

Building a sustainable Olympic Values-themed legacy from London to Tokyo... and on to Paris

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Abstract

The purpose of this paper is twofold. Firstly, to describe how a UK state secondary school has used Olympism and the Olympic and Paralympic Values - as specifically expressed in the London 2012 *Get Set!* education programme - to shape its culture, develop thematic approaches to teaching and learning, enhance students' personal development and leadership skills and establish a range of themed international learning partnerships. And secondly, to explore the related intent to build a sustainable Olympic and Paralympic Values-themed legacy programme stretching from London 2012 through to Tokyo 2020 and then on to Paris 2024. The latter is designed to link schools in an international network inspired by the vision of De Coubertin and Olympism, as now defined in the Olympic Charter. In doing so, it additionally hopes to share how this experience may help to shape preparations for schools engaging with the educational opportunities arising from hosting the Games.

¹ Get Set was the official London 2012 education programme, designed to deliver against Lord Coe's vision to use the Games to inspire a generation of young people. It aimed to give all young people the chance to learn about the Olympic Values of friendship, excellence and respect and the Paralympic Values of inspiration, determination, courage and equality. Schools were initially encouraged to engage with the programme by blogging about their activities and plans on a dedicated website. They subsequently had access to a range of Values-themed stimulus teaching and learning materials, with active participants invited to join the 'Get Set Network', enabling use of the official logo on headed paper and school websites. Park House was a founder member of the Network, and was subsequently invited by the LOCOG Education Team to co-ordinate a wider regional cluster of schools engaging with the Get Set programme. Staff from Park House provided training to other schools about the thematic approached to curriculum development and activities at the heart of the programme.

Keywords

Olympism, values, International, schools, education, legacy, teaching, learning, thematic, partnerships.

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Context and overview

Park House School¹ is a mixed 11-18 non-selective Community School of 1150 students and former national Sports College of the Year². It serves the town of Newbury³ and its surrounding rural and semi-rural villages in South East England. The school was the first in the UK to receive the ‘Inspired by 2012’ Award from the Cabinet Office for its work in embedding Olympic and Paralympic Values-themed learning across the curriculum, with Ofsted⁴ additionally concluding that ‘a values-centred ambition for students inspired by the Headteacher and Governors drives the school’s effective improvement and its planning’. It also noted that ‘the school strongly fosters students’ spiritual, moral and cultural development and the Olympic and Paralympic Values are a central theme throughout the curriculum.’ This approach was featured as a 2015 case study in *Character Nation: A Demos Report with the Jubilee Centre for Character and Virtues*⁵. In February 2016 the school was identified by the British Minister of State for Education as achieving continuous improvement in GCSE⁶ performance that positions it in the top 100 non-selective state-funded secondary schools in the country. Most recently, its work has been profiled in the Summer 2019 edition of *Education Physique et Sport (EPS)*⁷.

Section One of this paper will therefore offer an overview of how a focus on Olympic and Paralympic-Values-themed learning at Park House school has provided a framework for:

1 For further information on the school see www.parkhouseschool.org

2 Sports Colleges were introduced in 1997 as part of the Specialist Schools Programme in the UK. The Programme enabled secondary schools to specialise in certain fields, in this case, PE, sports and dance, alongside continuing to offer all other areas of the curriculum. As a Specialist School, a Sports College was also expected to act as a community hub for local sports clubs, encouraging students and their families to engage in activities out of hours through use of the school’s facilities. The Daily Telegraph newspaper sponsored an annual national competition to identify the most innovative and successful of the c.600 Sports Colleges.

3 Newbury is located in the Thames Valley, 90 kilometres west of London. It has a population of 32,000. Formerly a historic market town, it is now a hub for a number of technology companies and hosts the UK headquarters of Vodafone.

4 Ofsted is the Office for Standards in Education, Children’s Services and Skills. It inspects and reports on the quality of services providing education for learners of all ages across the country, typically visiting schools every 3-5 years.

5 Birdwell, J., & Reynolds, L. (2015). *Character Nation*. Retrieved from <http://www.demos.co.uk/project/character-nation-2/>

6 The national qualification examinations taken by all students aged 16 in England and Wales, typically in 9 or 10 individual subjects and graded 9-1.

7 Loudcher, J. (2019). Park House School, L’Héritage Olympique Comme Projet Éducatif. *EPS Education Physique et Sport* #385, 10-13.

