know this because:**J** supported with **EG**-Reference made to strategies that worked well and how the y10s reacted ie: to get their attention everyone had to hold their paddle in the air when I held mine up, last person had to paddle around the group. Worked well because it was a fun way to manage them rather than yelling for their attention and they got quicker and quicker as the day went on.

My next step will be to:**D** of strategies to get all of the group to help pack up at the end. Discussed ownership of the activity and self management strategies.
So that: **EXP** –job shared is job halved concept. Gave **SEG's** of same students who always stayed behind to help pack up.

Post camp 10 April

Which of the leadership strategies have been most effective and why?-**Communication and Group Management EXPs** links between group management and communication made clear and backed up with **SEGs** -“When I introduced the rule that only the person with the paddle could speak it was much easier to answer their questions and therefore manage the group by organised for the activity.

J -This proved to me that communication is vital when managing groups because when I did not communicate clearly it difficult to manage and I noticed they went off task a lot more...**SEGs**-related to how the group followed instructions quickly after focusing on group management strategies such as ...and how this increased her confidence as a leader because she felt she had safety aspects under control if the group was been managed well.

C/C –effectiveness of group management at the school activity compared to the camp activity. **EGs** –of improvements made clear ie: less waiting time for attention, came in more quickly when asked to etc.

Developing partnerships = strategy least effective. D.EXP ie I think I probably got carried away with managing the group myself that I didnt allow for too much of the year 10s input –**J** backed up with **SEG** given related to student who wanted to change the route but she just said no and didnt ask why. Reflected that his idea may have improved the trip if she gave him a chance.

For the ones that were not effective –why not and what would you do differently?-**J** made (above) -Positives and negatives both discussed and backed up with **SEG** --**SEGs** provided on how she would empower the students and include more student voice in future eg input into the planning of the journey, have y10 leaders within each smaller group etc-SPARCs research on youth leadership notes that empowering group members is an important factor if leaders are to be successful.-**EXP** in future she would get more feedback on her leadership style from the first session to help improve strategies on camp eg: what helps them to concentrate, do they like the way she addresses the group etc.

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to evaluate, in-depth, leadership strategies that contribute to the effective functioning of a group.</p> <p>This 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>The student has explained how (1) and why (2) the strategies (goal setting) are applied, based on careful consideration and investigation.</p> <p>The student has explained the impact of the strategies on the group (4).</p> <p>The student has used ongoing reflection to make appropriate adaptations (3).</p> <p>To reach Excellence, the student would need to make clearer judgements about the application of strategies supported with specific examples (5)</p>

Extract summary from a verbal assessment. only one strategy has been included in this exemplars, however the students all completed at least two strategies. The post camp section often refers to the other strategies worked on.

Key: **EG** –example provided, **SEG** –specific example provided, **D**–described,**EXP** – explanation given, **D.EXP** –detailed explanation given, **J** –judgement made, +/- - positive and negative impacts

Pre Camp 1 March Activity – Paddle snatch n drop and iceberg game

The leadership strategy I am using is: Goal setting –setting mini goals

This is appropriate because: **EXP** –discussed usefulness of setting mini goals before camp ie: increases focus and commitment to a purpose by having something to achieve **EXP** –discussion around group members being motivated to reach their potential at camp

1

It will contribute to the functioning of the group by:-linked goal setting to group management ie by using goal setting as a way of focusing the group for the activity. -**EXP** y10 students will take the activity more seriously when they have SMART goals -**DEXP**-how she can help them set mini goals through the team building exercises at school so they can transfer these to camp and even life in general

2

It is working (well,ok, not so well) ok

I know this because:-**EXP** ie noticed they were enthusiastic when they had clear goals to focus on. **SEG** – Alec looked bored during first snatch in drop game but was cheering and screaming out with lots of energy when he was focused on the next game with a personal goal of getting to the end of the iceberg trail first.

