



**Male Adolescent Learners and the Influence of
Sport and Self-Leadership on Meaningful
Curriculum for Engaging Student Learners
Holistically Across the Educational Curriculum**

MEd Simon Fraser University

Chad Oatway

March 24, 2014

Picture by Alan Wardle

Male Adolescent Learners and the Influence of Sport and Self-Leadership on Meaningful Curriculum for Engaging Student Learners Holistically Across the Educational Curriculum

Inquiry Purpose: To use a Male Sport Leadership Cohort curriculum (MSLC) to connect student-athletes' abilities and core values in sport for engagement in learning and understanding of the world in a holistic cross-curricular approach to education.

Abstract: This study is an inquiry of how I developed a Male Sport Leadership Cohort (MSLC) curriculum to see the impact sport plays in education to build self-efficacy of meaning in reality of core values within male student-athletes identity and integrity for learning. The MSLC's purpose is to connect student-athletes' abilities in sport with engagement for learning and understanding of the world through a holistic view of education. This inquiry examined the views held of and by male adolescent learners toward their formal education. The MSLC's focus was to draw out the positive behaviours and skills associated with their extra-curricular participation in sport to curb what some say is the plight of boys in our education system. Moreover, this study examined how self-leadership training of core values within a kinesthetic curriculum cohort of thirty male grade ten student-athletes looked at intrinsic and extrinsic motivation for learning. Some findings indicate that this is promising, as sport can be a hook for meaning in realities that many student-athletes hold of the world for the development of core values for personal, social and economic growth of a society. There is more pedagogical development still needed in the use of sport in the MSLC curriculum acronym. SHARP=Pride: meaning Selflessness, Hard-Work, Accountability, Respect and Perseverance equals Pride is where I am trying to create a positive meaning of reality for MSLC student-athletes. I question now how a greater application for student learning can be applied to education from meaningful curriculum in students' reality of purpose to find core values for engagement in learning to understanding the world holistically across the educational curriculum.

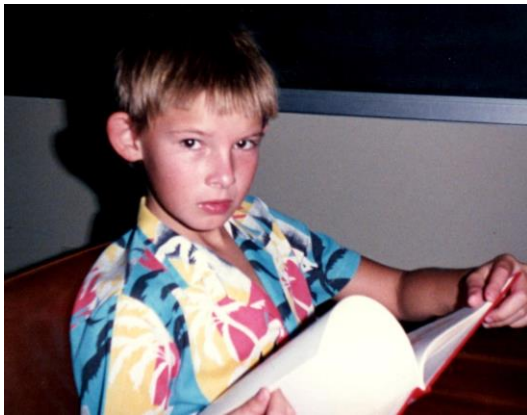
Keywords: *Core Values, Extra-Curricular, Extrinsic, Identity, Integrity, Intrinsic, Kinesthetic, Learning, Male Sport Leadership Cohort (MSLC), Meaning in (intrinsic)/ of (extrinsic) Reality, Mentoring, Motivation, Self-Efficacy, Self-Esteem, Self-Leadership, SHARP=Pride, Sport*

The Heart of My Journey & Myself (Autobiography)

When I look back on my experiences in education, athletics, coaching, teaching and life, I have always been driven to find success and meaning in what I do. Since I was a child, my parents instilled a foundation of strong values in my life that have created my strong sense of purpose. My struggles with learning and the meaning of education in my life have taken me on a journey to find many mentors that have sharpened [*SHARP=Pride*] my life to this point. I had mentors in the forms of teachers, who helped me turn disabilities into difficulties, and coaches who helped facilitate the growth of my core values. These mentors played an instrumental role in helping me find “the freedom to show the heart they [I] possess” in my life and teaching that have sharpened my dreams into my reality (Krzyzewski, 2000, p. 32). Now as a teacher-coach (by this I mean I see a teacher as someone who teaches but may not motivate; a coach must embody teaching, training, leading, mentoring, and motivating) at New West Secondary School (NWSS), I wonder how I can facilitate adolescents’ development towards their dreams to find success and meaning through experience found in meaningful curriculum. At the root of my journey are my life experiences, athletics, and my struggles with learning within the formal education system; these have created tension within my life that have brought me to the heart of my teaching pedagogy. My critical journey begins with reflecting back on what has created the identity and integrity for my success and meaning in life by “the connections made by good teachers [-coaches]... in their hearts” (Palmer, 1999, p. 11).

This journey into my heart to find memories and mentors is continually influencing my choices and my career. By “recognizing the discrepancy between what is and what should be” reminds me of many personal memories that I find connect me to my students in my journey as a teacher-coach in my practice today (Brookfield, 1995, p. 29). Much of my identity was formed

within the education I received as a child. Upon reflection, I am vividly brought back to my experiences in early education at the University of Miami (U of M) when I was nine. As my parents left Canada to travel overseas for work when I was six, I was led to going to U of M to see Dr. Charles Mangrum, a child reading and special education professor, to identify problems I was having with reading and language arts. To that point in my formal educational learning, I had repeated grade one, was pinned with a learning disability, was called a daydreamer by my teachers, and was generally unhappy with school. As a child, I remember this creating great



anger in my life with the feeling of being different from others. I found myself being put into non-inclusive school settings that created much anxiety around formal education. Dr. Mangrum, in addition to my parents, were people who pointed out my strengths as a learner and debunked the notion that I

had a learning disability. As Merriam-Webster defines “Disability – as a condition that damages or limits a person’s... mental abilities” (2014), Dr. Mangrum preferred to identify my struggles as a learning *difficulty*; defined as “Difficulty – something that is not easy to do or deal with” (Merriam-Webster, 2014). He emphasized that a difficulty can be overcome. Over a four-year period of seeing Dr. Mangrum, that notion of a learning difficulty that I could overcome became ingrained in me and the strong foundation of self-efficacy in my core values and integrity were being learned through hard work and perseverance in my life. In particular, one special memory stands out from meeting Dr. Mangrum from a seemingly simple moment, a walk to get a Gatorade and a piece of fruit from the store. I cannot forget how that walk brought forth such deep emotions. It touched the positive human systems of my body and heart to create feelings that anything is possible. These emotional experiences of life I find are almost indescribable with

language, as they just feel simply "... right". This authentic experience began to "awaken a sense of self and yield clues to who we are" (Palmer, 1999, p. 29). This has brought me to wonder within my own pedagogy: who and how are the values of hard work and perseverance being mentored in the students I teach and coach?

With my family's travels for work from Canada, through Miami, to South America and everywhere in between shaped a living inquiry that "embodied encounter[s] constituted through visual... understanding and experiences rather than mere visual and textual representations" (Springgay & Irwin, 2005, p.902). Through this, I see myself being very fortunate at a young age traveling the world where I was exposed to many very strong, spatial, interpersonal, intrapersonal, naturalistic, existential, and bodily-kinesthetic understandings and experiences in learning that formed the foundation of the meaning I find in my reality for how I learn and now teach-coach (Gardner, 1993 & 2011). One such experience I remember quite vividly was on a trip through Peru that took my family to the ruins of Machu Picchu. On that journey I saw primitive ways of living in many of the Peruvian people, but the joy and pride I saw in their culture and the magnificent wonderings of the Inca civilization in the Machu Picchu environment became such an awe-inspiring moment of inquiry of the world of what still needs to be explored by seeing:



It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world. If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good. Perhaps if we can mobilize the full range of

human intelligences and ally them to an ethical sense, we can help to increase the likelihood of our survival on this planet, and perhaps even contribute to our thriving.” (Gardner, 1993, p. 12)

My explorations at such a young age shaped my understanding of meaning in my reality and how

I perceive the world through different intelligences. They allowed me to consider what my



contributions to our thriving world may be. Thus, I

felt my learning at a young age came through

“experiences as learners are felt at a visceral,

emotional level that is much deeper than that of

reason” (Brookfield, 1995, p. 31). This brings me to

think about how the educational curriculum creates

understanding and experiences that connect students’ combinations of intelligences to a deep

emotional level in their realities for learning?

On returning from my family’s travels back to Canada, I found the adjustment very difficult in our formal education system. For me, learning had been coming from a variety of experiences in a multitude of different schools, home school lessons, travels around the world, sports and recreation, and cultures. My difficulties continued with formal educational learning as well as with the social adjustment back to school in Canada, where I found myself in grade five. This brought about feelings of being very different from other students, creating a negative influence on my self-concept. With feeling different and negative about my self-concept, I found that I was becoming the recipient of bullying at school. This brought out a very aggressive side of my personality; I was feeling negative about life and formal schooling.



I saw school as very non-inclusive as I struggled with my learning difficulty. Fear in this classical schooling paradigm continued to be a challenge for me resulting in my enrollment in alternative programs. For instance, in my later elementary years, I was put into a program for children with learning disabilities at Beattie Elementary School. Here, I worked with an influential teacher named Jerry Waselenkoff. Mr. Waselenkoff grasped the notion of “imagine the fear that students feel as they try to learn what we teach” (Brookfield, 1995, p. 50). When I entered the program, I continued to struggle with reading and language arts. I also had poor academic self-efficacy, especially in test situations. Mr. Waselenkoff’s program was different in

the sense that it played on my strengths as a learner by minimizing teacher talk and emphasizing a hands-on visual style of education that built in redundancy and reduced my fear of formal education. By doing this, Mr. Waselenkoff highlighted my strengths as a learner by connecting me back to multiple styles of learning and my core values of hard work



and perseverance. This program allowed me to feel successful in an inclusive environment by helping me now “learn techniques that reveal... the personhood from which good teaching comes” (Palmer, 1999, p. 24). So I ask myself, how can my teaching pedagogy break down fear for students and create an inclusive environment that teaches to multiple styles of learning?

Upon entering high school, my experiences to that point in formal education found I was “recalling emotionally charged dimensions... towards certain ways of doing things and why we avoid others” (Brookfield, 1995, p. 31). That created a negative self-efficacy, which continued to manifest itself into anger and negative behaviour during my adolescent years. In a way, early on in high school I took the Three R anti-school stance of “Resisting, Rejecting, and Rebellious” (Diller, 1998, p. 3). I cannot pinpoint all of the exact causes of this stance on school and my

anger, because I had great loving and supportive parents, and was beginning to build a strong social network with other adolescents. But I can only assume this anger came from a variety of experiences; perhaps from moving to different countries, changing schools and programs constantly, being bullied, not being respected for my strength as a learner by teachers, and probably most of all feeling like I was different and, in many ways, academically *stupid*. In today's standard school paradigms, I was the student with the Individual Education Plan who was often sent to the Learning Resource Centre. All of these "supports" created great anxiety for me at school. I recently learned that the Learning Resource Centre at NWSS is referred to as "retard alley". This all brings back sad memories of how little has changed since I was a student in high school. My only positive building block for my self-efficacy at school was my love for sport and its positive avenue for my anger. This makes me wonder, how did sport connect me to my learning in education and how can it do the same for some of the student-athletes I will be studying alongside my inquiry?

Sport became the key ingredient in building my self-efficacy identity not only by "relating to those forces in ways that bring me wholeness and life," but, most of all, by setting the foundation for my integrity (Palmer, 1999, p. 13 & Greene, 1978, p. 47). This allowed me to find my grounded moral core values within my pedagogy (Palmer, 1999, p. 13 & Greene, 1978, p. 47). Sport allowed me to excel in an aspect of my life and express myself in bodily-kinesthetic ways that would typically be frowned upon in the formal educational system. My grade ten basketball coach, Sean Lamoureux, was instrumental in truly connecting my identity to sport and allowing me to find my integrity inside my moral core values. He encouraged me to push my boundaries of hard work and perseverance on the court. Coach Lamoureux was the first person who worked to channel my anger, which was at times a very negative aspect for me even in sport, into a positive direction of personal discipline. This discipline came down to "doing

what you are supposed to do in the best possible manner at the time you are supposed to do it” by sharpening my integrity into “doing the right thing no matter who’s watching” (Krzyzewski, 2000, p. 46 & p. 233). This concept of discipline that Coach Lamoureux taught me reinforced the responsibility I had to be accountable for my actions and how respect for my opponents, officials, team, and self was key in connecting me to my integrity and core values as a human. This, in turn, began to build my self-efficacy of who I wanted to become. This experience helped me inquire deeply into how I find success by connecting me to my core values of integrity to self-leadership. I clearly remember Coach Lamoureux giving me a card when I moved to senior high school. In this card, he expressed his enjoyment while coaching me and he told me how much he admired my hard work ethic, perseverance, and leadership as a player. In that experience, just like in the experience I had with Dr. Mangrum, finding that card this past Christmas brought emotions that touched deep into the positive human systems of my body and heart. I find it hard to explain the emotions in the language of words. Like Abrams (1996) said, “words ride on the surface of this depth like waves on the surface of the sea” (p. 74). This brings me to the question of how can sport build grounded moral core values of self-leadership in the student-athletes I am working with in my inquiry?