- the development of whole school culture, ethos and vision.
- curriculum innovation and enrichment.
- students' personal development, leadership skills and 'voice'.
- praise and reward systems.
- learning partnerships with other schools and universities, nationally and internationally.

Section Two highlights an Education Legacy programme seeking to link London 2012 to Tokyo 2020 – and potentially then on to Paris 2024. This is based on the continued use of the Olympic and Paralympic Values as a central theme in learning, and the introduction of Japanese language lessons, Japanese-themed primary school partnerships and links between the school and a secondary partner in Japan in the lead-up to Tokyo 2020⁸. In this respect it additionally seeks to provide an indication of the related teaching and learning opportunities that may be explored and developed over the next six years as Paris prepares to host the Olympic and Paralympic Games in 2024.

Sector 1

1.1. School Culture and Ethos

As an established and 'mature' Sports College, sports-themed learning had played a central part in shaping the school's identity since its initial accreditation in 1998. This was reflected in the selection of sports personalities as inspirational speakers and use of sport as a stimulus for creative cross-curricular learning opportunities such as a Chinese-themed learning week to coincide with the Beijing Games in 2008 and similarly designed activity focused on Greek history and culture alongside the Athens Olympics four years earlier.

However, the introduction of the London 2012 *Get Set* Education programme in 2010 provided an opportunity to develop this approach in a far more structured and systematic way by adopting the Olympic and Paralympic Values as a flexible framework within which to shape the school's overarching culture and ethos. The

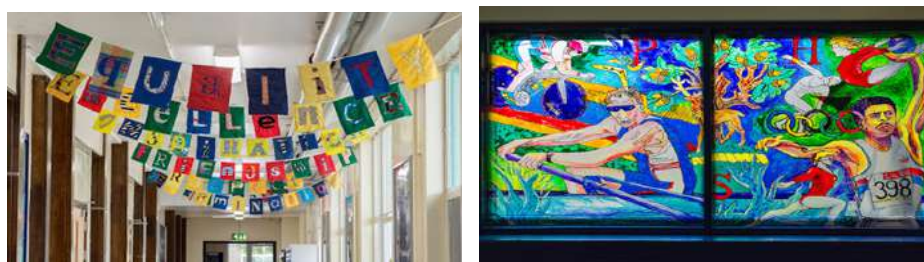
⁸ This programme was featured as part of my regular weekly Headteacher blog on the school website and can be read at <http://www.parkhouseschool.org/Blog/2020-vision-looking-back-looking-forward.aspx> and is also described in 1.6 below.

school's Senior Leadership took a conscious decision to shape strategic planning around those values of friendship, excellence, respect, inspiration, determination, courage and equality so that it would structure and inform:

- Professional development for staff, with all teaching teams working together to generate teaching and learning opportunities that would widen and deepen students' understanding of those Values through curriculum innovation and enrichment
- The further development of a high performance culture, with the application of approaches to organisational improvement adapted from Team GB and the concept of 'marginal gains'.
- Students' personal development, including opportunities for leadership and volunteering as part of a 'From Games Maker to Learning Maker'⁹ programme.
- Partnership working with other schools and universities, both locally and internationally.

The Values now therefore provide the counterpoint for the school's messaging to its stakeholders and are constantly reinforced through the branding of display around the school site (*Figure 1*. below) and its communications to students, parents and the wider community as, for example, in the school's appropriately titled *Personal Best*¹⁰ magazine.

Figure 1. The Olympic history 'stained glass windows' and Olympic and Paralympic Values banners produced by students in Art and Textiles respectively in the school's main entrance and corridor



This messaging is further reinforced through a weekly, online Headteacher's blog, which regularly focuses of wider themes inspired by Olympic and Paralympic History. A recent example, entitled *2020 Vision... Looking Back; Looking Forward*¹¹ uses the context of the 1964 Tokyo Olympics, regarded by many

⁹ See section 1.5 below.

¹⁰ For examples of the termly school magazine see <http://www.parkhouseschool.org/Personal-Best>

¹¹ Peale, D (2017) *2020 Vision... Looking Back; Looking Forward*. Retrieved from <http://www.parkhouseschool.org/Blog/2020-vision-looking-back-looking-forward.aspx>

commentators as the first truly ‘modern’ global Games, to highlight the school’s interdisciplinary learning and partnership with a school in Japan, which is further explored in Section 2.1.

1.2. Curriculum Innovation and Enrichment

Within the context of this overarching school culture, clearly defined by the Olympic and Paralympic Values, departmental teams were asked to develop a range of subject-based and multi-disciplinary teaching and learning activities reflecting those values and related themes from the history of the Games which further amplified them.

