

This newsletter and the Secondary Student Achievement Professional Learning and Development initiative is funded by the Ministry of Education. The providers are The University of Auckland and Te Tapuae o Rehua consortium.

National Newsletter: Health and Physical Education

Information and resources for middle leaders in secondary schools | Term 4 2014

Kia ora

Welcome to the term 4 national newsletter for the learning area of Health and Physical Education.

We would like to take this opportunity to thank Shanley Joyce for her contributions as she moves on to her next journey as a Deputy Principal at Long Bay College. Shelley has taken on the shared role of national coordinator.

We are happy to announce that we will be running one national workshop for our learning area in 2015. This will be focused on raising student achievement across the three subjects and will take place in various locations in the first half of the year. Further details of this workshop round will be confirmed at a later date.

All the best for the remainder of the school year

Rachael and Shelley

PLD opportunities in term four:

PENZ Inspired Leadership Programme

Registrations are open for the PENZ Inspired Leadership Programme in Auckland from 20-21 November. Come along and gain new insights and take home ideas along with a great networking opportunity! Visit www.penz.org.nz to register.

PENZ Level 3 workshops

PENZ are running, across the country, a workshop focused on Level 3 NCEA. For more information about the content of the workshop, dates and locations, see www.penz.org.nz

NZQA Best Practice Workshops

A new workshop is being piloted in term four. This is called "Collecting Evidence" and explores diverse and valid methods of collecting assessment evidence to meet the varied needs of learners. See: <http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/#Collecting%20Evidence>

Health and Physical Education Best Practice Workshops have been rescheduled in **Wellington**, for the 26th of November (PE) and the 27th of November (Health). See: <http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/#Making%20judgements>

New web resources

HPE e-Learning on TKI:
<http://www.elearning.tki.org.nz/Teaching/Learning-areas/Health-and-physical-education>

2014 Adolescent Health Research Group Health Services in New Zealand Secondary Schools and the Associated Health Outcomes for Students:
<https://cdn.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/Youth%20%E2%80%9912%20Health%20Services%20and%20Health%20Outcomes.pdf>

New Zealand Medical Association policy briefing on obesity:
http://www.nzma.org.nz/_data/assets/pdf_file/0015/32082/NZMA-Policy-Briefing-2014_Tackling-Obesity.pdf

Pleasure, Pain, Profit - Alcohol in New Zealand and the Contemporary Culture of Intoxication:
http://researchcommons.waikato.ac.nz/bitstream/handle/10289/8035/PPP_ebook_with%20links.pdf?sequence=5

New policy vision for nutrition and physical activity:
<http://www.ana.org.nz/sites/default/files/Healthy%20Communities%20Healthy%20Lives%20FINAL.pdf>

Mental Health Foundation – five ways to wellbeing resources:
<http://www.mentalhealth.org.nz/page/1186-five-ways-to-wellbeing+posters-postcards-bookmark>

Youth'12: Fact Sheet about Transgender Young People
<https://cdn.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/Youth12-transgender-young-people-fact-sheet.pdf>

ERO report: Raising achievement in secondary schools (June 2014)

ERO visited 40 secondary schools in 2013 and investigated how well they analysed and responded to their NCEA data (in particular Level 2 NCEA). ERO looked for evidence that schools had identified student achievement issues and developed initiatives that improved learning.

Ten of the 40 secondary schools in this evaluation demonstrated effective inquiry and improvement processes. These schools were a range of decile ratings and sizes and were from both rural and urban settings.

These schools each had a culture of inquiry and a focus on improving achievement. Staff demonstrated an urgency to both identify achievement issues and develop responses that would improve student learning and engagement. They were focused on identifying 'who' were the students underachieving, 'what' needed to change, and 'how well' new school initiatives had contributed to any gains in achievement. The leaders and teachers were confident that they could work with students and their families to change things for the better.

In addition to the above qualities, these schools had: levels of academic achievement that were rising and/or above schools of a similar decile, and Māori student achievement in NCEA Levels 1 and 2 was comparable to that of all leavers

- leadership that underlined the importance of investigating and responding to achievement information, including evidence of student underachievement
- a shared commitment from staff to improve the status quo and a relentless focus on improving student achievement
- a focus on engaging individual students at risk of not achieving and helping them succeed
- trustees who received information about student achievement and used this to inform school strategies and operations
- made some modifications to the curriculum to respond to the identified needs of students
- well-developed school-wide frameworks, guidelines and expectations for inquiring and responding to student achievement information
- professional development and support for teachers to develop skills in analysing data and to manage teaching as inquiry projects
- an integrated approach to achievement information that was not limited to academic achievement but also included a range of student aspirations (e.g. vocational, sporting and cultural)
- coordinated pastoral care and careers systems that were effective at identifying and responding to the needs of students, including developing support structures for student learning and vocational pathways
- an increasing focus on involving families/whānau in strategies to improve student achievement
- an emphasis on students as 'self-managing' students who can take responsibility for their achievement.

What all schools can do

This report underlines the importance of tracking and supporting the achievement of individual students – including those at risk of underachievement. It also emphasises that schools should investigate how they can make achievement gains by implementing improved curriculum structures, options and delivery.

<http://www.ero.govt.nz/National-Reports/Raising-achievement-in-secondary-schools-June-2014>

Potential Health 3.5 resource:
Family Violence, it's not OK:
<http://www.areyouok.org.nz/about-the-campaign.php>

Home Economics 3.3 resource:
<http://www.royalsociety.org.nz/expert-advice/commissioned-reviews/yr2014/health-effects-of-water-fluoridation/>

University of Auckland 'Growing up in NZ' longitudinal study:
<http://www.growingup.co.nz/en.html>
and the direct link to the new reports:
<http://www.growingup.co.nz/en/research-findings-impact/study-reports.html>

Professional associations

PENZ
www.penz.org.nz

NZHEA
<http://healtheducation.org.nz>

HETTANZ
<http://www.hettanz.org.nz>

National newsletters

To download the latest newsletter or for more information about Ministry-funded professional development for secondary middle leaders, visit this page on TKI:

<http://nzcurriculum.tki.org.nz/Ministry-curriculum-guides/Secondary-middle-leaders/Professional-learning-and-development>

Contact details

Rachael Dixon
UC Education Plus
Te Tapuae o Rehua
P 03 367 0779
M 027 600 5172
rachael.dixon@canterbury.ac.nz

Shelley Hunt
Team Solutions
Faculty of Education
University of Auckland
M 027 836 4055
s.hunt@auckland.ac.nz