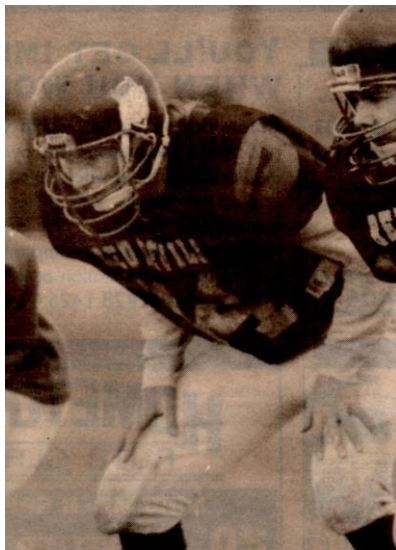


Through the coaching experience of Coach Lamoureux, the heart of my true identity and integrity were beginning to take root of whom I am who teaches. Two other extremely influential mentors and coaches come to my deep sea of emotions that helped sharpen the heart of my moral core values are Brian Olthuis and Dave Johnson. Both of these people role modeled and built my self-efficacy of how to truly find grounded moral core values within my identity

and integrity as a teacher-coach. These coaches both connected their hearts in “the place where intellect and emotion and spirit and will converge in the human self” (Palmer, 1999, p. 11). Brian Olthuis was one of my senior high school teachers as well as my

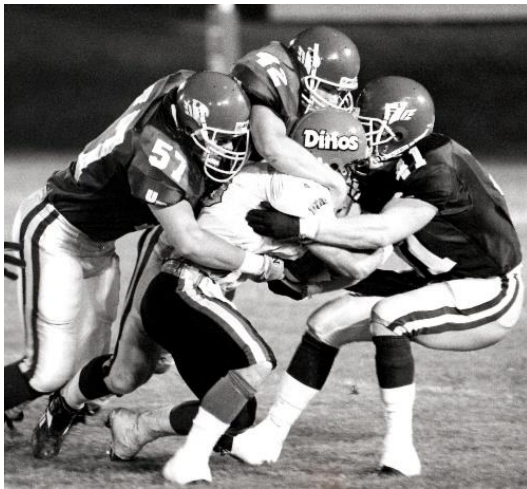


football coach. What I remember most about Coach Olthuis is his passion and the intensity he brought to his lessons and the field in a way that I had never seen before. His style and drive for coaching, teaching, and life transferred to his players by living through with integrity to both teach and coach from his heart. Not only did his coaching have a profound influence on my life, but also his role modeling as a teacher-coach greatly impacted my development. Coach Olthuis was always one to do what Krzyzewski said was “if you teach it, you better be able to do it



yourself” (p. 278). By this Coach Olthuis’ teachings through his Human Performance class influenced the foundation of my physical health skills for my life long pursuits of physical health. Through seeing his role model of physical health behaviours in school or his daily commute by bike or on foot is now how I live my life in many ways. To this day, I have such an appreciation for Coach Olthuis and the selflessness he brought to teaching and coaching; I greatly admire how he was a role model of physical health through life and sport. He is a person I feel eternally indebted to for his positive impact on my life. This makes me wonder how can I role model selflessness as a teacher-coach to positively impact the self-leadership and the physical health behaviours of my students through life and sport?

Dave Johnson was also a football coach that coached me during two different seasons after high school. He coached me during one season with the Abbotsford Junior football team as well as two years later when he recruited me to the University of British Columbia to pursue football and education. Coach Johnson also brought features of the previously mentioned mentors, Coach Olthuis and Coach Lamoureux, but also had one of the most optimistic outlooks and genuine heart-felt empathic care for his players that I have ever seen. Coach Johnson had



grasped what Nel Noddings (2012) termed as an ethic of care by “establishing and maintaining relations of care and trust which included listening, ... and making thoughtful connections among the disciplines and life itself” (p. 771). During this period of my life, I moved away from home the day after graduation and found myself in a new, but similar environment

because of Coach Johnson who “as a coach, as a leader, I’m going to provide that safety net—that family support system” (Krzyzewski, 2000, p. 14). Through the support systems that Coach Johnson’s teams created, I was able to begin to build my self-efficacy in the meaning of reality I had of my life, of my goals and of my dreams. These coaches’ values and support became grounded into who I am in my life because of their mentorship. This created self-leadership from within and amongst my peers as I matured into a leader on the University of British Columbia Thunderbird football team, where I served as a team captain for three years. Those influences truly built my self-efficacy into my identity and integrity as a teacher-coach to be true to my heart. Now I wonder within my inquiry, how can I use self-leadership training to instill strong values in my student-athletes so they may pursue their own goals and dreams?

The strong role modeling and obvious love for their vocation from these mentors made me step outside my comfort zone because of a strong personal self-efficacy and pursue academics at a higher level. The reason I chose to grow in an academic setting was created through my involvement in the sport of football. In pursuing my goals in sport I was confronted with a fork in my road towards the end of high school. One road presented the vocational option of pursuing a non-academic, spatial, and bodily-kinesthetic career path, which spoke to the love of my true skill set. This combination of intelligences and working with my hands would mean giving up my goals in sport. The other road presented sport that created my positive self-efficacy in my life, but collided with my biggest struggle in life, my learning difficulties in the formal education system. My career in education, through my passion in sport, became very clear after meeting Mickey Martino when I was in grade 10. Mickey Martino was someone my parents knew through church. He was a teacher, coach, and counselor who never taught or coached me, but on one occasion met with me. What Mickey Martino did was relate to me through his life and his struggles with learning how sport influenced his choices in life; this connected to my meaning in reality of life and who I truly wanted to become. Again this mentorship moment left me with an unbelievable feeling of emotional optimism that is lost in the waves of language in the depths of the sea. It reminded me to “Never let a person’s weakness get in the way of his strength” (Krzyszewski, 2000, p. 14). With the realization of my strength, I found the direction that embraced the weakness on the road of most resistance. This is continually sharpening my pedagogy as a teacher-coach as well as me and how I truly live from the heart. On the roads of vulnerability, however, I have always seen the most potential for success and meaning in my reality of what I do. Brene Brown’s (2010) words have helped me to explain it best: Sport helped me find connections in life by building my love, belonging, worthiness, and courage. These allowed me to breakdown my wall of shame and fear of a

learning difficulty to embrace my vulnerability and believe that I can plant my seed of greatness inside of myself. How can I mentor and help teach students to embrace their vulnerability to overcome their shame and fears so they may plant their seed of greatness within themselves?

By embracing my vulnerabilities within the formal education system, I was able to synthesize my love of sport with my education by seeing how the two coexisted. By wanting to become the best athlete I could be, my education followed in the fields of Human Kinetics, Psychology, and Home Economics. These combined my combination of intelligences into my life through sport by bringing together what it is to be holistically physically educated of one's self and the world around them. By pursuing this route in life and education, I had no doubt that I wanted to become a teacher so I could pass on the whole of what it is to be a physically healthy human being and challenge the ideological perspectives of teaching (Brookfield, 1995). In this pursuit of teaching, a moment that both my mother and I remember from my earlier high school years when I came home from another bad day at school, I said "I'm going to become a teacher, so kids don't have to put up with their shit... I will show them." As I became more entrenched in my studies, I became much more awakened to a "consciousness of highest tension originating in an attitude of full attention to life and its requirements" of what is yet to come (Greene, 1978, p. 42). This consciousness in my studies began to truly breakdown what it means to be a physical being in a more holistic view. With this in mind, I wonder, how can I help the student-athletes I teach and coach find a holistic educational experience that will help to awaken their consciousness of what they truly want to become?

Upon finishing high school and entering post-secondary, I found the journey to embracing my vulnerabilities with my learning difficulty in the formal education system a continual struggle; I wanted to find my self-leadership to understand that "leaders have to learn to live with instability" (Krzyzewski, 2000, p. 256). After graduating from high school with

relatively low marks averaging about a 2.2 GPA, going to university was not an option. The desire to continue playing football sharpened my focus by being hard working, accountable, respectful, and persevering through my studies, which was not always easy. After two years of college and then being recruited to go to the University of British Columbia (UBC) for football, I found myself struggling to get into University. In order for me to gain entry into the Faculty of Human Kinetics at UBC, the football program applied for an academic appeal because of my lower GPA. Once in university, my struggles with formal learning continued and I was put on academic probation my first year. As I accepted my learning difficulties with formal education and reached out for help, I found the Rich Hansen Institute for Access & Diversity. They helped bridge the gap between my learning difficulties in formal education to my combination of intelligences leading to some success at university. By doing this, I experienced resistance from many of my professors, as I approached them with accommodations for my learning difficulties. This resistance from professors carried through to course work and the teaching practicum in the Faculty of Education during my undergraduate degree. I believe that many of my instructors misinterpreted my request for accommodation as I “cannot learn”. I also found that work I was submitting was seemingly graded at a lower level than the work of my peers who were performing at an equivalent degree of quality. In an unforgettable moment, a professor said to me, “I do not know why you are here... you will never become a teacher.” Now I see that the professor failed to realize that “these students who are not learning... may... be becoming philosophers of their own education. They have shifted their perspective enough to “step up on the sidewalk”... of mainstream schooling... and curriculum” (Diller, 1998, p. 4). Now I wonder how can I, through my teaching pedagogy, breakdown the stigma of stereotypes and welcome diversity into my classroom so students can find their own styles of learning?

I do not wish to represent all of my postsecondary undergraduate education in a negative light, as it was a great learning experience in my life. As being one of the first educators with some of my colleagues to look at bridging the gap between Physical Education and Home Economics, I found a great sense of purpose of what needs to be accomplished in broadening the definition of the Physical Education paradigm. This came from my core values in life and my undergraduate teaching philosophy statement. My philosophy depicted “healthy living as a physical, mental, and emotional process that relates to the spirit of health... by teaching practical knowledge... that connect students through life skills to themselves, school, and community.” The “Fitness for Life” H.E.L.P philosophy has been a great asset for teaching. It stands for “Health for Everyone with an emphasis on Lifetime activity designed to meet Personal needs” (Corbin & Lindsey, 2007). The levels in the process of learning move through dependence, to decision-making, and finally independence in lifetime fitness, making connections to how I view myself as a physical educator. This model along with the broadening of what I see Physical Education as in its relation to a lifetime of fitness for healthy living I found I was beginning to refer to myself in my undergrad as a “Physical Health Educator”, which is how I now address myself as a teaching-coach professional. It brought me to look at how I can fully embody my teaching pedagogy to address the Physical Health of my students’ for a lifetime of fitness for healthy living.

The process of becoming a Physical Health Educator took me on many roads to discover during my practicum and first years of teaching. Some thought it could not be done in this classical model of a school paradigm; as a practicum teacher said, “How can you teach foods, PE, and coach? It has not been done before, you cannot do that.” That was my challenge and once again my realization of my strengths that embraced the weakness on the road of most resistance in my chosen vocation that I find in my heart. As I began to teach, I was fortunate to

come across key mentors, Carrie Gurba, Dolores Volcz, Peter Battistin, Farhan Lalji, Gord Sturrock, and Ken Bowman, in the departments or teams I worked in as a teacher-coach who encouraged me to use my expertise to begin developing courses and curriculum for our district. These mentorships led to the development of a number of courses. Such as a grade eleven and twelve Strength & Conditioning course along with a Healthy Living eleven course which is a culmination of my pedagogy of Physical Health Education. Some of the courses have been a great success and another has fallen to the wayside in need of a rebirth in another form in years to come. This exploration has allowed me to find myself as a teacher-coach. However, several of these courses have been successful at NWSS. One course called Health Living 11, did not have the same experience but I am confident in a sound restructure of the curriculum for future implementation.

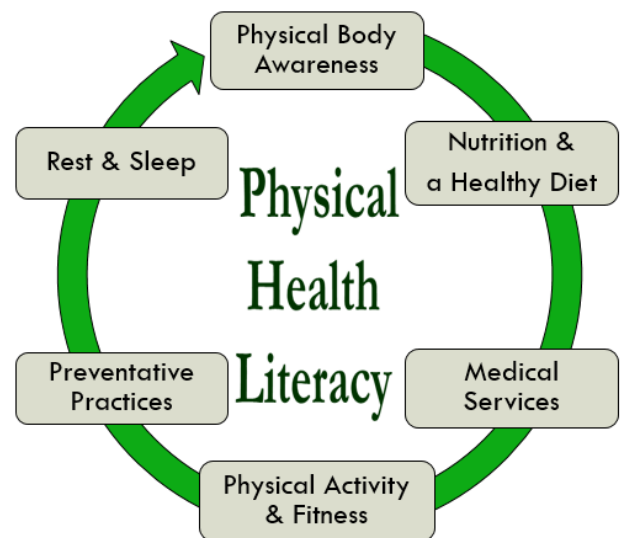
“Now I become myself. It’s taken time, many years and places... were drawn to a body of knowledge because it shed light on our identity as well as on the world. We did not merely find a subject to teach – the subject also found us” (Palmer, 1999, p. 9 & 25)

By truly finding myself as an educator through my life’s journey, I come to my tensions of who I am that teaches in this uneasy suspense of what we call public education (Shagoury & Power, 2012, p. 23). This tension I see resides inside the stagnant curriculum that I believe, at times, is hindering true authentic student learning that in many ways hindered my learning. I find this tension a great deal in the physical education curriculum where the true meaning of “physical” education is lost within team sports and games, poorly designed evaluation and testing practices, fitness testing to standard, and a subject that is treated as second class. Through my journey, my true purpose as a developing educator revolves around this practice of what makes up the word “physical” in my teaching pedagogy and more so in our education paradigm. By putting quotations around the word “physical”, I have been continually synthesizing the

larger meaning of the aspects that make up this word. In our NWSS Cross-Curricular Literacy Roundtable Collaboration Group, I brought the notion of Physical Health Literacy to the group that was new to many colleagues, which I modified from Physical & Health Education Canada:

“Individuals who are physically health literate have developed an understanding and application of what holistically makes up their physical body along with fundamental skills that can be used with competence and confidence in a multiple of environments that benefit the healthy development of the whole person.” (See appendix 1)

In many ways, this describes the word “physical” to me and all the relationship and interaction inside of the human body with its surrounding environment that is lost in today’s Physical Education paradigms. As I continue to be a collaborative member of our school culture and a part of our school wide goals team, this passion for physical health education has now been adapted into our school wide goals. I find that having



this in our school goals creates a more holistic look into the health and wellness needs of our students to now be more aware of not only their mental and emotional health, but now also their physical health and its influence on their lives. The word “physical” within my practice is continually trying to create a more holistic and authentic heart felt experience for the students that I teach-coach in the subjects of Physical Education, Home Economics, Planning, and Athletic teams. How can authentic curriculum help educate students’ to find the deep connections inside of their “physical” realm to create physical health literacy for lifelong health and wellness?

Analyzing my autobiographical lens and journey as a learner in life has allowed me to find that “insight and meaning for teaching that we draw from these deep experiences are likely

Inquiry of the Heart

(Context of Inquiry)

Through these experiences of critical reflection and seeing how a strong sense of self-efficacy has been built into my core values of the heart, I have seen a strong development of leadership in my practice. “Considering the match between the natural leadership quality and the task that needs to be accomplished” now guides my pedagogical leadership (Glanz, 2002, p.4). The culmination of my critical inquiry to accomplish tasks in my practice has led me to move away from the stagnant curriculum; I believe that curriculum needs to sway in order to change the preferences of others. This belief is at the tension of growth in my practice. This was evident in my last curriculum-developing endeavor when I was developing a Male Sport Leadership Cohort (MSLC), which is the context of my teacher-coach research inquiry. It is also involved with the many questions I have found in my journey through my pedagogy. Professor Michael Ling’s “Inquiry Process Domains” and “Social/ Economic” conditions brought out the connections of why my inquiry was personally important to “self and practice”. It was also relevant to how I did, am doing, and still working through the “content and conditioning” of my living inquiry “Socially/ Economically”.