1.2.1 Subject Specific Projects

Art has perhaps unsurprisingly provided the most visually stimulating example of subject-specific enrichment. This involved a Year 9 project in which students identified iconic moments from Olympic or Paralympic history which they then interpreted in a particular genre, following further research into both the event and techniques of their chosen artist and style. This has given rise to an impressive ‘Legacy Gallery’ of more than twenty 1m x 1m framed works, displayed across the school site and also turned into greeting cards which are used when writing to students or staff to commend them for outstanding work. In both respects, this reinforces the cultural focus on historical sporting achievement and the associated Olympic and Paralympic Values. *Figure 2.* below provides two examples from the Gallery: a Munch-inspired interpretation of Sebastian Coe’s 1980 Moscow 1500m Gold winning ‘Scream’ and a Hokusai Ben Ainslie, appropriately celebrating his victory in the 2008 Finn Class victory in Beijing on the crest of a stylised Hokusai ‘Wave’. *Figure 3.* shows examples of the greetings cards.

Figure 2. Examples of the Year 9 ‘Legacy Gallery’



Figure 3. Examples of themed greetings cards used to congratulate students and staff



It has been possible to present a number of these painting as ‘thank you’ prints to visiting Olympians or Paralympians, who are regularly invited to the school to public celebrations of student achievement such as Prize Giving ceremonies or to inspire and motivate identified groups of students who it is believed will respond positively to an athlete’s input.

Figure 4. shows 2012 Olympic women’s Rowing Gold medallists Katherine Grainger and Anna Watkins being presented with a print of the painting capturing their celebrations by the student artist following an inspirational speech by them at the school’s annual Prize Giving Awards Evening in 2013. *Figure 5.* Shows the painting in more detail, as it developed from the original photograph. The student artist based her interpretation on the work of French artist Florian Nicole, who blends newsprint with his brushwork to create tone and contrast. The newsprint she selected to use in the painting is from the *Daily Telegraph’s* report on their Gold Medal winning performance from July 2012.

Figure 4. Student artist presenting her painting to subjects, Olympic Gold Medal Winning Rowers Katherine Grainger and Anna Watkins



Figure 5. The development of the painting from original image



1.2.2 Cross Curricular Projects

A focus on *Values* within the *Get Set* programme meant that the school could *flexibly* develop a number of thematic, cross curricular projects as part of a creative interpretation of the basis for learning that they provided. There are a number of different examples of this approach.

History, Drama, Music and Art collaborated to support a thematic ‘Legacy Challenge’ competition, open to students in every year group and based on Danny Boyle’s *Isle of Wonder* London 2012 Opening Ceremony. The nature of the challenge activity is summarised in *Figure 6*. below:

Figure 6. 2012 Opening Ceremony Challenge Legacy Challenge

Get Set

Challenge 1: Inspiring Vision

Think about Danny Boyle's brilliant 'Isles of Wonder' Opening Ceremony.

If you had seven scenes to capture

- a) the character and spirit of the nation or
- b) the character and spirit of our school or
- c) the character and spirit of our local area,

what would you choose?

Produce an A3 storyboard showing and explaining your vision.

Legacy Inspiration Challenges

This, and other similar challenges, are periodically displayed on the school's internal TV screen communication channel across the school. Participation in the Legacy Challenges is completely optional.

The Mathematics, Art, Technology and Vocational Education Departments combined to offer a very practical project for students specifically in Year 10¹², involving the planning, design and delivery of a 'Olympic Garden' aiming to mirror a feature in the 2012 Olympic Park by transforming a piece of disused land on the school grounds. As *Figure 7*. demonstrates, this was 'officially opened' by the then Newbury MP and Minister of State for Agriculture and Fisheries, Richard Benyon:

Figure 7. The 'Olympic Garden' Cross curricular Maths, Art, Technology and Vocational Education Project



Business Studies, English and Geography worked together to organise a competition in which students worked in teams to develop 'pitches' to panels comprised of school staff and local businesspeople to explain how Newbury, our local town, could act as a host venue for an Olympic and Paralympic event or training centre for participating nation. This was designed to test and develop their presentation skills alongside understanding of local infrastructure. The approach has subsequently developed so that the student teams are now allocated a 'host city' from different part of the world and they have to research and present a mock 'bid' for the Games in 2032.

¹² Students aged fourteen or fifteen in the middle year of their external GCSE or BTEC examinations taken at the age of sixteen in Year 11.