My next step will be to:- **D. EXP** tryto get the group working together more. **SEG** ie Noticed Sheree was so focussed on achieving her individual goal of staying in till the last 3 people that she purposely made it difficult for the others to catch the paddle.

3

So that: **D**-improve cooperation and get the group functioning together not competing against each other goals could have been discussed with the group so that they are relevant to the specific student – however lack of examples given. **J**

5

Camp 4 April Activity –Kayaking trip and walking over kayaks

The leadership strategy I am using is: Goal Setting -individual and group goals

This is appropriate because:- **D.EXP** all students at differing kayaking levels –gave **SEG** 3 different abilities and personalities. -Referred back to planning day and gave **SEGs** of what particular students wanted to get out of the activity at camp ie just finish it, compared to finish the trip first etc

It will contribute to the functioning of the group by:-After the school session, realised that a group goal as well as individual goals would get the group working together better.

3

SEG related to previous session when they all had individual goals but didn't really work together so wanted to incorporate a group goal.

It is working (well, ok, not so well) well

I know this because: **D.EXP**-referred to improvements made since they developed the group goal rather than just focussing on individual goals ie: cooperation improved, safety increased because they were working helping each other not competing against each other. **SEG** -linked to how they celebrated at the end of the walking over the kayaks activity when the whole group did it without falling in ie achieved the group goal

4

My next step will be to: D.EXP -related to the need to encourage them to set new So that: **D**- improve cooperation and get the group functioning together not competing against each other's goals once these have been achieved.

So that: D -keep challenging themselves and remain focused **SEG** -related to how group lost some focus after they achieved group and individual goals but there was still 1km to go on the kayaking trip **SEGs** -referred to specific students' goals here

Post Camp 10 April

Which of the leadership strategies have been most effective and why?

Developing motivation and Goal Setting **EXP** -transition she went through and realisation that individual goals were not as effective as group goals. Why - backed up with **Egs** regarding safety and cooperation developed once they set group goals. Linked to + functioning of group. **D.EXP** -Reference back to school planning day and **Egs** provided linked to changes in enthusiasm with the group before implementing goal setting and after. However, difficult to develop motivation and linked to reasons related to intrinsic and extrinsic motivation. Stated that her perceived leadership role in terms of motivation was setting up environment so students could motivate themselves -no **Egs** provided to back this up.

For the ones that were not effective -why not and what would you do differently? Planning back up strategies **SEG** -related to when the groups had to change for the warm up lifejacket race and the game didn't work but she didn't have another activity ready to replace this with.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to evaluate, in-depth, leadership strategies that contribute to the effective functioning of a group.</p> <p>This 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>The student has explained how (1) and why (2) are applied, based on careful consideration and investigation, of the impact of the strategies on the group using ongoing reflection to make adaptations (3).</p> <p>For a more secure Merit, the student would need to explain in more detail how ongoing reflection was used to make appropriate adaptations.</p>

Extract summary from a verbal assessment. only one strategy has been included in this exemplars, however the students all completed at least two strategies. The post camp section often refers to the other strategies worked on.

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Pre Camp 1 March Activity –Paddle snatch n drop and icebergs

The leadership strategy I am using is: Communication-writing out what I will say for homework before taking the group (planning) and giving clear instructions.

This is appropriate because: **EXP** –if communication is poor this will affect my organising and managing of the group because they wont understand my instructions –**SE** provided to back this up. Reference back to first impressions of their poor listening skills when he first met the group. **D.EXP** –if they dont know what to do they wont enjoy the final kayak trip and it wont be safe

2

It will contribute to the functioning of the group by: **EXP** –shared and clear understanding so all working towards the same thing. **SE** –less people of task if they understand what they should be doing

It is working (well,ok, not sor well) ok

I know this because: **D.EXP** – writing out the instructions meant I wasn't having to come up with instructions on the day when a bit nervous speaking in front of the group. It also helped to give clear instruction to the group so they knew what to do. This helped keep the group safe on the water as they knew what to do.