The journey of living inquiry that has been built on “self” through “encounter with mentors... the voice of the teacher within, [invites] me to honor the nature of my true self” (Palmer, 1999, p. 140). Sport has created such a strong connection of “self” throughout my life and now in my “practice”. I now realize that sport is at the heart of my pedagogy. Setting aside other inquiries by discovering the inquiry closest to my heart has brought me to find my “practice” and what it means in the reality of my students in the lessons I teach as a Physical Health Educator. As a teacher-coach, I see that extracurricular and physical activity participation has been well documented to be associated with a variety of positive behaviours. These include:

improved physical fitness, improved self-efficacy and self-esteem, decreased chance of obesity, increased academic achievement, better classroom behaviour and attention span, a reduced likelihood of dropping out, improved mental health and brain function, improved disease prevention, improved growth and development, increased positive school community and culture, and helps educate the whole child (McNeal, 1998; Deslandes et al, 2009; Pabayo et al, 2006; Ebie 2008; Fox et. al. 2010; Coalter 2010; Masurier & Corbin, 2006; & the Globe and Mail, May 2012). The question that has created the greatest tension in my pedagogy is why are many of these extracurricular practices found in schools treated as “extra” at all when so much research points to improved quality of life, school, and society?

Looking through the “context and conditions” of my teacher-coach inquiry, I was drawn to see the meaning students formed in their realities in life through sport just as I did. In the creation on the MSLC curriculum, I was brought to my “context and conditions” of extreme tension with the “extra” in extracurricular and if it should be “extra” at all. In my professional practice as a teacher-coach, I find it quite disheartening that much of my expertise is treated as “extra,” which has both “social/ economic” implications to others around me and myself in the field of coaching. Personal development through sport has shown to create positive attributes needed to achieve success. This is a researched social phenomenon in the categories of positive personal character development, reforming “at-risk” populations, and fostering social leaders and civic engagement (Coakley, 2011). I wonder if this “extra” is warranted because the personal and social development through sport is not widely understood within the research methodology.



**MALE
LEARNERS
& THE
INFLUENCE OF
SPORT AND
SELF-
LEADERSHIP
ON SCHOOL
ENGAGEMENT
FOR
LEARNING**

Furthermore, is it possible that it is not understood because of the difficulty to track and measure change due to great complexities of sport played, actions of peers, parents, coaches and program administrators, diversity of cultures, social significance given to sport, social relationships, society, and changes occurring during the maturation of life? (Coakley, 2011; Coalter, 2010). I enter this removal of “extra” with caution as some cultures have entrenched this form of education deep into their culture such as in the United States where the actual cost of sport is lost and taken away from academic education because sport is seen as a rite of passage for youth, even if the educational learning experiences are lost (Ripley, 2013). Coalter (2010) and Coakley (2011) also warn of potential loss of the connections sport brings to personal attributes that can support communities and civic responsibilities with a sense of entitlement and overzealous athletes, parents, coaches, and community members with personal agendas. I understand that there are many challenges to the “content and conditions” both “socially and economically” through education. Coakley (2011) did point out that most positive outcomes for development came “when coaches are trained to teach an explicit philosophy” that connected personal and social values of society to meaning found within athletes lives (p. 35). My philosophy as a teacher-coach, which I strive to mentor through my core values within my identity and integrity, firmly believes that:

“there is a need for theoretically informed explanations of the ways that sports and sport participation can be organized and combined with other activities for the purpose of empowering young people to make choices about change-oriented civic engagement based on a critical awareness of the factors that negatively affect their lives” (Coakley, 2011, p. 318).

When the thought of the MSLC of my inquiry was taking root, I was looking to build on my expertise as a professional to go inside the personal character development of youth. I explored how the social phenomenon of sport, at a meaningful level, could be combined with formal education to inform a theoretical explanation for MSLC which could have a positive

impact on male adolescents. This came about by looking deeply into the school wide goals for NWSS. Over the past five years, our school goals have looked at the development of social and emotional health and now physical health in relation to social responsibility, with a particular focus on the holistic success of at-risk learners. In this case, at-risk learners were defined as students who are male, disengaged in the classroom, experiencing decreased academic success, showing aggressive behaviours, demonstrating increased incidents of drugs and alcohol abuse, and at risk of dropping out of school (NWSS School Goals: See appendix 2). When looking at the research on male adolescent learners within the formal education system, it has been found that males are more likely to be at a risk of underachieving, having negative attitudes towards schooling, being less likely than girls to go to university, falling behind in literacy, demonstrating illegitimate aggressive behaviour or bullying, being absent, being expelled, dropping out, and even committing suicide (Macdonald, 2005; Rivers & Barnett, 2011; Steinberg, Kehler, & Cornish, 2010). To try and address the above goals at NWSS, the school goal improvement team asked staff to find ways to increase engagement in the classroom by trying to increase positive interactions to address these goals. This led me to reflectively develop the MSLC curriculum with the hope to address NWSS goals. Creating the MSLC, I was looking to change the negative male behaviours showing how many males of this age group respond to the world. The classical team statement, “there is no “I” in team”, depicts where the MSLC will move through individual development into community development for social change (Coakley, 2011). The idea to use sport and kinesthetic education as the vehicle for MSLC came down to a trend I had been seeing in the NWSS football team, one of the teams that I coach. During one of our past reporting periods in 2012, I found that one-third of our football student-athletes were either at sixty percent or less in two academic subjects or failing one academic subject. Another one-fourth of the remaining players were at sixty percent or less in one academic subject, which

meant that thirty-seven out of sixty-four players were struggling with their formal academic education. I found these statistics shocking because, while working to coach these student-athletes, I could see committed, hardworking individuals that have an underlining desire to succeed. I then began to question what causes disconnect between positive core values possessed in sport with lack of achievement in other arenas. By looking at the research, I felt empowered to try and curb the negative aspects of male adolescents and the student-athletes I teach-coach by connecting the positive research around sport.

When I finally came to propose the MSLC to address the theoretical nature of our NWSS school goals and move them forward into a practical application of inquiry with my expertise as a teacher-coach, I had to grasp the full scope of my “context and conditions”. In establishing this, MSLC, coaches, colleagues, administrators, and district staff all needed to be included in the planning process. For some people it was easy, for others it required a justification of the inherent value of the MSLC curriculum. Through the process, I gained valuable perspective and growth as a leader from how I saw colleagues’ involvement in how change occurs by using the “4I” approach of “Transformational Leadership” model (Beauchamp & Morton, 2011). I was introduced to this model during a UBC “Adolescents in Motion” research study in daily physical education. The model allowed me to become much more aware of how I should focus my leadership style by “maximising the quality of relationships with others” (Beauchamp & Morton, 2011, p. 2). By using this approach towards leadership, I saw meaningful relationships beginning to be fostered within my departments leading to a more inclusive adoption of my goals when it came to Physical Health Literacy and the MSLC. This was evident through support I gained for my courses in the way of facility availability, equipment, and scheduling. In the end, the MSLC curriculum came down to practical application on achieving school goals that just could not be denied due to the research and the “content and conditions” of male adolescent

student-athletes. Thus, I found a greater understanding and control over some of the “context and conditions” influencing self and practice towards the beginning of the MSLC living inquiry.

The foundation for the Male Sport Leadership Cohort (MSLC) curriculum is to create kinesthetic learning experiences through sport by combining three courses: Physical Education 10, Planning 10, and a board authorized Sport Conditioning & Leadership 10 (MSLC BAA & Course Outline: See appendix 3). In this inquiry, I was looking to work with male student-athletes’ positive self-characteristics and core values through sport for personal development. I will talk about two different views of how to relate individual and social meaning with reality. The first view looks at the meaning in reality that is formed from an individual’s intrinsic perceptions of their core values. The second view looks at the meaning of reality that is formed from an extrinsic view of societal values. Synthesizing our football team’s core character values of the past five years is where I see the embodied meaning in reality in the MSLC curriculum. The acronym SHARP=Pride: meaning Selflessness, Hard-Work, Accountability, Respect and Perseverance equals Pride is where I am trying to create a positive meaning of reality for MSLC student-athletes (SHARP=Pride: See appendix 4). I hope this will help motivate, mentor, and lead student-athletes for positive self-efficacy in sport, school, and community for learning (Brown, 2006). In addition, I was looking to use cross-curricular education through sport to give “some insight to the lessons and choices [student-athletes] make that will help them be a better teammate while they are still playing, and one day, a better parent, partner, employee and citizen when their playing days are over” (Brown, 2007, p. 1). By using student-athletes’ passion for sport and the core values sport can create through personal leadership, I was curious to see how



Keeping our Axe S.H.A.R.P. = PRIDE
Hyack Student-Athletes Core Values!

MSLC curriculum and my mentorship could help students narrate themselves through the cohort and hopefully gain greater cross-curricular school engagement for learning, hence success in education and life.

Through understanding that the “evidence showing that youth development programs were more effective if they had a strategic programmatic focus on the connection between individual development, community development, and social change”, I started putting together the theoretical and practical journey for MSLC (Coakley, 2011, p. 318). In the MSLC curriculum, I see Coakley’s strategic programing increasing the awareness of the intrinsic development of self-efficacy of student-athletes and their motivations for learning. By nurturing this intrinsic self-efficacy, I was able to connect them with their combinations of intelligences and explore their extrinsic environmental realities through the meaning of these influences. In this, I am trying with MSLC curriculum, to develop praxis core values of integrity by linking the praxis that was described as the “head, heart, and lifestyle... upon the world in order to transform it” within student-athletes (Aoki, 2005, pp. 116 & 119).

In the beginning of this, I worked to attempt to expose males in the MSLC to other forms of intelligences by first looking at bodily-kinesthetic intelligence in order to discredit the notion that males are “being ridiculed for being intelligent” by peers in the formal education system which some males see as non-masculine (Steinberg, Kehler, & Cornish, 2010, p. 493; & Macdonald, 2005, p. 69). Also by looking at the research into strategies in order for male adolescents to be engaged in their educational intelligence, I worked to implement curricula that was exploratory, hands-on, competitive inside of positively designed collaborative teams, have reasoning behind activities and content, have personal interests built into learning, and be student-centered in the decision making process (Macdonald, 2005; Rivers & Barnett, 2011; Steinberg, Kehler, & Cornish, 2010). “Sport would seem to provide an effective medium for the

development of self-efficacy beliefs, with its emphasis on practice, skill development, mastery and learning from defeat” which I used as key components of the MSLC curriculum (Coalter, 2010, p. 20). Furthermore, male adolescents’ education needs to address different combinations of intelligence to engage them in learning



by transforming the classical formal style of education that would theoretically teach a student how to throw a ball without ever touching a ball, to a form of education that allows students to explore that ball kinesthetically with others as we teach. By doing this, it was my hope to broaden my classroom past the formal education system’s three R’s of education to a place that expands to the dimension of what an unknown author referred to in the four R’s of education, Reading, Writing, Arithmetic and Running.

I used the MSLC curriculum to help open my eyes through student-athletes’ lenses “for judging whether or not good teaching is happening... and... to get inside students’ heads and see classrooms and learning from their point of view” (Brookfield, 1995, p. 35). By viewing my student-athletes through their lens, I was hoping to connect with their individual development in sport to what I described earlier with the word “physical”. Breaking down this “physical” relationship and interaction inside of the human body with its surrounding environment as it related to individual kinesthetic needs in the MSLC was a goal of the curriculum. Looking closer at MSLC student-athletes’ basic needs for individual growth I found Maslow’s Hierarchy of Needs for motivation and mentorship for individual’s different stages of basic needs (Maslow, 1943). This worked to develop basic needs of my student-athletes while being sensitive to how it connects to each student’s motivation allowing me to search for learnings that builds self-efficacy in their meaning of reality for their abilities. Mentorship will be important in helping

students develop the skills needed for self-actualization in their Hierarchy of Needs inside the MSLC (Maslow, 1943). Coalter (2010) described this self-actualization in the terms of self-efficacy by saying “people with high self-efficacy are more likely to view difficult tasks as something to be mastered, rather than to be avoided” (p. 19).



I have been connecting the praxis core values of identity and integrity and beginning to link the connection to community development and social change with the MSLC curriculum. Positive masculinity traits were studied in the holistic stages of growth within student-athletes. With an awareness of student-athletes’ vulnerabilities and fears, my research strives to “discover one’s true face, one’s heart, and one’s foundation, all of which lead to the expression of a complete life” in both myself and in my students as we push in the direction of that “complete life” (Cajete, 2011, p.77).

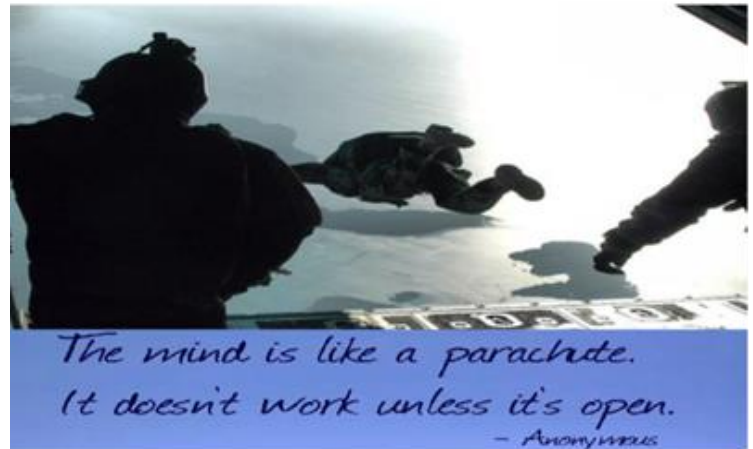
“For there is the important if obvious point that knowers can only be knowers when known by other knowers. Knowing presupposes mutual participative awareness... through meeting and dialogue, in a culture of shared art and shared language, shared values, norms, and beliefs... agreement about the rules... how to use it... So any subjectivity-objectivity articulated by any one person is done so within an intersubjectivity field” (Heron & Reason, 1997, p. 280).