1.3. 'Values Days', the Personal Development and Assembly Programmes

In terms of cross curricular and thematic learning, 'Values Days' have now also become a key feature of provision. The first, in the Spring Term of 2012, focused on Equality. History and PE collaborated to combine research into the work of Ludwig Guttman and the origins of the Paralympics with practical sessions using a range of Paralympic sports as a vehicle for challenging views about disability and diversity. Ofsted commented particularly positively on the impact of this approach, stating that, 'a recent Values Day based on the Paralympic Value of equality heightened students' awareness of bullying and challenged their attitudes to people's differences.'

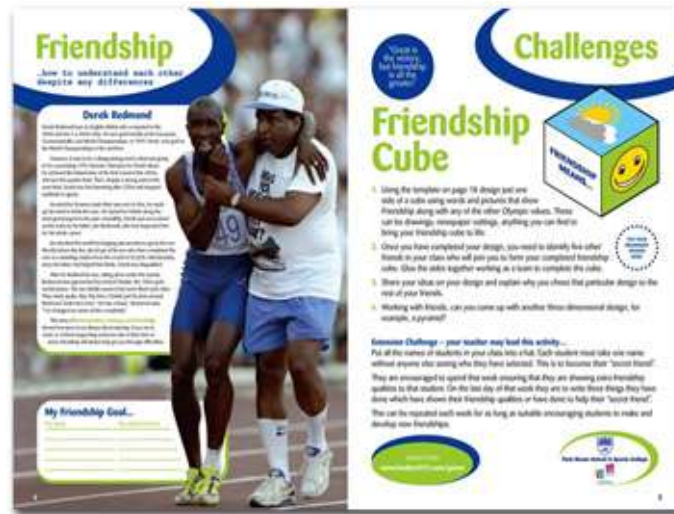
Our cross-curricular Values Days, and their extension into university partnership enrichment (see Section 1.7 below), have of course been central to students' social, moral, spiritual and cultural development, or SMSC¹³. In this respect, the school also uses the Values to underpin a separate but related Personal Development Programme. Tutor Groups take part in inter-form Values challenges and debates (see *Figure 8.* below) and have worked with Paralympic Gold Medalist Danny Crates¹⁴ to produce an accompanying series of 'Living the Values Documentaries'. Filmed by Sixth Form Media Studies Students as part of their coursework, these focus on an exploration of what each of Olympic and Paralympic Values might mean when applied in a school and classroom learning context for new Year 7¹⁵ students joining the school at the start of the academic year, with the series feeding into our assembly programme. The 'documentaries' produced by each group are shown collectively to the Year Group as a whole for discussion at the end of the year around a unifying question about how far their learning has indeed been influenced by experience of the athlete visit and reflection on the Values.

13 Ofsted inspection reports include a judgement on students' social, moral, spiritual and cultural development or 'SMSC'.

14 Danny Crates was 2004 Paralympic T46 800m Champion and former World Record holder - see <http://www.dannycrates.co.uk>

15 Eleven-year-olds transferring from primary school every September

Figure 8. An example of a Values Challenge activity



The assembly programme¹⁶ in turn amplifies learning about the Values by exploring an identified theme in the context of key moments or individuals from Olympic or Paralympic history. The weekly thirty-minute assembly for each year group is then followed up by a further forty minute discussion session in tutor groups, facilitated by the form tutor and supported by stimulus materials illustrated in Figure 9. below.

Figure 9. An example of Assembly follow-up materials



16 Each year group of c.200 students has a weekly assembly of 30 minutes led by myself as Headteacher or another senior member of staff. Students are also expected to prepare and lead their own assemblies as part of this programme.

Examples of this approach include:

