

BIKES IN SCHOOLS EVALUATION

RECOMMENDATIONS

FOR SCHOOLS

BEFORE...

1. Get professional advice for bike track design and build.
2. Make it as easy as possible for staff and students to use the bikes.
3. Consider a sealed asphalt track to reduce maintenance costs.
4. Build in 'challenge' for your students in the design of the track(s).
5. Consider how Bikes in Schools can be a 'community resource' – including creating links between the bike tracks and school entrances or walkways.
6. Understand the commitment required, on-going costs, and resources needed.

ON-GOING...

1. Identify 2-3 people in your school community who are enthusiastic about biking and support them to drive the model.
2. Identify and overcome any 'barriers to use' (i.e. getting bikes off hooks).
3. Think about how students can continue to be challenged on the bikes/tracks (for example teacher PD and extending learning outside of school grounds).
4. Think about how your school bike track(s) can be (or continue to be) a community resource.
5. Establish processes for bike and track maintenance, and consider how students, parents and whānau can be involved.

These recommendations are from:

Hawley G, Mackie H, Thorne R, Scott R, Woodward A. ***Fun, Active, Safe, Social – Bikes in Schools Evaluation 2019***. Report prepared for ACC by Mackie Research in partnership with the University of Auckland.

Access a visual summary of the evaluation findings and the full report @ www.accsportsmart.co.nz/cycling

ACC is proud to have supported this Bikes in Schools evaluation, and continues to support Bikes in Schools through BikeReady: www.bikeready.govt.nz



CRITICAL FACTORS FOR SUCCESS & SUSTAINABILITY

PEOPLE

- Principal & BOT support.
- Lead staff member for day-day responsibility that is enthusiastic about BIS.
- Professional development for staff (annual or bi-annual)
- Professional support for bike maintenance 1-2 times a year.
- Connections to other schools with BIS for ideas and collaboration.

THINGS

- One helmet per child.
- Secure and user-friendly bike shed.
- High-quality track(s) from the outset.
- Challenging elements in the track design.
- Annual budget for bike and track maintenance
- Sturdy/robust bikes.
- Wide range of bike sizes.

PROCESSES

- Staff member/students who can get the bikes out each morning/afternoon & do basic maintenance.
- Lesson plans, guidance, and support from specialist teachers.
- Time-tabled sessions for track use.
- Process for identifying and maintaining broken bikes & issues with the track(s).
- Opportunities for 'free play' on the bikes.
- Opportunities for families/wider community to use the tracks.

Success and on-going sustainability of Bikes in Schools