The Heart of Thinking (Theoretical Framework & Research Methodology)

The process of this inquiry has been learning to know from other knowers in a collaborative participatory process of personal-objectives between and amongst fields for learning through inquiry. When I started thinking about my knowing and how it mapped out inside of the greater methodology, educational thinkers and research, I was drawn to include

Springgay and Irwin a/r/tography, with its potential implications on its connections to sport as the art. At first I interpreted a/r/tography as a hypocritical process, not towards a/r/tography, but towards formal education itself. In this, I found my first internal tensions within the literature and research in the sense that formal education took the artist in me away in order to conform me into forms of expression, learning, and meaning of my reality that were not organic in nature as I think art should be; hence, my learning

difficulties with reading and language arts or as Gardener theory explained linguistic intelligence. This brought me closer to Gardener’s Theory of Multiple Intelligences when I was looking to see the need to “re-evaluate the definition of intelligences” within the formal education system



(Macdonald, 2005, p. 153). By taking into account the variety of combinations of intelligences within the student-athlete in the MSLC, I began to look for “different talents and styles of learning... If we give boys opportunities to show their talents and learn in ways that work for them, they can then be pushed to learn in new ways that do not come easily. Because learning requires change in beliefs and behaviours” (Macdonald, 2005, p. 152). My inquiry research into the MSLC student-athletes’ intelligences saw their prior knowledge of knowing the meaning in their realities through sport. When they entered the classroom, sport became a starting point for my methodology into changing beliefs and behaviours for learning. Unfortunately, through all of the forms of Gardner’s Multiple Intelligences, I was unable to fully explain the variety of needs found inside the MSLC. The postmodern world of thinking in a multitude of ways in the universe and the realization that knowledge is uncertain and ever changing is where I want to evolve my thinking (Carr, 1997). “What was I to teach, and how was I to educate my students?”

(Carr, 1997, p. 310). I was in need of transforming my thinking past the postmodern world of education to the emotions of my heart to teach-coach “those qualities of intellect and character which enable an individual to decide rationally which emotions, desires and inclinations to cultivate” (Carr, 1997, p. 322).

Seeing how the MSLC student-athletes’ talent of kinesthetic intellectual knowledge of knowing helped me connect to how their meaning in reality was formed in sport. It did not, however, fully connect to building the needs in their self-efficacy as “to make an ethically principle decision, expressing a desire ‘to do the right thing in the right place at the right time in the right way’” (Carr, 1997, p. 323). Finding myself as an artist-teacher-coach-researcher “living a life of inquiry [is] living a life of excess, a life that forces understanding to evolve through acts of deep engagement” (Springgay & Irwin, 2005, p.904). I found deep engagement in my inquiry, yet struggled to form understanding in words through linguistic intelligence of how the needs of self-efficacy can be built through core values. The expectation that textual and linguistic representation is needed to form meaning in a body of work or in our formally designed educational system, seemingly a letter grade, creates deep tension in my life. “People talk to you in different ways – through facial expressions, moods, mannerisms, body language, the tone in their voice, the look in their eyes” just as in many ways my nine month old daughter communicates with me. In this communication of MSLC coaching of how we build



SHARP=Pride core values from within can find deeper meaning in realities of student-athletes.

With this not necessarily allowing me to fully understand, at times, how to interpret my research as an artist in a textual and linguistic way, I turned to Abrams description of emotional human experiences to find my heart:

“The gestural genesis of language, the way that communicative meaning is first incarnate in the gestures by which the body spontaneously expresses feeling and responds to changes in its affective environment... gesture is spontaneous and immediate...we then mentally associate with a particular content or significance...the bodily gesture speaks directly to our own body (1996, p. 74).

Looking past the textual and linguistic meanings of understanding intelligence to find the gesture genesis of non-verbal language for the individual needs of the MSLC, I began to focus on the needs of the heart that are spoken to me through what Maslow termed “The Hierarchy of Needs” of human motivation. By looking at Maslow’s (1943) work, I began to break down not only the differences in student-athletes combination of intelligences from before but also their behaviour of motivation, which are almost always stimulated from “[biological], [cultural] and [situational]” experiences (p.371). Understanding the “The Hierarchy of Needs” of the different individuals and being empathetic towards student-athletes’ needs is where I can now ride my research methodology to map out the meaning in reality student-athletes have to learn from within.

With MSLC members having different “Degrees of Relative Satisfaction” (p. 388) towards their basic needs of physiological, safety, love/ belonging, esteem, and self-actualization, I used Maslow’s

(1943) research to understand the different behaviour and reactions to motivation of the MSLC student-athletes. Most MSLC student-athletes had relatively high physiological needs. In my



inquiry, I focused on their needs for safety in the classroom to build their need for love and esteem on their journey to self-actualization. Using male adolescent engagement strategies and focusing on the lessons of sport brought together in the MSLC core values of SHARP=Pride, Maslow's "Theory of Metamotivation... the Value-Life" brought the MSLC philosophy together (Maslow, 1967). Relating the SHARP=Pride core values of the MSLC to Maslow's (1967) "Being Values", I now see that they work together in a way that Selflessness is Wholeness, Hard Work is Effortlessness, Accountability is Truth, Respect is Goodness, Perseverance is Aliveness, and Pride is Perfection. That has guided me to my heart in this methodological journey. "Freedom of inquiry and expression have been discussed as preconditions of satisfaction of basic needs" (Maslow, 1943, p. 384). I found that this made even more connections in student-athletes beyond the basic hierarchy of needs for constant improvement towards self-actualization and building true self-efficacy in their extrinsic meaning of reality.

Throughout my education, practice, methodological inquiry, I have been introduced to many varied educational practice positions. Selecting one seems uninformed because I believe we can evolve past the postmodern age to find a pedagogical paradigm that comes from a variety of research, thinkers, intelligences, and needs that speaks to the emotional heart of my practice. I connect to the positive components of the Transmission Position. This built my inquiry's theory from Frances Bacon to John Locke's ideas of the mind that create actions that build habit that form a person's character in the MSLC values of SHARP=Pride, but reject any separation of the heart from the head in my pedagogy (Miller & Seller, 1985). I strongly believe in the Transformation Position in education, but see it as a struggle when trying to implement it with adolescents. A firm grasp of Maslow's self-actualization is needed before this position can be fully realized in the MSLC, so student-athletes can find their inner self as it ultimately relates to their being in the universe (Miller & Seller, 1985). This is what brings me to the Transaction

Position of education and the “cooperative interactions between students and teachers... of the democratic process applied to education” to find a personal student-centered collaborative hands-on experience in the MSLC (Miller & Seller, 1985, p. 62). John Dewey talked about the idea of collaboration and that intelligence can be developed both individually and socially in environmental interactions in problem solving.

In looking deeper into my inquiry within the MSLC, student-athletes and the forms of intelligences and motivational needs of individuals, I also find myself trying to understand their stages of maturation described in the Transaction Position of education by Jean Piaget, Lawrence Kohlberg, and Rochelle Mayer. Examining the methodological application Kohlberg and Mayer’s work that expanded from Piaget and Dewey on how the stages of growth move adolescents through a life cycle of development is where I look to breakdown my understanding of MSLC student-athletes (Miller & Seller, 1985). In this life cycle of growth, Piaget, Kohlberg, and Mayer’s claim that maturation comes from bodily intrinsic structures and how they interacted with the extrinsic environment to form meaning in their reality of moral development in the adolescent stage of growth (Miller & Seller, 1985). I find myself going back to MSLC student-athletes’ meaning in reality to see how they connect the MSLC core values of SHARP=Pride to their intrinsic structures for development. In order to move towards the extrinsic thinking for development, a link must be created where by the student becomes “concerned about other people and their feelings and are motivated by what other expect of them” (Miller & Seller, 1985, p. 81).

Part of my pedagogy involves understanding that adolescents care about peer group approval in the construction of their reality; it is very important to be cognizant of this when building basic needs in a safe, loving, and inclusive classroom. Also, I need to understand the individualistic nature of the adolescent self that is craving autonomy in their reality that can lead

to “me” and “I” behaviour, with a lack of awareness of their social surroundings found by Kieran Egan (1997) in the understandings Romantic Stage. In seeing that adolescents in this romantic understanding stage crave autonomy, I was brought to question the MSLC student-athletes on what they needed to be independent for success in relation to SHARP=Pride core values. This became expressed in an autonomic need for their drive for intrinsic self-efficacy



development to embrace their focus on Hard-Work and Perseverance as per the MSLC’s core values of SHARP=Pride in relation to societal surrounding (Egan, 1997). During the methodological finding of my beliefs in intrinsic self-efficacy development, I need to work to discover more thinkers and research that speak to the individualistic nature of adolescents and how intrinsic mindfulness can be used to build core values in the meaning in reality. One thinker, Robert Nideffer, explained in this attention model how internal (intrinsic) and external (extrinsic) focuses are affected by the number of stimulus cues perceived within an environment (Gill, 2000). This then becomes related to information-processing so emotional arousal “may be channeled into control or automatic processing to reach optimal attention” for learning (Gill, 2000, p. 60). Through discovering that rational thinking begins to connect to the attention of arousal level in the romantic stage, there needs to be a desire for hard-work and perseverance to push the limits of intrinsic meaning in reality for "engagement with knowledge represented as a product of human emotions and intentions" (Egan, 1997, page 254).

I see that transaction and transformation positions of educational practice work towards an intrinsic motivational process that connects students’ environment for personal meaning of

their reality (Miller & Seller, 1985). By working to develop the intrinsic meaning of reality through stages of growth, I look to find the holistic connection for learning found in the transformational educational process “that student should learn to see relationships between themselves and their social environment, and between themselves and all aspects of the curriculum... acting consciously in the social realm” (Miller & Seller, 1985, p. 168).

Moving away from intrapersonal perspectives to find interpersonal perspectives and beginning to link the individual to their social development in their community to work towards social change is the next methodological explanation for MSLC curriculum through the participatory worldview.

In the participatory worldview, Heron and Reason (1997) described the connectedness of methodology with forms of cooperative inquiry and collaboration to explore the world in new forms. “Taking the view that the mind’s conceptual articulation of the world is grounded in its experiential participation in what is present, in what there is” (Heron & Reason, 1997). I find that the MSLC curriculum of experiences in sport will use the link in a cooperative collaborative environment to reach out to a larger social community. Using forms of knowing in participatory worldview ontological, epistemological, methodological, and axiological paradigms guides my pedagogy in the MSLC (Heron & Reason, 1997). It is the subjective-objective embodiment of my journey of knowing my experiences through the whole of knowing the ontology or reality of this perspective (Ladkin, 2005). This allows me to find perspective that comes from an open heart of ontology and the beginning of knowing the meaning of reality in MSLC student-athletes. This form of knowing leads to the meaning of



knowledge acquisition within the Heron and Reason (1997) paradigm of epistemology. MSLC curriculum focuses on epistemological knowledge construction of the interdependent ways to form knowledge through: experiential, presentational, propositional, and practical knowing (Heron & Reason, 1997, p. 280). To form the knowledge of embodied meaning in reality that student-athletes feel through sport in MSLC curriculum requires connection to kinesthetic experience of practical knowing through self-leadership and now team social dynamics.

This forms my meaning of knowing collaborative methodology “grounded in each other” expressed in self-leadership and team (Heron & Reason, 1997, p. 283). Thus relating to the student-athletes’ experience to one another in sport to enrich the way they view the world through others in MSLC. This last view of axiology is the triangulation of the three participatory views of how knowing truth is formed to study the values of those truths by “valuing of knowledge itself” (Heron & Reason, 1997, p. 286). Using this research methodology, I connect aspects of my theoretical framework in individual development, community development, and social change with the MSLC curriculum core values of SHARP=Pride. Furthermore, the axiology participatory view sums up my inquiry’s methodology by “enabling balance within and between people of hierarchy, cooperation, and autonomy... to enhance human association by... deciding for others, with other, and for oneself” to create a democratic classroom of core values (Heron & Reason, 1997, p. 287).

Personally, by using the participatory worldview methodology of thinking, I find that there is a need to form a hierarchy of importance in knowledge acquisition. In my inquiry guided by thinkers and research in my pedagogical paradigm, I found tension during my research. At this crossroad of tension is knowing, learning, and meaning inside of curriculum (Heron & Reason, 1997). I now look to really question the inherent emphasis on knowing in terms of knowledge as a key paradigm of education. I do not want to down play the importance

of knowledge acquisition; I am suggesting that rethinking the methodology in my beliefs to an axiology paradigm focus of the values of acquiring knowledge. This has brought me back to the MSLC curriculum's key pedagogical teach-coaching of belief of the core values of SHARP=Pride in identity and integrity. The end goal of the MSLC curriculum is to help the student-athletes form their own core values as they see how selflessness, hard-work, accountability, respect, and perseverance relate back to individual and community development which will work towards social change. This thinking has come to light looking through the analogy of sport and education and in identifying the "structures" in cross-curricular learning through true "human action" or nature that takes more than just knowledge alone (Davies et al, 1996, p. 154). In BC's new Transforming Curriculum Core Competencies Plan (2014), it addresses Davies knowing, being, and doing as one entity or core competency. As well, this curriculum looks to engage in deeper learning across disciplines, but does not address the core values needed to form links amongst disciplines (Davies et al, 1996). I think human emotions and intentions are a representation of the core values, hence core competency, of how I teach. It is through this meaning of reality which leads to the engagement for learning and knowledge. This brings me to knowing the heart of learning. The tension in my pedagogy is with student-athletes and their disconnections of self-efficacy across life. Thus the meaning in realities of student-athletes' core values possessed through sport lacks a transfer holistically across the curriculum. What should be the hierarchy of importance in our educational paradigm of a social/economic society?

VALUES? OR KNOWLEDGE?

“Meaning making demands embodiment... thus, the participation called for brings thinking, feeling, seeing, and acting into a vital relationship that is integral to making meaning...Such participatory negotiation instills embodied understandings... each successive transformation opening and closing possibilities” (Latta & Baer, 2010, p100).