- The story of Eric Liddell, the 1924 Olympic 400m Gold Medalist, who refused on religious grounds to compete on a Sunday in his favoured 100m event, and that inspired the Oscar-winning film *Chariots of Fire*, as an exploration of the importance of personal belief and principles in shaping decisions and actions.
- The wider significance of Peter Norman's 'I will stand by you comment' in support of Tommy Smith and John Carlos' podium protest at the 1968 Mexico Olympics and their subsequent friendship in the context of personal challenges and sporting ostracism, culminating in them acting as pallbearers at his funeral following his death from a heart attack in 2006: an opportunity for student reflection on what friendship can really mean.
- The role of courage and determination in overcoming adversity: Wilma Rudolph's achievements in triumphing over childhood disabilities and illnesses to win three Gold Medals in the 1960 Rome Olympics – the first American woman to do so – as reflected in her observation that individuals must 'Never under-estimate the power of dreams and influence of human spirit'.
- The importance of meticulous preparation for major - examination - challenges: Don Thompson's 'ahead of its time' preparation for the heat and humidity he would experience in the 50km Walk at the 1960 Rome Olympics by training on the spot under 'simulated' conditions in the kettle steam filled bathroom of his parents' house in Middlesex provide a highly idiosyncratic sporting context for students to reflect on focused and relevant preparation for working under the specific pressures of timed examination conditions. The story of 'Il Toplino' - the 'Little Mouse's – Gold Medal winning preparations is ideally placed – and revisited - at the end of the Spring Term/start of the Summer Term as we work with students to plan effective revision schedules.

1.4. 'Values Days', the Personal Development and Assembly Programmes

The school has recently extended this latter emphasis on using Olympic-focused examples to support students' preparations for exams to develop a wider and deeper high performance culture right across the school. This approach, which extends to staff as well, as students, follows the publication of Owen Slot's *Talent Lab*¹⁷ – an analysis of how Team GB bucked every previous former Olympic and Paralympic host nation trend by further increasing its greatest ever medal haul from London 2012 in Rio. It offers fascinating insights into the strategies and approaches which underpin a related culture of continuous improvement, in turn allied to Team GB Cycling Performance Director David Brailsford's concept of 'marginal gains'. The doctrine of marginal gains is all about small incremental improvements in any process adding up to a significant improvement when they are all added together.

Brailsford set about breaking down the objective of winning races into its component parts, believing that if it was possible to make a 1% improvement in a variety of areas of planning and performance, the cumulative gains would end up being hugely significant.

Subject leaders were therefore asked to review all aspects of performance across their departments to identify and implement in relation small step improvements in relation to weaknesses or potential inefficiencies. The Senior Leadership Team undertook a parallel process of reviewing whole school policies and procedures to a similar end.

Students were encouraged to review their exam preparation from this perspective, moving away from an exclusive focus on content revision to a consideration of diet, hydration, sleep patterns and the 'rehearsal' of examination conditions are particular times in the day.

As a further extension to the approach developed from the application of Talent Lab and a focus on 'marginal gains' in school improvement strategies, Park House is now the first school in the country working with high performance consultants Planet K2¹⁸ – a company which draws on learning from high performance sport and sports psychology to coach businesses – to embed a sport-focused performance culture with identified groups of students,

17 Slot, O. (2017). *The Talent Lab: The secret to finding, creating and sustaining success*. London: Penguin.

18 For more information on the work of Planet K2 see <http://www.planetk2.com>

subject areas and in relation to 'Gold', 'Silver' and 'Bronze' performance targets as part of staff Performance management.

1.5. Student Leadership and 'voice'

A key feature of this approach to high performance has been the development of student leadership and 'voice' - also a related focus of our SMSC programme as outlined in 1.3 above. Three projects stand out in this respect.

Firstly, the establishment of the Student 2012 Legacy Planning Team. Like many schools, Park House has a representative student council. In 2012 we established a sub-group of that council, with a specific focus eliciting the views of the student body on how a genuine legacy from London 2012 could be sustained in our school. The students who volunteered for the Legacy Planning Team represented a genuine cross-section of our school population, both in terms of their age range and interests. We consciously wanted to ensure the group included the 'sporty' and the 'non-sporty' – those who recognised the value and significance of hosting the Games but who were not necessarily naturally attracted to 'traditional' Games or PE. The result has been a rich variety new sporting activity and a co-constructed curriculum with the PE Department, including the introduction of a range of alternative and para sports. There was also a strong call for the additional provision of further leadership development opportunities, focused on the planning and co-ordination of sporting festivals for local partner primary schools as well as the introduction of themed Debating competitions, where motions would be formulated around current issues in sport: gender equality and performance enhancement, for example.

Secondly, we have developed an approach termed 'From Games Maker to Learning Maker'. Twenty of our students were 2012 Games Maker volunteers. We wanted to capture what they had learnt from the experience, the skills that they had developed and the spirit that they had shown and feed it back directly into the quality and range of learning experience within own school community. We wanted them to inspire, train and develop the next generation of student 'Learning Makers', in turn capable of voluntarily shaping the experience of our wider student body. So, supported by these former Games Makers, our Year 10 and 11 Student 2012 Legacy Team and a wider group of Sixth Form

student volunteers are now helping to co-construct a number of curriculum developments, including the roll out of the next phase of the Values Day programme as well as supporting younger, sometimes more vulnerable children in their lessons or as part of literacy and numeracy development.

