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## Tū Manawa Active Aotearoa

### Guidance for in class time delivery applications – completing your application form

Below is a series of points to consider when developing a Tū Manawa Active Aotearoa application which is intended to provide delivery of projects or programmes in schools, **in class time**.

**In class time** refers to any delivery that occurs within regular teaching and learning, or curriculum times (typically 9-3pm excluding break times). This is regardless of whether your project or programme is being delivered on or off school grounds.

#### Question 15. Project or programme summary should contain and demonstrate:

- A strong focus on supporting the needs and development of tamariki and/or rangatahi, particularly in communities where tamariki and/or rangatahi are missing out.
- A statement of why the project or programme needs to occur 'in class time' rather than 'out of class time'. For example, the project is part of the schools planned curriculum programme.
- Identification of how much class time would be required to deliver the project or programme.

#### Question 24. Demonstrating the programme or projects need should ideally include:

- The voice of students or teachers identifying why this project or programme is needed and how it would enhance outcomes for students. *Note: It is not appropriate to state that the project is needed to increase participant rates or membership in a specific activity/code.*
- An indication of how this voice may have been gathered and by whom.
- An indication of what the voices said.

#### Question 25. Desired outcomes should contain reference to:

- Outcomes related to identified learning/educational outcomes important to the school aligned to the NZ curriculum therefore clearly co-designed alongside the school.
- Outcomes that support meeting the needs identified previously by students, teachers and/or schools.
- Outcomes that are mutually beneficial for students, teachers, schools and providers.

#### Question 26. Outcome measurement should consider reference to:

- Demonstrating an understanding of the school setting when attempting to gather evidence to support outcomes.
- Gathering evidence throughout the delivery process in addition to evidence gathered after delivery has concluded.
- Gathering evidence in the form of both numbers or data as well as quotations and opinions from participants or their teachers.

#### Question 28. Compliance with Regulations should provide:

- Strong child protection policies including police checks of any staff engaging with students.

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- Strong Health & Safety and risk management policies which include an understanding of the school setting.
- A draft RAMS document containing relevant school setting information.

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