Knowing the Heart of Learning

(Research Methods & Key Learnings)

Latta and Baer's (2010) embodiment of meaning requires full connection to one's core values for understanding knowledge for learning. My MSLC pedagogical paradigm, placing importance on one's core values for meaning of reality, has helped to develop deeper knowledge across the curriculum and has shaped my inquiry. By looking to see how my research supports this pedagogical paradigm in the Male Sport Leadership Cohort (MSLC) is where I begin knowing the heart of learning, as I work towards:

VALUES for learning to build KNOWLEDGE

The critical reflection process of my inquiry "challenges traditional disciplinary and institutional structure, striving for connections between and amongst disciplines" to build and create meaning through multiple lenses in my practice (Latta & Baer, 2010, p 93). Thus, finding the analogy of sport to educate brought me back to Brookfield (1995), giving me a "sense of purpose to have some real effect on those [I] teach" (p. 2).

In analyzing my field work, I am brought back to questions within myself, my life's journey, and my inquiry that began my pedagogical reflection into my embodiment of practice. The creation of authentic curriculum of the MSLC to connect the development of male adolescents to individual, social, and community aspects of their lives became the primary focus of my data collection. This allowed me to use a multitude of techniques within Denzin & Lincoln's (2005) and Shagoury & Power's (2012) forms of qualitative research designed to look at personal growth through sport in a kinesthetic curriculum for engagement. I used a variety of qualitative data collection techniques in my inquiry in the forms of journals and notes, observations, interviews, questionnaires, audio recordings, photography, student artifacts, recorded negative and positive interactions in the school environment, and self-evaluations forms

(Denzin & Lincoln, 2005, p. 23; Shagoury & Power, 2012, pp. 91-133). In this collection I understood Denzin & Lincoln's (2005) Research as a Multicultural Subject; therefore, I took into account others in an ethical and political sense. Using the term autoethnography described the tools I needed to interpret my data into NWSS's diverse multicultural society (Starr, 2010). By allowing me to see relationships between "teacher/student, teacher/leader, parent/teacher as well as the agentic relationship between individual/collective, oppression/emancipation, privileged/disadvantaged resulted in the collision of discourse and self-awareness" (Starr, 2010, p. 7). In pursuing this pedagogical paradigm in my research questions, I have an underlining desire to grow my practice in a way that facilitates authentic curriculum and learning for male adolescent student-athletes to see:

How can I mentor the core values of SHARP=Pride in the student-athletes I teach-coach?

FT

How can authentic curriculum help educate students to find the deep connections inside of their "physical" realm to create physical health literacy for lifelong health and wellness?

FT

It brought me to look at how I can fully embody my teaching pedagogy to address the Physical Health of my students for a lifetime of fitness for healthy living.

I first looked at the relationship between teacher-coach and student-athletes through reflections in my inquiry to hear echoes of the past. Meaningful relationships can be formed through sport and authentic curriculum. Former student-athletes have shared their positive stories of personal development when we happen across each other in the community. For example, over the past months, when taking my daughter to the recreation center pool, many former student-athletes have been working out at the facilities. These former student-athletes have told me how they continue to stay physically active and apply many of the practical lessons that I was trying to create inside of the "physical" realm for physical health literacy.

Furthermore, I heard this even more when I talked with past student-athletes as I ran into them at SFU and in the community. They expressed an extreme interest in the MSLC field study. Also during our past parent teacher interviews, one parent expressed how she appreciated the fact that her son talked about my personal involvement in classroom workouts and that they both have seen me biking to and from work. Now I understand the lifelong health and wellness of Coach Olthuis; “if you teach it, you better be able to do it yourself” (Krzyzewski, 2000, p. 278). This could not have been better expressed than in a letter a former student-athlete gave me after a

football game as I started my inquiry as, “and it starts again” (Student Card: See appendix 5), leading me to think that connections have been formed to core values through sport and physical health. This key learning has a profound effect on my self-efficacy and more so on my self-actualization as I evolve into the future as a teacher-coach. It encourages me to



continue to fully embody my teaching pedagogy in life’s quest to address the Physical Health of my students for a lifetime of fitness for healthy living. In this I find great meaning in my accomplishments mentored back to the students that I teach-coach.

How did sport connect me to my learning in education and how can it do the same for some of the student-athletes I will be studying alongside my inquiry?

Analyzing these questions of my field work I first looked at the strategic programmatic focus of my inquiry (Coakley, 2011). Sport for me built my self-efficacy to learn and broke down the fear that has connected my journey in life to education. I witnessed how student-athletes perceive me on my educational journey and how I embodied the use of sport through physical health to find meaning in my life, as was echoed to me by those same student-athletes.

“Coach has demonstrated to all of us how to manage our lives, be successful, and live happy. He is more than a teacher or coach, he is a father figure to all young adults who may cross his path, and even though he just had his first child, he has been a father to all of us much longer, and for this coach we thank you” (Player Speech: See appendix 6).

© MARK ANDERSON

WWW.ANDERTOONS.COM



This was the heart felt message, that touched me deeply, given by two of my football players in their end of season thank you speech. By looking at the relationship through sport and the MSLC curriculum to find educational experiences, I heard the echo of the past come back again. In the developmental process and early stages of the MSLC grade ten curriculum, I found while talking with senior student-athletes an excited jealousy for the MSLC and disappointment that it was not around earlier. This showed me that these former student-athletes understood the meaning in reality they have to live through sport. One great memory of this was when I was over for dinner at a former student-athlete's family home before he left for university where he was pursuing sport and education. In that conversation we were talking about my inquiry. He expressed grave disappointment that he missed out on that experience of the MSLC. Both he and his brother, over the seven years I taught and coached them, saw the evolution of how I was

using curriculum and sport to connect to student-athletes. Their mother expressed in a card such admiration on my impact I had made on her sons' lives (Parent Card: See appendix 7). These findings helped me to realize the importance of focusing my coaching on improving self-efficacy. This also brings me to question how can I continue to develop my practice in order to help improve self-efficacy of all the students I teach-coach.

How can my teaching pedagogy break down fear for students and create an inclusive environment that teaches to multiple styles of learning?

fr

How can I in my teaching pedagogy breakdown the stigma of stereotypes and welcome diversity into my classroom, so students can find their own styles of learning?

fr

How is the educational curriculum creating understanding and experiences that connect students' combinations of intelligences to a deep emotional level in their realities for learning?

My postcard work in Kathryn Ricketts course established my journey of learning by helping to organically validate the outcome for why and how the MSLC came into being. I first looked to breakdown any vulnerabilities student-athletes had with formal education to create an inclusive environment that used Gardener's Theory of Multiple Intelligences that embraced kinesthetic, interpersonal, and spatial learning styles inside the MSLC. I used sport as a hook for student-athletes' meaning in realities, which leads them to find embodied meaning with the MSLC curriculum. By using research strategies that engaged student-athletes in an exploratory, hands-on, and positively designed collaborative teams for competition, I observed great success early on in the learning that was taking place in the MSLC.



This became apparent in early observations during teambuilding and leadership activities that highlighted strong character values that carried through the MSLC to football practice and game behaviours. Also during the first round of interviews, I heard many MSLC student-athletes make very key emotional statements during an inclusion question: “I just feel comfortable to be myself” without the fear of alienation or ridicule. As well during these interviews, I began to



hear that the stigma of stereotypes between the different sports represented in the cohort were being broken down. At NWSS I have observed varied degrees of segregation between sports and athletes based on sport, culture, social economic status, and education programs. During

those interviews I was hearing that there was beginning to be a larger degree of comfort that came through the interpersonal interactions of the MSLC. The MSLC was beginning to refer to themselves together as just athletes, not that sport or this sport. I observed this theme unfold in class with comfort in being able to be themselves within the MSLC. This allowed them to be more expressive in an inclusive learning environment that challenged them to push themselves athletically; hence, finding a common ground for inclusion and understanding of one another through sport. This connection of sport became a key to learning as I noted student-athletes' feelings of self-worth and self-esteem in their emotional belonging to the MSLC. Furthermore, I saw how the practical meaning in reality can become hooked by the emotional embodied meaning and be used as a vehicle to cross bridges for learning.

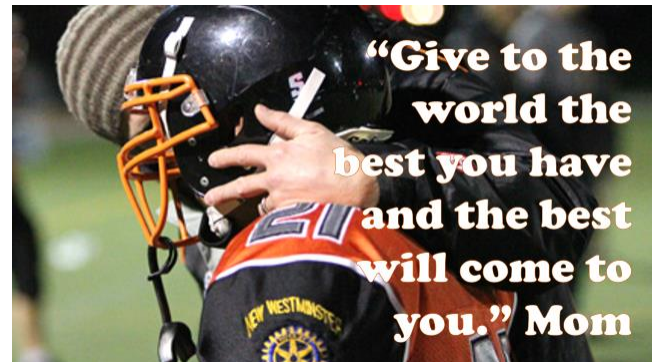
How can sport build grounded moral core values of self-leadership in the student-athletes I am working with in my inquiry?

F

How can I use self-leadership training to instill strong values in my student-athletes so they may pursue their own goals and dreams?

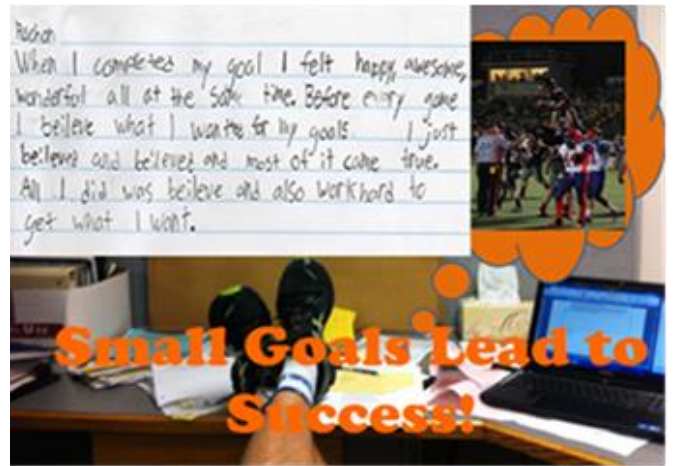
By using the exploratory, hands-on, and team environment of MSLC I was beginning to implement self-leadership training in the process. Synthesizing the student-athletes' embodiment to sport set the stage for the understanding of the MSLC core values found in the acronym SHARP=Pride: meaning Selflessness, Hard-Work, Accountability, Respect and Perseverance equals Pride (Brown, 2006). This looked at how the MSLC student-athletes perceived their meaning in reality of their behaviours in sport practices and games, setting the foundation of participation and events for embodiment.

Early stage observations, recordings, artifacts, and self-evaluation rubrics showed how student-athletes' meaning in realities was formed in pre-existing core character values of what success looks like in how they



defined SHARP=Pride. This I saw being defined through the athletic arena into the MSLC rubrics we constructed as part of a collaborative student-centered democratic process (Self-Evaluation Rubrics: See appendix 8). Kathy Neilson's Authentic Assessment course as well as Art Uhl's self-evaluation rubrics set the foundation for this delivery for learning. "Analysis and willingness to question fundamental assumptions in why we grade" evolved from this process (Kohn, 1994, p. 38). Through this willingness I saw personal growth in lessons on how core character values in self-leadership training can be built and taught to student-athletes. This allowed student-athletes to explore their self-esteem and how it can build into their goals from within their dreams. Moreover, student-athletes' self-esteem became the standard to find their self-efficacy for development with the "beliefs determine how people feel, think, motivate

themselves and behave” (Coalter, 2010, p.19). One student, after achieving his goals in a football game, expressed his feelings as “I felt happy, awesome, wonderful all at the same time... all I did was believe and work hard to get what I want”, which I later put in a postcard artifact to capture the moment. By



finding success in the formation of strong self-esteem inside the MSLC and the move to develop self-efficacy in student-athletes’ core values of SHARP=Pride, I began to see a key learning in optimal states of arousal. Looking back at the MSLC coaching, a high state of arousal was formed due to the very energetic nature of male adolescents along with an inclusive environment built around kinesthetic learning. This key learning found that a strong extrinsic focus happened, but I failed to completely connect it to a deeper level of intrinsic focus that could have been more of an asset in developing self-leadership to pursue goals and further dreams.

What causes disconnect between positive core values possessed in sport with lack of achievement in other arenas?

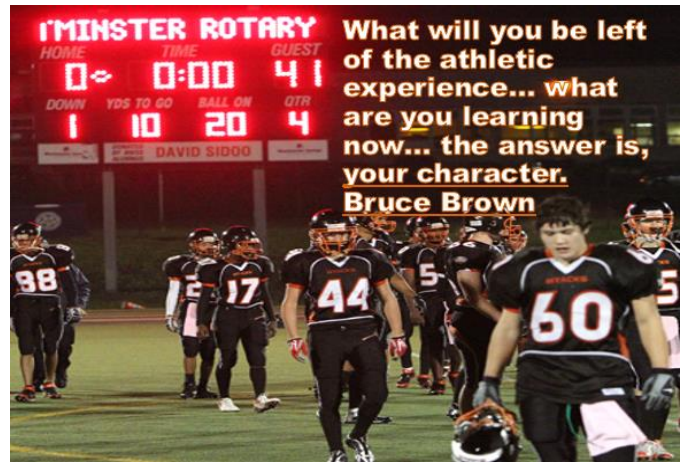
This question brought me back to myself as a leader and how I have always tried to embody positive behaviour as both a teacher and a mentor through sport and physical health. This was not always true in my adolescent years due to very similar situations that arouse in the MSLC. This situation arose from a seemingly innocent moment of strong self-esteem and development to self-efficacy behaviour inside the inclusive environment of the MSLC. With MSLC student-athletes having strong connections to one another, they lost the understanding of where the MSLC boundaries lay. In this crossing of



boundaries with a lack of awareness and maturity of how strong core values apply to life beyond sport, a bullying incident occurred by MSLC members. This became the first very coachable experiential moment in the MSLC that looked to bridge the gaps of sport and life. By using a short video (YouTube: Battle at Kruger) on the depiction of life in the animal kingdom I began to dissect what it meant to be a true athlete and leader.

Bruce Brown's words depict the lesson the best as:

“congratulations you have the talent to play sports... physical talents... were gifts to you at birth... only a small percentage of high school students have the ability to compete for their teams... your physical skills will one day only be something you are able to talk about... what will be left... what are you learning... your character” (2007, p. 1).