Thirdly, as indicated in *Figure 10*, the school is one of thirty across the country to have achieved Get Set Beacon Status.

Figure 10. Get Set Beacon School Status



This has involved a group of fourteen- and fifteen-year-old young leaders applying Values-themed learning to plan and deliver a series of sports and related educationally focused festivals for other schools. This includes 'hosting' zones in the Berkshire School Games Athletes Values Village (see Section 1.7 below).

1.6. Praise and Reward

Building on their role in students' social, cultural and moral development, the Values also offered a natural - and inclusive - framework for a new system for praise and reward. Every term staff - and students - identify those young people who have most 'lived the values' for inclusion on the School's 'Legacy Wall of Fame'. With equal emphasis on acknowledging actions which show friendship, courage, respect or determination - or promote

equality - this ensures that a much wider range of students beyond those ‘traditionally’ lauded for their attainment receive deserved recognition and reward for their contribution to the school and community. This builds towards an annual presentation to students who consistently demonstrate a rounded commitment to all aspects of school life and a positive contribution to the wider community (*Figure 11.* below). In essence, this is the school’s recognition of young people who exemplify the spirit of Olympism, as expressed in the 2017 version of the Olympic Charter as follows:

Figure 11. A ‘Living the Values’ Awards Presentation



‘Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. blending sport with culture and education, olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles’.

1.7. Partnership working with local schools and universities

The Olympic and Paralympic Values have also provided a focus for both local school and university partnership working.

Our induction and ‘taster’ activity work with year 5 and 6¹⁹ pupils from neighbouring partner primary schools is all shaped around the Values. In preparation for joining the school once they leave their primaries – and to establish an understanding of our culture and ethos at this key transition point in learning – days are structured around developing the primary pupils’

¹⁹ Nine- and ten-year olds.

understanding of the Values, requiring them to identify Olympic and Paralympic role models and set themselves targets for ‘Values-focused behaviour and attitudes’ when they subsequently join the school.

Since 2017, we have additionally chosen to theme these activities around Japanese culture as part of a ‘2020 Vision’ and ‘Learning Trail to Tokyo’ inspired by the forthcoming Tokyo Games. This approach, supported by the Japan Foundation, and using our current students as activity facilitators is illustrated in *Figure 12* below:

Figure 12. . Tokyo 2020 Primary School Partner Taster Days, including origami flower displays inspired by the official logos



The funding made available from the Japan Foundation has enabled the appointment of a part-time Japanese teacher, who offers language enrichment lessons to a vertically-structured group of students from different year groups. Following the success of this pilot enrichment activity, we will aim towards building Japanese into the curriculum as part of our formal modern languages offer over the next two years. The students who are part of this programme who lead the activities for the primary school pupils.

Park House additionally plays a key role in the coordination of the Berkshire School Games, one of over 40 multi-sports festivals for primary and secondary students in each County of England. The School Games²⁰ are a key 2012 legacy programme, now in their ninth year.

I am the Headteacher Chair of the Local Organising Committee for the Berkshire Games, with a vision from their inception in 2012, of creating a multi-sports festival for young people with a wider educational reach and impact. Therefore, from the outset, one of the distinctive features of the School Games in Berkshire has been the 'Athletes Values Village'. Here, in the 'downtime' between their sporting competitions, up to 3,000 students have the opportunity to experience a wide range of Values-themed activities in different 'zones' within the Village. This might be listening to a motivational speech from a successful guest athlete in the 'Inspiration Zone'; it could be attempting a climbing wall challenge in the 'Courage and Determination Zone', or experiencing a para-sport like Sitting Volleyball for the first time in the 'Equality Zone'.

Partnership working inspired by the Games and the associated Values has also extended to university 'taster' and enrichment programmes. The 'Orielympics' - so-called because of a Widening Access Outreach partnership with Oriel College, Oxford University²¹ - involves Year 9²² and Sixth Form²³ students in a unique two-day residential and thematic multi-disciplinary learning experience. The programme was co-constructed by myself, school teaching staff from a variety of subject areas and College Tutors with History, Classics, Economics, Physical Science and Bio-Chemistry specialisms. College Tutors - and in some cases DPhil students - provide challenging initial stimulus lectures around a range of inter-disciplinary Olympic themes - 'Sporting Heroes of the Ancient and Modern World', 'The Politics and Propaganda of the Games', and 'The Physics of Paralympic Performance', for example - with students developing their own presentations in response and being offered the opportunity to take part in an Oxford Union-style debate around the most contentious of the issues raised.