1

My next step will be to: **D** –incorporating body language and speaking louder

So that: **EXP** –when kayaking on the ocean at camp the group will be further away. Need to make sure they understand instructions and stay safe.

3

Camp 4 April Activity –Kayaking trip and walking over kayak

The leadership strategy I am using is: Communication –using keywords and demanding full attention before speaking

This is appropriate because: **D. EXP** –felt he still needed to make improvements in instruction giving **EG** –linked to when the icebergs activity didnt work-instructions were too waffly. Referred to importance of role modelling good communication as a leader and gave **SEG**

It will contribute to the functioning of the group by: **D**-brief description of how important communication is in outdoor activities

It is working (well,ok, not so well) well

I know this because: **EG** –generalised examples of how instructions were given and how paddle signals helped students.

3

My next step will be to: EXP—talked about checking understanding of the group after giving instructions

So that: EXP —linked to safety concerns

Post camp 10 April

Which of the leadership strategies have been most effective and why?

Communication and Group Management **EG** as confidence grew he was able to speak louder and demand more attention. **EG**- Realisation that learning the groups names early on helps with communication ie: gets their attention and makes them feel important.

For the ones that were not effective –why not and what would you do differently? Goal setting =not as effective **EXP**—did not set any goals with the group and gave **EG** why he would do this in the future.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to evaluate leadership strategies that contribute to the effective functioning of a group.</p> <p>This 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>The student has explained how (1) and why (2) the communication strategies are applied and using ongoing reflection has explained how the strategies contribute to the functioning of the group (4).</p> <p>The student has explained communication strategies based on careful consideration, of the impact of the strategies on the group, using ongoing reflection to make appropriate adaptations (3).</p> <p>To reach Merit, the student would need to provide a more in depth investigation of the impact of the on the group.</p>

Extract summary from a verbal assessment. only one strategy has been included in this exemplars, however the students all completed at least two strategies. The post camp section often refers to the other strategies worked on.

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Pre Camp 1 March Activity –Paddle snatch n drop and icebergs

The leadership strategy I am using is: Communication –learning names and using a loud voice

This is appropriate because: **EXP** –more likely to listen if know names and they can hear the instructions **SEG** –overheard students whispering they could not hear her

2

It will contribute to the functioning of the group by: **EXP** –increase enjoyment and understanding of the activity. Stated this will help with safety on the water

It is working (well,ok, not so well) ok as students know who I am talking to when I say them name first.

1

I know this because: **EXP** –students not saying'what?' so often

My next step will be to: **EXP** –practice speaking loud outside at home tonight **EG**-practice instructions on parents first

3

So that: **EXP** –feel confident when communicating

Camp 4 April Activity –Kayaking and walking over boats on water

The leadership strategy I am using is: Communication –using body language and paddle signals

This is appropriate because: **EXP** –wide open spaces and lots of noise meant her voice would be hard to hear. Needs alternative form of communicating

3

It will contribute to the functioning of the group by: **EXP** –Everyone can still follow instructions even when far away **SEG** –Johnson couldnt hear but the paddle signal meant he came back

It is working (well,ok, not so well) well

I know this because: **EXP** –the signals and are actually using them how they are supposed to.

My next step will be to: **EXP** –check understanding before moving on **EXP** –needs to be able to gain attention quickly

3

So that: SEG- related to how she thought they understood but then did the activity wrong

Post camp 10 April

Which of the leadership strategies have been most effective and why?

