

National Newsletter: Health and Physical Education

Information and resources for middle leaders in secondary schools | Term 4 2015

Kia ora, talofa lava, mālō e lelei, kia orana, talofa ni, faka'alofa lahi atu, Ni sa bula, greetings and welcome to the term 4 National newsletter for Health, Physical Education and Home Economics.

Welcome back to another busy term. We hope you have had a restful break and are refreshed and ready for the term.

Whakatauki

Waiho i te toipoto, kua i te toiroa
Let us keep close together, not wide apart.

The above whakatauki was chosen as this is the time of year where teachers will take time to reflect and plan for next year. It is vital that all students have the opportunity to give you feedback on what actions you took that helped them learn. Find out from them what they learned, both intended and unintended. When reflecting, talk with other teachers about student learning and use achievement data/evidence to understand what has worked well this year and what has not; and consider the next steps. It is time to share and celebrate your inquires. It is time to decide what different actions will better support your students next year. It is a time to get curious, have hunches and talk about these.

The whakatauki may remind everyone that all three subjects in our learning area are planning to use the same achievement objectives so talking amongst the subjects will enable you to strengthen the learning for your students. It has been great to see schools that are integrating learning across our subjects and assessing standards from two subjects simultaneously. The examples from NZQA provide an excellent guide towards a vast number of possibilities for assessment.

A focus of this newsletter is developing clarity around learning. In addition we have included a few new resources and some books you may enjoy over the summer holidays.

Ngā mihi nui
Rachael, Aaron and Shelley

Rugby World Cup

With this momentous event happening this year be sure you are collecting material for socio-cultural physical education standards. A few to start include:

[Rugby World Cup article 1](#)

[Rugby World Cup article 2](#)

[Rugby World cup and the sale of alcohol](#)

NZQA news

In May NZQA updated the **Health Education** clarification documents and exemplars for level 2 NCEA:

[Health Exemplars and Clarifications](#)

Also in May NZQA updated the **Home Economics** clarification document and exemplar documents for some NCEA level 2 standards:

[Home Economics Exemplars and Clarifications](#)

NZQA have also recently updated the **Physical Education** clarification documents and exemplars for level 3 NCEA:

[PE Exemplars and Clarifications](#)

Updated **Health and Home Economics** exemplars for level 3 are due by the end of 2015.

Pond

N4L are encouraging all teachers to join Pond as a way of collaborating and communicating with all teachers of HPE. The link below will take you to Pond.

[Link to Pond](#)



Shared clarity about learning

For students truly to be able to take responsibility for their learning, both teacher and students need to be very clear about what is being learnt, and how they should go about learning it.

When the learning and the path towards it are clear, research shows that there are a number of important shifts for students.

Their motivation improves, they stay on-task, their behaviour improves and they are able to take more responsibility for their learning.

Absolum M. (2006). *Clarity in the classroom*. Auckland: Hodder Education. pp 76-95.

Can your students answer the following questions?

- 1) What am I learning?
- 2) Why am I learning it?
- 3) How will I learn it? (process)
- 4) How will I know I learnt it? (product)



Essential components of clarity

- Learning intentions
- Relevance
- Examples and modeling
- Success criteria
- Checking for understanding

Learning Intentions

In order for a learning intention to be shared effectively, it needs to be clear and explained by the teacher in a way that makes sense to the students i.e. in student-friendly language.

Establish relevance

It is important to put the learning into context for the students. Discuss WHY they are learning the skills or content. Develop an understanding with the students how this learning is relevant and when they might use of need this learning. Share with students how the skill or knowledge fits into the bigger picture of their learning.

Model the process or look at an exemplar

This gives students the opportunity to see what the learning might look like. Students and teachers can use exemplars to co-construct success criteria based on what aspects are good or bad about the piece of work.

Charging for EOTC/ outdoor education events

A number of schools have been audited recently and the issue of charging for Outdoor Education curriculum trips has been raised.

The Ministry states Outdoor Education trips that are part of curriculum delivery may not be charged for. Some schools get around this by stating that no Outdoor Ed trip is compulsory, but alternatives to these activities need to be provided. Other schools cover the cost of students unable or unwilling to pay. Letting parents/caregivers know in advance what trips are on offer and the estimated cost of these, is recommended.

Your school should have policies on this. Make sure you are aware of them and have the discussions with your department on how to manage the issues. To get further details, please refer to:

[Ministry of Education EOTC](#)

NZQA Best Practice Workshops

There are two more Health/PE workshops this year.

Health & Physical Education:

Wellington: 17 November

Christchurch: 19 November

For more information and to register:

[Link to Best Practice Workshops](#)

Please be mindful that BPW's will be cancelled by NZQA three weeks prior if there are insufficient numbers, so book early if you intend going.

Success Criteria

Success criteria are the way students can judge whether they are successful with the learning.

Checking for understanding

Give frequent opportunities for students to check their understanding (or correct their misconceptions) with you and one another. Make sure you provide students with time to think before responding. It is important learning intentions and success criteria are displayed for students to refer to throughout the lesson/unit of work. Ensure you provide feedback and feed-forward that aligns with the learning intentions and success criteria

For more information; [TKI Clarity about the learning](#)

Open Ideas at Pearson: sharing independent insights on the big, unanswered questions in education

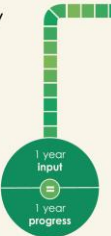
WHAT WORKS BEST IN EDUCATION?