20 For more information on the School Games visit <https://www.yourschoolgames.com/how-it-works/what-school-games/>

21 <http://www.oriel.ox.ac.uk>

22 Students aged 14-15.

23 Students aged 17-18.

1.8. International Values-themed school partnerships

Engagement with Olympic and Paralympic Values-themed has both enhanced existing international school partnerships - and shaped new ones.

In terms of an existing international partnership with Sithengile High School in Durban which stretches back to a link established in 2004, discussion moved as a result of the Get Set programme to the concept of a 'Values Passport'. This involves students debating, in their differing contexts, what might be deserving of a 'stamp' in relation to appropriate behaviours, attitudes and actions. In this way, its a literal interpretation of Nelson Mandela's famous observation that 'Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand.'

With a more recently formed BBC World Olympic Dreams partnership with School No.79 in Mongolia²⁴, the Values have also offered a framework for a series of shared assemblies, with students in both schools preparing videoed assembly presentations that could be subsequently discussed through their respective tutorial programmes. Further feedback then followed through a series of themed Skype conversations on each of the identified Values.

Figure 13. The 'Values Village' at the Berkshire School Games



²⁴ See http://news.bbc.co.uk/sport1/hi/olympic_games/world_olympic_dreams/9531948.stm for a feature on our partnership on the BBC World Olympic Dreams website

Section 2

2.1. Building a ‘leaning bridge’ from London to Tokyo

Most latterly, we have used this approach to support the establishment of a new of partnership with Shinagawa High School in Tokyo, focused on the Olympic and Paralympic Values in the lead up to the 2020 Games and building on our related introduction of Japanese language as a curriculum enrichment option last year, as described in 1.7 above. This has begun with a cross phase group of students from Years 8-13 – our ‘Tokyo 2020 Ambassadors – producing a video on the impact of values-themed learning designed to be shared with our Japanese partner school²⁵. This was reciprocated immediately with a range of Shochu Mimai - traditional Japanese summer greetings cards from Shinagawa students (*Figure 14.*) – and has now developed into fortnightly Skype meetings between groups of students from both schools on a wide range of topics, including preparations for hosting the Olympics and Paralympics and related sporting icons from either country.

Figure 14. Shochu Mimai received as part of the Shinagawa Park House Values-themed Partnership



I was personally able to strengthen this relationship during a visit to Tokyo in May 2018 supported by the University of Tsukuba,

²⁵ The video can viewed via the following link <http://www.parkhouseschool.org/News/Living-the-Olympic-and-Paralympic-Values.aspx>

where I additionally guest lectured on the Olympic and Paralympic Education Module of International Academy (TIAS) Masters Programme ²⁶ (*Figure 15*). Visiting Shinagawa High School and other schools in the Ibaraki Prefecture alongside staff from the University and members of the TOCOG²⁷ Education Team offered an excellent opportunity to reinforce the links between the academic study of sport and its associated values, the specific learning opportunities associated with hosting an Olympic and Paralympic Games and practical questions around curriculum planning and delivery at an operational school level. The latter were particularly relevant in the context of what remains a largely subject-content driven curriculum model where the adoption of more thematic and cross-curricular approaches to learning might prove both potentially challenging and unfamiliar.

Figure 15. Visit to Japan, May 2018



2.2. Looking Forward to Paris 2024

As we look to develop further international partnerships as part of a long-term legacy commitment, the Modern Languages Department has now developed a further Values video in French and aims to engage potential partner schools around the preparation for Paris 2024, paralleling the approach adopted by our 'Tokyo 2020 Ambassadors' as described above.