Communication—using paddle signals. **EXP** —related to importance of safety in outdoors when students couldn't hear the instructions

4

For the ones that were not effective —why not and what would you do

differently? Managing self —**EG** provided on forgetting to put out some equipment for one activity due to lateness. **D**-get to the activities earlier.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to evaluate leadership strategies that contribute to the effective functioning of a group.</p> <p>This 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>The student has explained how (1) and why (2) self management strategies are applied and using ongoing reflection, explained how these strategies contribute to the effective functioning of the group (3).</p> <p>For a more secure Achieved, the student would need to explain in more detail how and why the self management strategies are applied. For example, specific examples of how the self management strategies are applied from personal application.</p>

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Pre Camp 1 March Activity –Paddle snatch n drop

The leadership strategy I am using is: Self Management –punctuality and preparing activities

This is appropriate because: **EXP** –good leaders need to be organised linked to role modeling, group management

2

It will contribute to the functioning of the group by: **D**- activity will run smoothly and the students should not be waiting around for him to get organised **EXP** –keeps the activities on time good practice because there will only be limited time at camp

It is working (well,ok, not so well) ok

I know this because: **D** –arrived on time and activities finished on time

SEG -equipment was set up before they got to the activity station and the year 10 teacher congratulated him

1

My next step will be to: **EXP** –research the kayak paddle signals for homework

So that: **EXP** –prepared for teaching them on camp

Camp 4 April Activity -Kayaking

The leadership strategy I am using is: Self Management –controlling my frustration and temper

This is appropriate because: **EG** -students annoyed him when they would not listen and noticed he got grumpy

2

It will contribute to the functioning of the group by: **EXP** –good role modelling and more likely to enjoy activity if he is positive

It is working (well,ok, not so well) ok

I know this because: **SEG**–When I felt frustrated at TT for not listening before the kayak trip as I wanted to yell at him and send him away. When I remembered to count to three and asked TT direct questions to refocus him. This helped the group as TT was more focused on the task and worked more collaboratively to kayak as a group down the river. This meant it was a more enjoyable group for all.

1

3

My next step will be to: **EXP**- improve instruction giving and communication

So that: D- so students participate properly and dont get him frustrated

Post camp 10 April

Which of the leadership strategies have been most effective and why?

Self management –**EXP** improvements in punctuality and gave **SEG EXP** –benefits of arriving early to set out equipment first meant the group could get started straight away and not waste time at camp. The group benefited from extra practice time of the kayak skills and not getting cold waiting around. This meant they were able to improve their kayak skills.

3

For the ones that were not effective –why not and what would you do

differently? Goal Setting –stated that he did not get his group to set any goals but probably should in the future as this would improve the motivation levels of the group.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to evaluate leadership strategies that contribute to the effective functioning of a group.</p> <p>This 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>This student has explained how (1) and why (2) the group management strategy (discipline) is applied using ongoing reflection.</p> <p>To reach Achieved, the student would need to explain how the group management strategy contributes to the effective functioning of the group.</p>

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Pre Camp 1 March Activity –Paddle snatch n drop

The leadership strategy I am using is: Group Management - Discipline

This is appropriate because: **EG** –Thomas and Jack talk too much and distract him while giving instructions

2

It will contribute to the functioning of the group by: **D** –other group members happier when they don't

It is working (well, ok, not so well) ok

I know this because: **EXP** Jennifer told me it was better when I sent Jack away when he was silly. I made him run back to the van to get spray skirts.

1

My next step will be to: **D**- Keep being hard on the naughty boys

So that: **D**- the rest of the class enjoy themselves.

Camp 4 April Activity -Kayaking

The leadership strategy I am using is: Group Management –Discipline and getting control

This is appropriate because: **D**-students off task and its not safe around water.

It will contribute to the functioning of the group by: **D**-keeping them safe

It is working (well,ok, not so well) not so well

I know this because: **EG**-“Jack purposely fell out of his boat to wind me up and Thomas paddled away and told me to get stuffed”

My next step will be to: **D** -Get the teachers to look after the naughty ones while the rest of the group do the fun activities

So that: **D**- Everyone is safe

Post camp 10 April

Which of the leadership strategies have been most effective and why?

Communication –not stated why it was effective ie no **SEGs** provided

For the ones that were not effective –why not and what would you do differently? Self Management **EXP** –was late arriving to the activity and the

students already got the gear out. Stated he would give them warnings not to do this in the future if he was late.