All MSLC student-athletes were embarrassed, whether they had been the perpetrator, follower, supporter, or onlooker during the incident with the lack of personal core character values and leadership shown as a cohort. This moment awakened many in the MSLC to a different level in meaning of reality through personal character values and how they can use SHARP=Pride core values to understanding true self-leadership. With us, a key to learning was seeing that “knowing, being, and doing are not three things, they are one” and with that we as the MSLC began to practice how positive or negative experiences impact our lives for learning (Davies et al, 1996, p. 154). Seeing how student-athletes learn from SHARP=Pride now makes me look at a need for a hierarchy of development in core values. In the future this will take the form of looking at personal intrinsic core values that work towards social extrinsic core values that connect to the community aspect of our lives.

How can I mentor and help teach students to embrace their vulnerability to overcome their shame and fears so they may plant their seed of greatness within themselves?

This was an extremely large question in my inquiry. I first needed to see that “there is a fine line between trying to build your athlete up and overestimating their ability. Exaggerating their ability often results in either false confidence or eventually frustration when they don’t measure up. It is possible to be both honest and encouraging” (Bruce Brown, 2004, p. 19). Seeing this through SHARP=Pride made me look deep into the motivations of what the MSLC student-athletes were capable of while still challenging them. “Attention to process places value on experimentation, observation, deliberation, dialogue, and interaction... that asks teachers and students to participate as aesthetic inquires through adapting, changing, building and creating meaning together” for SHARP=Pride (Latta & Baer, 2010, p.93). My coaching, through the process of building core values to create meaning together as a cohort, was both adapting and changing to see the problems to be solved through the construction of my inquiry. As I continue to reflect on my inquiry and my findings, I am just beginning to truly synthesize the fears, shame and vulnerabilities many of the MSLC student-athletes have that create negative core values that are hindering a holistic life experience that could help awaken their consciousness of what they truly want to become successful at. The negative core values were evident in a disrespectful incident in a community business. In a follow up conversation,



I was coaching two student-athletes on how respect works by saying, “if someone else thinks and believes it is disrespectful to them then it is disrespectful. As respect lies in how someone else sees your behaviour not about how you see your behaviour. If you think respect is about you, your reality of respect needs to change.” That was a big moment for those student-athletes as

they were more worried about people respecting them than respecting other people. You have to earn respect, you cannot expect it because it is an interpersonal skill in SHARP=Pride. Another moment that spoke to me in my inquiry was trying to transform the notion many male adolescents have about “being ridiculed for being intelligent” by peers or showing academic effort in the formal education system is non-masculinity (Steinberg, Kehler, & Cornish, 2010, p. 493; & Macdonald,



2005, p. 69). During my writing this came to me in an awkward analogy that in some ways reflected the MSLC class. I saw this on a cubical stall at the SFU library, which I assume was done by a male, where derogatory language describes the supposed purpose of their life in the top right corner; embedded with “exams suck” and “I can & I will succeed.” The notion that everyone wants to succeed is true. From my observations, the meaning in reality of what life should bring is skewed for many male adolescents. I wonder, why do student-athletes underachieve when they want to find their greatness?

The second part of answering this question in my inquiry became the deepest in breaking down the shame and fear many students have with their vulnerabilities. Understanding the root cause of underachievement in the MSLC student-athletes’ cross-curricular learning originated from our football teams’ lack of success, which I captured in an audio recording during a game. Realizing that losing was not caused by a lack of understanding or knowledge of the game of football, but due to a lack of focus, discipline, and effort, which brought to light the questions: how important is knowledge and who would you hire?

KNOWLEDGE? OR WORK ETHIC?

Seeing this I question our team's mental toughness in relation to hard work and perseverance.

As we all strive for perfection, mistakes are made and failure is inevitable, but what truly can be learned is how we respond and work towards continuous improvement (Brown, 2007).

“Positive, competitive, persevering athletes are ‘mentally tough’...Mental toughness in an athlete is a quality that allows them to remain confident, enthusiastic and positive, no matter what...The athlete loves the arena and the game (not the attention). They look forward to the toughest competition as a test of themselves. They want to compete against their opponent on the opponent's best day.” (Brown, 2007, p. 12)

This created a sticking point in my inquiry with some of the MSLC student-athletes. As many student-athletes' failures to this point in the MSLC and across their education were created by a lack of transfer of meaning in reality to use SHARP=Pride core values. Going back to Coalter's (2010) words of how “sport would seem to provide an effective medium for the development of self-efficacy beliefs, with its emphasis on practice, skill development, mastery and learning from defeat” (p. 20). I needed to look even deeper into this underachievement to find heart breaking stores of shame, fear, and vulnerability. This underachievement stemmed from low levels of Maslow's basic need in love and safety outside the MSLC and in two cases I would say physiological need. With these cases I found struggles with parents, peer groups, physical health, emotional health, and mental health. One case in particular really stands out from two of this students health and wellness project artifacts. In a discussion I had with this student's father, I learned that his mother suffered from severe mental illness for the past year and a half. This missing basic need of a mother's love created underachievement in the classroom and on the football team towards the



end of the season, resulting in less playing time. Furthermore, this student-athlete had been suffering from his own depression through this period creating great anxiety at school and insomnia lowering his overall basic need. In this I see one of my biggest weaknesses. When I see struggling I have a tendency to push and push as it worked for me, but this may not work for everyone. It was very hard to write this piece without having a tear in my eye as I hear too many heart wrenching stories in my practice. In this I find the following very profound learning statements. I must look deep into the basic needs of underachievement and make sure I bring empathy and support and be careful when I see struggling, find the right way to be honest, encourage, and help coach perseverance.

How can I role model selflessness as a teacher-coach to positively impact self-leadership and physical health behaviours of my students through life and sport?

As I continue to push identity and integrity in my own core values through struggles in my own life and pedagogy I continue to use my strong sense of self-efficacy to model behaviour back to student-athletes. In order for me to fully embody role modeling and selflessness I have to breakdown the “content and conditions” of my inquiry. At the beginning of the school year, just before the start of the MSLC, I went to meet with our principal to go over some details. In that meeting I was given a budget of zero to start a new program to address school goals. This showed me that no economic benefit goes to the social benefit during hard times, which we are experiencing at this moment in school district 40. Thus having to create an exploratory, hands-on, and collaborative team based curriculum out of nothing was not easy and definitely not what I envisioned. As I believe in creating an inclusive environment, I could not charge the student-athletes. The negative “content and conditions” in our school district at the moment make me feel like I am riding a tricycle to get to the pay phone. This may sound funny but it is not, as we have a pay phone at our school that does not work and we are still using a DOS attendance



monitoring system, and have technology that has just come out of the floppy disk age as our school leaks water into my classroom. But the maintenance workers insure me that the light works on their snow removal tricycle. That is about enough negative energy wasted on an optimistic



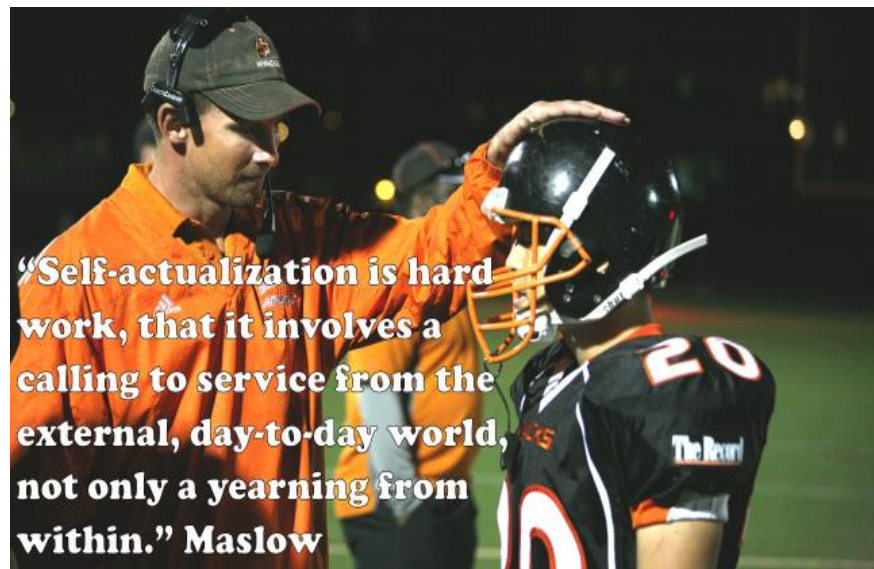
paper, but it goes to show how coachable moments can be created in spite of closed possibilities.

Going back to look at Coakley (2011) strategic programmatic focus, I am now going past the individual and into the social aspects of the community with the MSLC. This is taking the form of how I can coach student-athletes to take control of their “contest and conditions” with how a negative can be turned into a positive for learning. Seeing how male adolescents need a positive competitive challenge, I brought forth a fundraising idea that could address some of our negative issues at NWSS. I told them that this would be a very challenging process with many people that may want to stand in our way, but this excited the MSLC. I believe in them, and over the past three months the MSLC has been planning a fundraising run/ walk around Queen’s Park in New Westminster called “Hyacks in Motion” (Poster: See appendix 9). This event is taking place on May 3rd, 2014 and is looking to raise money to improve opportunities for students in the realm of physical health by increasing field trip opportunities in alternative health environments and access to physical health equipment and nutritious food at NWSS. As I just begin to scratch the surface on self-leadership and physical health behaviours beyond the individual, I see great promise in connecting student-athletes to the greater community. I am just beginning to learn what this looks like and I am optimistic for what the future holds. I am learning the meaning of reality for personal self-leadership and physical health through sport, and my student-athletes and I are fully embodying the process.

How can the influence of meaningful curriculum in sport and self-leadership with male adolescent learners engage them in a more holistic cross-curricular approach for learning?

I do not feel like I have come close to fully answering this question in my inquiry, but I am left thinking about how this could and can be done. However, I feel in my key learnings that I addressed the question to the point of “engage.” In order to create an embodiment of meaningful curriculum in essential core values, self-leadership, and sport with male adolescent learners to engage them in a more holistic cross-curricular approach to education, I am finding my short comings in closed possibilities. I am seeing that the meaning in reality of core values in my teach-coaching for life and learning connects the core values of SHARP=Pride. These core values now need to challenge the meaning of reality to build a holistic cross-curricular

approach for learning to find knowledge in my pedagogical paradigm. In this I need to work to progress the MSLC coaching from meanings of intrinsic to extrinsic realities that work from the core values of self to the core values of community and society. This shift might find a holistic cross-curricular



approach for learning to find knowledge in formal education that could open possibilities I have yet to find. By opening possibilities, my colleagues and I are looking to begin a holistic cross-curricular approach to project work that we can carry across the curriculum for deeper learning. I am also interested to see how many students find meaning in reality outside the formal academic education subjects. In this I would like to see how core values for learning are connected to knowledge and could be used to find deeper levels of engagement through electives

and “extra”-curricular in the areas of the arts, technology, trades, and athletics. Next year the Technical Education Department at NWSS is using the MSLC model to combine technical education courses with planning 10 in a cohort of students. Therefore, I need to open my lens of inquiry to my colleagues to bring our subject area specialties together for the creation of values and meaning in cross-curricular education. If I look at myself through the personal and social development in sport as the end product of what may happen to one of my student-athletes in the future, I have found success. My mentors are my witnesses to my study of what can happen with “the influence of sport and self-leadership on school engagement for learning and knowledge.” Though “I don’t know” (Nobel Lecture, Szymborska, 1996). I still need to learn many things in my life, but what I have learned is that it does work, as life has been my subject as I try, learn, work, play and be the best I can be.

Summary of Key Learnings in the Evolution of My Heart

- Working towards: VALUES for learning to build KNOWLEDGE!
- Connections to core values have been formed through mentorship, sport, and physical health!
- I learned the importance of focusing my coaching on improving self-efficacy!
- I strive to continue learning how to improve the self-efficacy of all the students I teach-coach!
- Sport is a common ground for building inclusive classrooms!
- I saw how the practical meaning in reality can become hooked by the emotional embodied meaning and be used as a vehicle to cross bridges for learning!
- Coach to both extrinsic & intrinsic attention levels to focus and motivate towards goals!
- Knowing, being, and doing are one when you are a leader!
- A leader will learn from all experiences, positive and negative!

- There needs to be a hierarchy of development in core values from personal intrinsic to social extrinsic core values!
- Find student-athletes' capabilities and motivate them to challenge their abilities, but always be honest!
- Everyone wants to succeed!
- Look deep into the basic needs of underachievement!
- Make sure I am empathetic, supportive and sensitive when I see struggling students; find the right way to be honest, encourage, and help coach perseverance!
- Find ways to challenge students to be involved in their community!
- Meaningful relationships can be formed through sports and authentic curriculum!
- Through sport, I am learning the meaning of reality for personal self-leadership and physical health!
- I witnessed, for some male adolescents, that the meaning in reality does come from sport!
- Collaborate with colleagues to build a holistic cross-curricular approach for learning!
- Core values can be used in the areas of extra-curricular and elective studies!
- I question now how a greater application for student learning can be applied to education from meaningful curriculum in students' reality of purpose to find core values for engagement in learning to understanding the world holistically across the educational curriculum!
- "I don't know" many things, but I endeavor to try, learn, work and play to be the best I can be!

"I will apply by setting boundaries and staying on top of my work and projects, because both school and sport aren't just simple – but complex. Being responsible and staying focused will be beneficial because you can't fake your way out of school like it's artificial. But being a leader and a student is rare, but don't lead your future to waste like you don't care. To apply means, dedication, like to be a student-athlete and prioritize education." – Student I



THANK YOU: to everyone
who made this journey
possible. You are all in my
heart in my sea of emotions!