²⁶ For more information see <http://tias.tsukuba.ac.jp>

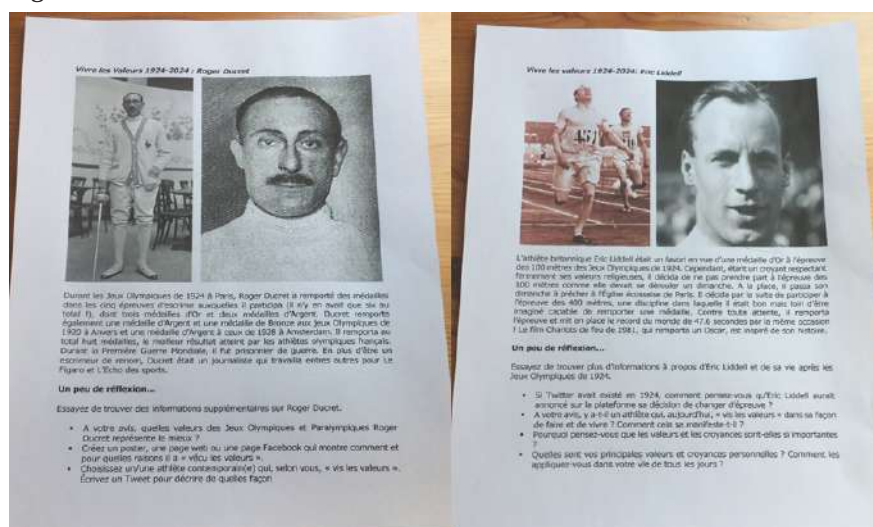
²⁷ For more information see <https://tokyo2020.org/en/>

The centenary of the 1924 Paris Games offers particularly exciting opportunities in this respect.

After the *Olympic Games: State of the Art Conference* in June 2018 we have begun work with our Modern Languages Department on developing materials to explore the Olympic and Paralympic Values in the context of the centenary of the two Paris Games, 1924-2024.

Figure 16. below shows the first examples of these materials on Roger Ducret and Eric Liddell. They are designed to be used both internally and externally. Internally, we aim to trial them in our weekly Character and Values lessons, developing cross-curricular links between learning in French, History and wider personal and social development. The centenary of course offers outstanding opportunities to explore themes around continuity and change. Externally, we also hope that they could form the basis for some partnership work with schools in the Paris region and would certainly value any potential contacts.

Figure 16. 'Vivre les Valeurs' materials



2.3. Possible areas of learning for Paris 2024

Three key areas of learning for those preparing education programmes for Paris 2024 would appear to emerge from our school's experience of the use of the Olympic and Paralympic Values to shape learning before, during and beyond 2012.

Firstly, the importance of making learning thematic, creative and flexible. A focus on the *Values* is crucial, as they provide a wonderfully flexible framework for learning that schools can an

adapt and develop to suit their own needs and contexts. Initial stimulus material – potentially generated by the Organising Committee - to trigger creative thinking and open up possibilities for teachers is important, but so is the autonomy and freedom to interpret them. Too rigid a set of prepared materials or ‘programmes of study’ are likely to be seen as prescriptive and therefore potentially off-putting. Guide rather than proscribe would appear to be the mantra in this respect.

Secondly, actively engage school leaders and practitioners in the planning, design and delivery of the programme. And create ‘hub schools’ who will develop their own networks of others to engage with local or regionally focused programmes. Practitioner-led activity of this type was central to the great overall levels of school engagement with the Get Set programme as the Games approached. Lead and ‘early adopters’, with an existing context for work of this type, encouraged and brought on others through non-threatening collaborative work – even at the very late stages around learning to linked to the Torch Relay.

Thirdly, embrace and harness the latest technology and social media in order to capture young minds with a relevant and engaging offer. It is easy to forget that the planning for London 2012’s Education Programme began more than a decade ago – and will be reflective of approaches to learning that are almost twenty years old by the time Paris hosts the 2024 Games. Twitter was launched in the UK in 2006; the iPhone first advertised in 2007. Approaches to delivery of learning materials must therefore be dynamic and be accessed through media that are used by young people on a daily basis. In this rapidly evolving context, the development of an app-based 2024 Education Programme would seem to offer an exciting and engaging way forward.

Conclusion

There are clearly many factors that contribute to school improvement over time, and I would want to make it clear that as a headteacher committed to a wider context for young people’s learning and personal development I would have taken the decision to adopt the Olympic and Paralympic Values as a framework for much of our work, irrespective of any obviously quantitative outcomes. However, I am equally clear that this

‘values-centred ambition for students’²⁸ has certainly played a key role in the school’s emergence as one of the country’s leading non-selective secondary providers²⁹, offering a counterpoint to the development of the skills and aptitudes that support outstanding academic progress and achievement. It has in so many positive and different ways genuinely shaped learning for young people at our school. A vision and desired outcome that surely and powerfully resonates with that originally envisaged by De Courbertin over 125 years ago.

28 http://www.parkhouseschool.org/uploaded_files/1001/images/Ofsted_Report_for_Park_House_School_May_2012.pdf

29 As detailed in Context above.

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