John Hattie looks at the evidence

How can we ensure that every student achieves at least one year's progress for one year of schooling?

Governments and schools spend billions of dollars trying to improve education. But, evidence shows that many popular solutions have little impact on student learning.

In two new reports, renowned education researcher John Hattie explores common policy "fixes" that distract from other, potentially better, solutions.



Popular, low impact "fixes"

- Smaller class sizes
- Longer school days
- Technology as a magic bullet
- Performance pay

Evidence-based solutions

A culture of "collaborative expertise" can help every student achieve at least one year's progress for one year's input.

- Assessments that shape, not just measure, learning
- Higher expectations for both students and teachers
- Shared understanding of what one year's progress looks like
- Expert, inspired, passionate teachers
- Teachers sharing evidence of impact

The papers are published by Pearson as part of our "Open Ideas" series, in which independent experts from around the world provide their views on the big, unanswered questions in education.

Based on John Hattie's reports, "What Doesn't Work in Education: the Politics of Distraction" and "What Works Best in Education: the Politics of Collaborative Expertise"

Find out more at pearson.com/hattie #hattiepapers

ALWAYS LEARNING PEARSON

What works best in Education?

In this paper, John Hattie outlines some interesting points around what collaborative expertise would look like and what needs to change to make it a reality.

Some key themes include:

The largest barrier to student learning is within-school variability.

He sets out a checklist to build Collaborative Expertise by:

- Shifting the narrative from fixing the teacher to collaborative expertise.
- Agreeing on what a year's progress looks like across subjects and school.
- Expecting a year's worth of progress by raising expectations.
- Developing new assessment and evaluation tools to provide feedback for teachers.
- Know thy impact, by taking responsibility for the impact of everyone in the school on the progress of students.
- Ensuring teachers have expertise in diagnosis, interventions and evaluation.
- Stop ignoring what we know and scale up success.
- Linking autonomy to a year's progress by studying teachers who are achieving a year of student progress and supporting teachers who aren't.

Visible Learning

Useful links and resources

Sexuality education resources

There are a number of toolkits published by Family Planning to support teaching of sexuality.

These include:

Alcohol, Sex and Hauora, What's in a story?
Teaching about abortion
International Students Sexuality Education Toolkit.

These can all be accessed free of charge from

www.familyplanning.org.nz/

Links to further information on clarity about learning

Success criteria

[Success Criteria article](#)

Assessment for learning

[Assessment for learning article 1](#)

and

[Assessment for learning article 2](#)

SOLO taxonomy information and resources

<http://pamhook.com/>

Developing rubrics

www.evaluate.co.nz/rubrics

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:

[Download newsletters here.](#)



The national drug policy 2015 to 2020

This important document was released late August. It sets out the Government's approach to alcohol and other drug issues, with the overarching goal of minimising alcohol and other drug harm, and promoting and protecting health and wellbeing.

This document makes for good background reading for teachers and is also a useful resource for students' learning in Health Education, particularly at levels 2 and 3 of NCEA.

Some examples of how information from the NDP could support student learning:

- A range of up-to-date statistics about drug use trends in New Zealand
- Discussion of key impacts of drug use and misuse
- Links to health promotion theory and practice (three pillars of harm minimisation and priority areas – how do these link to the Ottawa Charter, Te Pae Mahutonga)
- Using the NDP ideas as evidence to support strategies around alcohol and drug issues.

The NDP has an extensive list of references and further resources that will be useful for teachers in developing and updating units of learning around alcohol and drug issues.

Access the policy from: [National drug policy nz 2015-2020](http://nationaldrugpolicy.nz)

Multi-nationals advertising by targeting children

These news items could be used to create discussion in Home Economics around how children are being targeted by multi-national food companies to support brands. The recent examples of Pixar dominos and All Black microfigures at Countdown and Little Kitchen at New World show how families are influenced to select a store, and how adults are encouraged to purchase more than they planned to complete a collection.



How the collectables craze is turning children into brand-savvy shoppers

[Collectables craze](#)

[Collectable craze article 2](#)

[Countdown goes back to the collectables well once again, this time with Disney Pixar](#)



Countdown stores run out of collectible Dominos

[Stores run out of collectable dominoes](#)

Holiday reading

It is hoped you will have time over the summer holidays to read a book. The following eclectic list of titles you may find rewarding to read.

The Growth Mindset - Carol Dweck
The Tipping Point and/or Outliers - Malcolm Gladwell
Contact - Carl Sagan
Bounce - Matthew Syed
Quiet Leadership - David Rock
Half the Sky - N Kristof, S WuDunn
Freedom Writers Diary - E Gruwell

Contact details

Rachael Dixon
 UC Education *Plus*
 University of Canterbury
 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

Aaron Scorrige
 Team Solutions
 Faculty of Education
 University of Auckland
 P: 09 623 8880 ext.48856
 M: 027 839 5843
a.scorrige@auckland.ac.nz

2016 workshop feedback

We are now in the process of planning for next year's workshops so please take a few minutes to answer the five questions in the Google form. This will help us to best meet your PLD needs in 2016.

[Click here for feedback form](#)