Gratefully Edited By:

My Wife - Jenn Oatway
My Critical Friend - Laida Falsetto
My Mom - Islay Oatway
My Dad - Dwight Oatway

References

- Abrams, D. (1996). *The Flesh of Language*. US: Knopf Doubleday Publishing Group, pp.73-92.
- Aoki, T. (2005) *Curriculum Implementation as Instrumental Action and as Situational Praxis*. Pinar, W. & Irwin, R. (Eds.), *Curriculum in a New Key: The Collected Works of Ted T. Aoki* (pp.111-123). New York: Routledge.
- BC Transforming Curriculum & Assessment Website: www.curriculum.gov.bc.ca/competencies
- Beauchamp, M. & Morton, K. (2011) *Adolescent in Motion: Transformational Leadership, Teaching, and Adolescent Health Promotion Teacher Handbook*. University of British Columbia: <http://aim.kin.educ.ubc.ca/index.html>
- Brookfield, S. (1995) *Becoming a Critically Reflective Teacher*. San Francisco, CA: Jossey-Bass.
- Brown, B. (2010, June). *The Power of Vulnerability*. TED Talks. Post retrieved from http://www.ted.com/talks/brene_brown_on_vulnerability.html
- Brown, B. (2007) *Life Lessons for Athletes*. ProActive Coaching: www.proactivecoaching.info
- Brown, B. (2006) *First Steps to Creating a Successful Team: Core Covenants*. ProActive Coaching: www.proactivecoaching.info
- Brown, B. (2004) *Motivational Strategies for Coaches*. ProActive Coaching: www.proactivecoaching.info
- Cajete, G. (2005) *American Indian Epistemologie*. *New Directions for Student Services* (pp. 69-78). US: John Wiley & Sons.
- Carr, W. (1997). **Professing education in a postmodern age**. *Journal of the Philosophy of Education*, 31(2), 309-327. doi:10.1111/1467-9752.00058
- Coakley, J. (2011). *Youth sports: What counts as "Positive development?"*. *Journal of Sport & Social Issues*, 35(3), pp. 306-324. doi:10.1177/0193723511417311
- Coalter, F. (with J. Taylor) (2010). *Sport-for-development impact study*. A research initiative funded by Comic Relief and UK Sport and managed by Development through Sport. Stirling, UK: University of Stirling.
- Coalter, F. (2007). *A Wider Social Role for Sport: Who's Keeping Score?* Abingdon, Oxon: Routledge Publishers
- Corbin, C. & Lindsey, R. (2007). *Fitness for Life: Fifth Edition*. Human Kinetics. ISBN-13: 9780736066754

- Davies, B. et al (1996) *Cognition, co-emergence, curriculum*. Journal of Curriculum Studies, 28(2), pp. 151-169
- Denzin, N. & Lincoln, Y. (2005) *Introduction*. *The SAGE Handbook of Qualitative Research* (pp. 1-32). US: Sage.
- Deslander, A. et al.(2009). *Exercise and Mental Health: Many Reasons to Move*. Neuropsychobiology, 59, 191-198
- Difficulty (2014). *Merriam-Webster online Dictionary*. Retrieved from <http://www.merriam-webster.com/dictionary/difficulty>
- Diller, A. (1998). *Facing the Torpedo Fish: Becoming a Philosopher of One's Own Education*. (<http://archive.is/JRYoX>)
- Disability (2014). *Merriam-Webster online Dictionary*. Retrieved from <http://www.merriam-webster.com/dictionary/disability>
- Ebie, B. (2008). *An Investigation of Secondary School Students' Self-Reported Reasons for Participation in Extracurricular Musical and Athletic Activities*. RIME: Research and Issues in Music Education, 13, 1-12. University of Arizona. Retrieved from <http://www.stthomas.edu/rimeonline/vol3/ebie1.htm>
- Egan, K. (1997). *The educated mind: How cognitive tools shape our understanding*. Chicago: University of Chicago Press.
- Fox, C. et. al. (2010) *Physical Activity and Sports Team Participation: Associations With Academic Outcomes in Middle School and High School Students*. Journal of School Health. Vol. 80, issue 1, pg. 31-37
- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books
- Gill, D. (2000). *Psychological dynamics of sport and exercise: second edition*. Champaign, IL: Human Kinetics.
- Glanz, J. (2002). *Finding your leadership style: A guide for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Greene, M. (1978). **Wide-awakeness and the moral life. Landscapes of learning**. pp. 42-52. New York: Teachers College Press. Columbia University
- Hammer, K. & Baluja, T. (2012, May). *War on child obesity: out of the cafeteria and in to the playground*. Part 1 of 3. The Globe and Mail. Retrieved from

- Heron, J. & Reason, P. (1997). *A Participatory Inquiry Paradigm*. *Qualitative Inquiry*, 3(3) (pp. 274-294).
- Kohn, A. (Oct 1994) *Grading: The Issue Is Not How but Why*. *Educational Leadership*, p. 38-41
- Krzyzewski, M., or Coach K. (2000). *Leading with the Heart*. New York, NY; Warner Books, Inc.
- Ladkin, D. (2005). *"The Enigma of Subjectivity"*. US: Sage Publication, pp. 108-126.
- Latta, M. & Baer, S. (2010) *Aesthetic Inquiry*. *Essays on Aesthetic Education for the 21st Century*. Sense Publisher, pp.93-107.
- Macdonald, B. (2005) *Boy Smarts: Mentoring Boys for Success at School*. Surrey, BC: Mentoring Press.
- Maslow, A., Stephens, D., & Heil, G. (1998). *Maslow on management*. New York: John Wiley.
- Maslow, A. H. (1967). *A theory of metamotivation: The biological rooting of the value-life*. *Journal of Humanistic Psychology*, 7(2), 93-127. doi:10.1177/002216786700700201
- Maslow, A. H. (1943). *A theory of human motivation*. *Psychological Review*, 50(4), 370-396. doi:10.1037/h0054346
- McNeal, R. (January/ February 1998) *High School Extracurricular Activities: Closed Structure and Stratifying Patterns of Participation*. *The Journal of Educational Research* Vol. 91 No. 3 pp. 183-191
- Miller, J. & Seller, W. (1985). *Curriculum, Perspectives and Practice*. New York: Longman
- Noddings, N. (2012). *The caring relation in teaching*. *Oxford Review of Education*, 38(6), 771-781. doi:10.1080/03054985.2012.745047
- Pabayo, R., O'Loughlin, J., Gauvin, L., Paradis, G., Gray-Donald, K. (2006). *Effect of a Ban on Extracurricular Sports Activities by Secondary School Teachers on Physical Activity Levels of Adolescents: A Multilevel Analysis*. *Health Education & Behaviour*, 33, 690-702
- Palmer, P. (1999) *The Heart of a Teach: Identity and Integrity in Teaching*. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (pp. 9-33). US: John Wiley & Sons.
- Physical & Health Education Canada (2013). *What is Physical Literacy?* Retrieved from <http://www.phecanada.ca/programs/physical-literacy/what-physical-literacy>
- Ripley, A. (2013, October). *How Sports are Ruining High School*. *The Atlantic*, vol. 312, p. 74-78.

APPENDIX 1



Physical Health Literacy

“Individuals who are physically health literate have developed an understanding and application of what holistically makes up their physical body along with fundamental skills that can be used with competence and confidence in a multiple of environments that benefit the healthy development of the whole person.”

APPENDIX 2

School Goal – 2011/2012

To strengthen the **NWSS Learning Community** through the development of **Social and Emotional Health** and **Social Responsibility**, with a particular focus on the holistic success of **At-Risk Learners**.

Objectives:	Measurements:
<p><i>We want to. . .</i></p> <ol style="list-style-type: none"> 1. Increase student engagement in classes, indicated by punctuality, consistent attendance, and on-task behaviours. 2. Increase positive interactions between teachers and students by developing positive relationships, thereby reducing incidents of defiance and disrespect. 3. Decrease number of incidents involving drugs and alcohol, fighting, and aggressive behaviours, with a particular focus on boys. 4. Increase academic success of at-risk students. 	<p><i>We will see a(n). . .</i></p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Decrease in number of instances of student lack of productivity, as reported through related Office Referrals. b) Decrease in number of high incidence absences, and Daily Average of absences (i.e. More than one day a week for a semester) and tardiness. c) Decrease in number of instances of poor behaviour management and disruption, as reported through Office Referrals. 2. Decrease in number of instances of disrespectful behaviour, as reported through related Office Referrals. 3. <ol style="list-style-type: none"> a) Decrease in the number of incidents of Drugs and Alcohol Use, Fighting and Aggressive behaviours as reported in Windsor. b) Decrease in the number of suspensions in general, with a particular focus on boys, as reported in Windsor. 4. Decrease in grades of C- to F in all subject areas.

Definition of At-Risk Learners:

At risk students are students who are not experiencing success at school and are at risk of leaving the school system prior to graduation.

At risk learners are determined through measures of:

- High Frequency Absences
- Office Referrals
- Suspensions
- Grades of C- or lower

Focus groups for students potentially “at risk” may include

- ESL students
- Aboriginal students
- Students designated LA or LX, or
- Boys.

APPENDIX 3 continued

BAA: Sport Leadership & Conditioning 10

District Name: New Westminster

District Number: 40

Developed by: Chad Oatway

Date Developed: Fall 2012

School Name: New Westminster Secondary School

Principal's Name: Mrs. Mary Bushman

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Leadership & Sport Conditioning

Grade Level of Course: Grade 10

Number of Course Credits: 4 credits

Number of Hours of Instruction: 120

Prerequisite(s): Male students that are involved in an extracurricular school sport.

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

Leadership & Sport Conditioning will provide students an opportunity to identify and develop personal leadership and physical skills. Leadership will look at intrapersonal and interpersonal self-knowledge with the expectation of contributing to the school and wider community. Sport Conditioning will work to develop the components of fitness in relation to how the body functions with an underlining connection to team work. Students will leave the program with a better understanding of the leadership and physical skills they possess and how to apply them in learning and their lives.

APPENDIX 3 continued**Rationale:**

Many male students are disconnected to their education and learning. The Leadership & Sport Conditioning course will provide proactive coaching to help students to learn to recognize and apply their individual talents to their education, teams, school, and community.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Intrapersonal Leadership Skills & Styles	20hours
Unit 2	Interpersonal Leadership Skills & Styles	20hours
Unit 3	Developmental Assets	10 hours
Unit 4	Activity and Lesson Planning	30 hours
Unit 5	Introduction to Basic Sport Conditioning Safety, Anatomy, Training Principles, and Personal Health	10 hours
Unit 6	Sport Conditioning Training for the Components of Fitness	30 hours
Total Hours		120

APPENDIX 3 continued

MALE SPORT LEADERSHIP COHORT 10 EXPECTATIONS & EVALUATION

COHORT PHILOSOPHY

The cohort will work to connect student-athletes' abilities in sport with engagement in learning and understanding of the world in a holistic cross-curricular approach to education.

Furthermore, this cohort will use a kinesthetic curriculum to increase engagement in a cross-curricular approach to education. It is the hope that students' connection to sport will develop their intrinsic motivation to their education and future goals.

STUDENT EXPECTATIONS

1. Display **INITIATIVE** towards all class activities and assignments as well as assuming the necessary **RESPONSIBILITY** towards their successful completion.
2. Conduct themselves in a **RESPONSIBLE** and **MATURE MANNER** at all times.
3. Attend class **ON TIME** and **ACTIVELY PARTICIPATE**.
4. **HAVE APPROPRIATE CLASS EQUIPMENT**. Notebook and writing equipment for organizing classroom materials, wear appropriate gym strip for all weather conditions, and have a water bottle for physical education classes.
5. **PERSONAL ELECTRONICS DEVICES**. It is the student's responsibility to use personal electronic devices appropriately and **RESPECTFULLY** while in the classroom at the teachers discretion. A further review of school Code of Conduct will provide further details.

REMEMBER TO BE RESPECTFUL and HAVE FUN!

ATTENDANCE

Students must make up all **EXCUSED** absences at the teachers discretion. **UNEXCUSED** absences cannot be made up. Each absence requires parent/ guardian note to acknowledge the absence. Notes must be shown on the day that the student returns to class, not days or weeks after the absence. A doctor's note must be provided for a long term medical excuse.

FACILITIES and EQUIPMENT

Change room lockers are for class use only. Students **MUST** bring their own lock and remove that lock at the end of class. Keep gym bags and other valuables locked up. Personal belongings and valuables are the **TOTAL RESPONSIBILITY** of the student.

STAFF ARE NOT RESPONSIBLE FOR LOST OR STOLEN PROPERTY.

COHORT EVALUATION

PLANNING 10

Class Assignments & Projects (80%)

- Based on completion and organization of classroom assignments (40%), Focus Area Project (15%), Resume and Cover Letter Writing (15 %), and Person Health Projects (10%)

Employability Skills (20%)

- Based on both teacher and student evaluation according to a student developed rubric criteria on what they would look for in an employee as an employer.

APPENDIX 3 continued

Graduation Transition Program (Completion)

- Program and information are introduced and started in Planning, but credit is given in grade 12. Program must be completed in order to graduate.

PHYSICAL EDUCATION 10

Participation & Effort (50%)

- Based on both teacher and student evaluation according to student physical education self-assessment rubric criteria (preparation, attendance & warm up, participation & following instructions, etiquette & respect, and leadership & empathy).

Fitness Development (25%)

- Based on Pre, Mid, & Final Fitness assessments in the course, which look at student's fitness development workbook and self-evaluation rubric on the Health Related Fitness Components.

Physical Literacy (25%)

- Based on understanding and developing what holistically makes up their physical body and how it moves, with the ability to learn and apply this knowledge with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person

LEADERSHIP & SPORT CONDITIONING 10

Leadership Development & Team Participation (50%)

- Based on both teacher and student evaluation according to student developed criteria based on "Hyack Athletic Core Values" and how they are used in classes, NWSS community, practice, and games or competitions.

Fitness Development (25%)

- Based on an extension of expectation from Physical Education 10 Fitness Development directed towards their high school sports team and the Skill Related Fitness Components.

Monthly Interview (25%)

- Based on personal goal planning and growth in school, leadership, sport conditioning, and educational goals.

If you have any questions, please feel free to contact me regarding illness, course content & evaluation, health & fitness questions. **It is best to contact me via e-mail** at coatway@sd40.bc.ca. For more information on the course activities and expectation you can visit the Male Leadership & Sport Conditioning Cohort website at: [under construction](#)

Please keep this page for your records.

Sincerely,

Coach Oatway
Physical Education, Home Economics, & Planning Teacher
Football & Wrestling Coach
Ski & Snowboard Club Coordinator
New Westminster Secondary School
"Home of the Hyacks"

APPENDIX 4



Keeping our **Axe S.H.A.R.P. = PRIDE**

Hyack Student-Athletes Core Values!

CORE VALUES	SELFLESSNESS	HARD WORK	ACCOUNTABILITY	RESPECT	PERSERVERENCE
S.H.A.R.P. in the Practice or Training	Attend practice daily & <u>BE ON TIME</u> . Help set up and clean up practice facility. <u>POSITIVELY</u> support & encourage teammates in practice to improve the <u>TEAM</u> .	I will work to the best of my ability by raising the standards for myself & team.	Knowing your role & doing my part. Take ownership over my mistakes & potential. Communicate to coaches any obstacles that may hinder the team.	Treat trainers, managers, & support staff the way you would like to be treated. Looking people in the eye, focusing, & listening when coaches are talking. Take care of my space & our team. BE COACHABLE!	Coaches' feedback is to make me better, react by listening & make an effort to implement feedback. I will push my body & teammates through the good & the hard times together.
S.H.A.R.P. in the Games	Team Player! Celebrate as a team and pick each other up when they down. Share in my glory & admit my mistakes.	Focus to work to the best of my abilities and encourage others to do the same. Lead by example by <u>KNOWING & EXECUTING</u> the game plan.	Be focused at the task at hand. Except responsibility for actions. Know my role & do my part!	Shows sportsmanship and respect to your coaches, teammate opponent, officials & support network at all times. Playing the game the HYACK way!	I will encourage, support, & give maximum effort at all times. Recovering from mistakes, learning from each other & each game in order to commit to improvement. <u>Stay S.H.A.R.P. as a HYACK!</u>
S.H.A.R.P. in the School (Work)	I will be a positive influence on the learning environment. I will be open to other points of views & support school culture outside of sports.	Focus to work to the best of my abilities. Working to complete my work by the deadline by role modeling hard work and discipline to peers and staff in the school & in the classroom.	<u>BE ON TIME & ATTEND</u> school daily & if not I will be proactive & contact the school & teachers. Will communicate with teacher if I need to extend a deadline. <u>I will complete my assignments & School work!</u>	Treat others the way I would expect to be treated with respecting myself, others and the learning environment. Be "INTO" class & not just "IN" class. I will be Polite & say PLEASE & THANK YOU to the people that help me.	Work for my education & work through my adversity in school. Do not let my school work build up by focusing on being organized & by using time efficiently. I will work for my education & Earn my grade!
S.H.A.R.P. in the Community, Family, & Life	Take part & volunteer in Hyack community events. Help in mentoring younger athletes in the community.	Role model hard work and discipline in the community (at home, volunteering, & working).	Taking part in one community event & one Hyack community event each year. Be honest about my actions!	Positively represent my school, team, & family in public by doing things right 7 days a week! I will use appropriate conversation, body language, & language in public, school, practice, & games!	Working to the best of my ability in all I do. Don't give in to negative "peer pressure". Be proud of who I am & where I came from.

APPENDIX 5

Dear Mr. Oatway

I can't thank you enough for the wonderful experiences and hard-work I've gone through under your coaching. All the hours spent pushing physically and mentally in the gym and on the D-line have shaped me to be a much better person - more confident and prepared. I'm unspeakably grateful to have been coached by such an inspirational and friendly coach. I never thought I would miss all the workouts

but I do! So instead I carry on the hard-work and responsibility you taught me on the field into all other aspects of my life. I've learned some valuable lessons about how important hard work and devotion can be, and I thank you for the two most challenging and rewarding years of my life!

Sincerely,



APPENDIX 6

Jeff: All season coach Oatway has told us we are to be student athletes, education comes first, and there are no shortcuts. This year that was demonstrated to us first hand, as coach Oatway has been attending school to achieve his maters degree in education. He would miss practice once a week to attend his classes showing us how important out schooling is to our adult lives.

Jeff: This year coach Oatway started the male leadership and conditioning cohort, in this cohort he taught us how to be responsible and how to take initiative when it comes to our career and finances. He has also taught us how to be better athletes, and how to stay in shape.

Jamie: Coach Oatways main priority is, and always has been his students and players. He is always making sure we are prepared for the future on and off the field. He has taught us the importance of planning and preparation for the future, as well as completing all tasks to the best of our abilities.

Jamie: In addition, this past year, Coach and his wife celebrated the birth of their first daughter Caitlyn. Coach has demonstrated to all of us how to manage our lives, be successful, and live happy. He is more than just a teacher or coach, he is a father figure to all young adults who may cross his path, and even though he just had his first child, he has been a father to all of us for much longer, and for this coach, we thank you.

APPENDIX 7

CHAD,

Thank you for being such a positive role model for C [REDACTED] + J [REDACTED]. Your continued mentoring has allowed them to follow their paths and develop into fine young men. I truly appreciate all that you've done over these past 7 yrs.

Thanks

[REDACTED], C [REDACTED] + J [REDACTED]

APPENDIX 8

NWSS Physical Education Self Assessment

“Show up, Pay Attention, Try Hard, & Expect Success!”

Student: _____ Grade: _____ Block: _____ Teacher: _____

		EVALUATE YOUR WORK HABITS BASED ON THE FOLLOWING RESPONSIBILITY CRITERIA:					Month 1	Month 2	Month 3	Month 4	Month 5
		3: Accomplished	2: Acquired	1: Developing	0: Emerging						
PERSONAL	CRITERIA										
	PREPARATION	Always prepared with proper PE Attire On Time Zero No Strips	Usually Prepared 2 Late or 2 No Strip	Inconsistently Prepared 3 Lates or 3 No Strips	You mean we had to prepared, changed & be on time? > 3 Lates or > 3 No Strips						
	ATTENDANCE & WARM UP	On time & No Absences Takes initiative to begin activities (warm-up). Stays to the bell.	2 Lates Takes some time to begin activities. Stays to the bell.	3 Lates or 1 Absences Very slow to change & begin activities. Left early 1 Time.	> 3 Lates or > 2 Absences You mean we had to be attending class? Left before the bell Without Explanation >1						
	PARTICIPATION & FOLLOWING INSTRUCTIONS	Always enthusiastic requiring no encouragement. Persists regardless of circumstances.	Usually enthusiastic & motivated. Persistent, may need some encouragement when things get hard.	Reluctant to participate, easily discouraged. Requires regular encouragement.	Unenthusiastic & gives up. Unmotivated & requires constant encouragement.						
	ETIQUETE & RESPECT	Always demonstrates respect for people & equipment. Never needs to be asked to help clean up.	Usually demonstrates respect for people & equipment, willingly takes responsibility for actions. Some times needs to be reminded to clean up.	Unable to work productively unless with specific people, reluctant to take responsibility for actions. Always needs to be reminded to clean up.	At times rude to people or abusive with equipment. Unwilling to take responsibility for actions & is unwilling to clean up.						
SOCIAL	LEADERSHIP & EMPATHY	Always a positive role model & helps others. Seeks Responsibility!	Usually a positive role model encourages others. Willingly takes responsibility when asked.	Easily influenced by peer pressure, indifferent to others in need. Accepts responsibility only if directed	Unwilling to help or critical of others. Unwilling to take responsibility for actions.						
	BONUS point for successfully completed unit goal, see reverse side for goal setting.										
	100 – 86% =	EXCELLENT	= 15 - 14	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Student Evaluation ----- Teacher Evaluation </div>							
	90 – 73% =	GOOD	= 13 - 12								
76 – 60% =	SATISFACTORY	= 11 - 9									
< 60% =	NEEDS IMPROVEMENT	= 8 or less									

Please see your teacher about any differences between student/ teacher marks before the end of the term!!

APPENDIX 8 continued

NWSS Planning 10 Self Employability Skills

Student: _____ Grade: 10 Block: C/D Teacher: Oatway

		EVALUATE YOUR WORK HABITS BASED ON THE FOLLOWING RESPONSIBILITY CRITERIA:																														
		0: Deficient	1: Developing	2: Acceptable	3: Exemplary																											
		Month 1	Month 2	Month 3	Month 4	Month 5																										
PERSONAL	Hard Work	Does nothing Gives up with a poor work ethic & does not meet expectations. Unfocused.	Inconsistently is focused and inconsistently takes initiative and works to full potential. Reluctant to complete work & easily discouraged.	Usually is focused and usually takes initiative and works to full potential. May need some encouragement when things get hard.	Focusing on exceeding own expectations. Perseverance & focus through all obstacles.																											
	Self-Confidence	Requires constant encouragement. Negative attitude toward tasks & abilities. Disrespects self.	Sceptical of try of trying something new & has a negative outlook. Needs support of others to believe in their abilities & results.	Usually open to trying something new with a positive outlook. Usually believe in their abilities & results.	Positive outlook & attitude. Confronts challenges. Believes in themselves & abilities.																											
	Responsibility	Makes excuses for actions. Disorganized & does not meet deadlines. 3< unexcused lates 2< unexcused absences	Inconsistently meets deadlines & follows expectations and accepts responsibility on if directed 6< unexcused lates 1< unexcused absences	Usually meets deadlines, & follows expectations and sometime organizes self towards a task 4 unexcused lates	Being accountable to personal growth meeting deadlines. Organizing self towards a task 2 unexcused lates																											
	Respect	Disrespectful to the learning & work environment. Constantly loses focus & brings down others. Rude to people & abusive with equipment	Reluctant to take responsibility for actions. Needs to be reminded to treat others with respect.	Usually demonstrates respect for people, other teams, equipment & learning/ work environment.	Always demonstrates respect for people, other teams, equipment, learning/ work environment.																											
	Teamwork	Does not work well with others. Is more about themselves than the team & is selfish. Distracts peers or participate in a destructive way.	Reluctant to work together with everyone to achieve a goal. On contributing if directed. Are unwilling to share their opinions in a group.	Willingly working together with everyone to achieve a goal by sometimes contributing to the group. Will stand up for their opinions when they have support.	Working together with everyone to communicate (listen) & strategize to achieve a goal by utilizing everyone's abilities.																											
SOCIAL	Leadership	Is very critical of others & unwilling to help Is not dedicated & is closed minded. Does not accept responsibility.	Easily influenced by peer pressure & indifferent to others in need. Has a hard time accepting other points of views.	Usually encourages & includes others in a respectful way. Can sometimes leads by example & accepts responsibility. Can be open minded, empathetic and approachable.	Encourages & includes others in a respectful way. Leads by example & accepts responsibility. Reinforces expectations. Open minded, approachable, & humble.																											
	<table border="1"> <tr> <td>Student Evaluation</td> <td>/18</td> <td>/18</td> <td>/18</td> <td>/18</td> <td>/18</td> </tr> <tr> <td>Teacher Evaluation</td> <td>/18</td> <td>/18</td> <td>/18</td> <td>/18</td> <td>/18</td> </tr> <tr> <td></td> <td>/36</td> <td>/36</td> <td>/36</td> <td>/36</td> <td>/36</td> </tr> </table>		Student Evaluation	/18	/18	/18	/18	/18	Teacher Evaluation	/18	/18	/18	/18	/18		/36	/36	/36	/36	/36	<table border="1"> <tr> <td>100 – 86% =</td> <td>EXCELLENT</td> <td>= 31 - 36</td> </tr> <tr> <td>86 – 73% =</td> <td>GOOD</td> <td>= 26 - 30</td> </tr> <tr> <td>73 – 60% =</td> <td>SATISFACTORY</td> <td>= 21 - 25</td> </tr> <tr> <td>< 60% =</td> <td>NEEDS IMPROVEMENT</td> <td>= 20 or less</td> </tr> </table>	100 – 86% =	EXCELLENT	= 31 - 36	86 – 73% =	GOOD	= 26 - 30	73 – 60% =	SATISFACTORY	= 21 - 25	< 60% =	NEEDS IMPROVEMENT
Student Evaluation	/18	/18	/18	/18	/18																											
Teacher Evaluation	/18	/18	/18	/18	/18																											
	/36	/36	/36	/36	/36																											
100 – 86% =	EXCELLENT	= 31 - 36																														
86 – 73% =	GOOD	= 26 - 30																														
73 – 60% =	SATISFACTORY	= 21 - 25																														
< 60% =	NEEDS IMPROVEMENT	= 20 or less																														

Please see your teacher about any differences between student/ teacher marks before the end of the month!

APPENDIX 8 continued

GOAL SETTING

Specific: Goals that are specific have a much greater chance of being accomplished than a general goal.

Measurable: Goals need to have a criterion for measuring progress toward the attainment of a goal.

Attainable: Goals need to be reachable.

Really Yours: Goals need to be yours and yours alone!

Timely: Goals need to have a time line with a start and end point.

MONTHLY GOAL

Month 1: _____

Month 2: _____

Month 3: _____

Month 4: _____

Month 5: _____

APPENDIX 9



MAY 3RD, 2014
HYACKS IN MOTION
3KM FAMILY RUN/ WALK FOR
THE PAST, PRESENT, & FUTURE

Event Mission:

To bring community, school district, families, and students together to create a more active and healthy community. By creating this event, we are hoping to fundraise money to help promote physical health and literacy in youth within New Westminister and New Westminister Secondary School by increasing field trip opportunities in alternative health environments and access to physical health equipment and nutritious food at NWSS.

We believe strongly that if students are able to have experiences that develop strong physical health skills in high school they may also develop healthy lifestyles after graduation and in their community.

Please follow us online and stay tuned for the registration brochure coming soon!

Please e-mail for sponsorship opportunities and advertising on poster.

HOSTED BY:
NWSS SPORT LEADERSHIP
COHORT

EVENT
REGISTRATION:
8:30 TO 9:30 AM

START TIME:
10:00 AM

WHERE:
QUEEN'S PARK,
NEW WESTMINSTER

FOR MORE
INFORMATION GO TO:

HYACKSINMOTION.COM

FACEBOOK:
HYACKS IN MOTION

TWITTER:
@HYACKSINMOTION_

E-MAIL:
COATWAY@SD40.BC.CA

Life is a Bike Ride

(Metaphor of life & why it is okay to grow up)

It starts as a peddle

Up a hill

Then a mountain

The ride up is hard-work

Don't forget

Look up & take a breath

There are many steep climbs

Persevere & work hard

I see the top

I've done it

STOP

I can see now

AND

I know nothing

There's much to learn

But what I do know

The ride down

Is fun

AND

That's why I

SMILE!

By Chad Oatway

