



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

These national newsletters are produced by the **Secondary Student Achievement** national facilitation team, as part of supplementary PLD support for schools, from the University of Auckland and Mau ki te Ako project partners (University of Canterbury, University of Otago and Te Rūnanga o Ngāi Tahu).

National Newsletter: Health and Physical Education

Information and resources for middle leaders in secondary schools | Term 1 2016

Kia ora, talofa lava, malo e lelei, kia orana, tolofa ni, faka'alofo lahi atu, Ni sa bula, greetings and welcome to the term 1 national newsletter for Health, Physical Education and Home Economics.

Welcome back to another busy year. We hope you have had a restful break and are refreshed and ready to hit the ground running.

In this term's newsletter we have a focus on the new EOTC guidelines with important information on what to look out for when the Health and Safety legislation comes into effect in April. We also describe how Howick College is using SOLO Taxonomy as a framework to make learning in Physical Education more visible.

Ngā mihi nui
Rachael, Aaron and Shelley

Mindfulness and well-being

"It is health that is real wealth not pieces of gold and silver."

The above quote from Mahatma Gandhi is a timely reminder that we need to look after ourselves and each other as we embark on another hectic year.

Ian Vickers, an assistant principal at Sancta Maria College in Auckland, believes, "Looking after one's self or caring about your own well-being is a jigsaw of learned habits." Teaching is a highly demanding job and it is vitally important you take time each day for 'you'. Ian highlights some innovative ways to looking after yourself throughout the school year.

Some examples include: Sitting down and enjoying your lunch at least twice a week; a fun event week for staff; tidying your work space; committing random acts of kindness; and many more. For more information: <http://www.teachertoolkit.me/2015/08/24/goodhabits/>

Mindfulness is another important piece to the well-being puzzle.

"Mindfulness means paying attention to what is presently occurring, with kindness and curiosity."
(NZ Mental Health Foundation).

Teaching can be stressful and overwhelming at times, juggling a million things at once. Being mindful can help teachers to focus on the task at hand and be more attentive to what is happening around us. For more information on Mindfulness and some practical steps to achieve, visit the links below.

<http://mindfulaotearoa.nz/>
<http://www.mentalhealth.org.nz/home/ways-to-wellbeing/>

Info from NZQA

If you haven't already checked for updated clarification documents and annotated exemplars or recent moderator newsletters, access the NZQA subject page(s):

www.nzqa.govt.nz/health

www.nzqa.govt.nz/homeeconomics

www.nzqa.govt.nz/pe

On each page you will also find the 2016 specifications for the externally assessed achievement standards and the Scholarship standard.

While the Scholarship standard is "Physical Education Scholarship", this is now accessible by students across the learning area due to its open choice for topic selection. A number of resources are available from the NZQA Physical Education subject page.

National newsletters

This national newsletter is produced as part of the Secondary Student Achievement PLD, funded by the Ministry of Education.

To download the latest newsletter or newsletters from previous years, visit this page on TKI:

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development/E-newsletters>

Changes to the EOTC Guidelines

By Catherine Kappelle
Education Outdoors New Zealand

The Ministry of Education document *EOTC Guidelines: Bringing the Curriculum Alive* (2009) is currently being reviewed and updated to capture all changes in recent legislation. This includes the Adventure Activity Regulations (2011), the Vulnerable Children's Act (2014) and the new Health and Safety legislation coming into effect on April 4 2016.

Here is information you should be aware of:

The updated EOTC Guidelines will be available on TKI from early April at which time the current guidelines are to be removed from circulation. The reviewed document will be an electronic version only. The Ministry of Education will be notifying this widely.

Boards of trustees' and teachers' duty of care, and the taking of all practicable steps to ensure the safety of all those in their care, has not changed with the new legislation. The still-current EOTC Guidelines Toolkit (see the first link in the sidebar opposite) frames accepted best practice and offers comprehensive information for schools in implementing and managing good systems, where learning and safety are of prime importance. The essence of the guidelines will not change with the update.

Heading into term 1 2016, schools that engage in outdoor education activities that in a commercial setting are classified as adventure activities have responsibilities that are not articulated in the current guidelines. Specifically this is around schools' contracting of adventure activity providers and contractors. The current guidelines recommend use of accredited providers. However, only accredited providers that are registered on the WorkSafe Register of operators should now be used. Good clear information for schools to understand this is found in the second link in the sidebar (opposite).

PLD that unpacks the new EOTC Guidelines and supports development and review of school systems will be available widely from term 2. The PLD will follow a similar format as the *Effective EOTC Management for Schools* workshops run during 2015. Registrations for will open early in the new school year and be notified widely.

Alongside the updated EOTC Guidelines, look out for new initiatives supporting EOTC as they come on stream in 2016.

A Safety Management System (SMS) template will provide a framework for the tools in the EOTC Guidelines Toolkit. Note that the tool kit is undergoing review alongside EOTC Guidelines.

The National EOTC Co-ordinator Database will also be set up. The role of the database is to provide a communication mechanism used to strengthen the capability of EOTC coordinators in schools nationwide.

There will be periodic direct communication providing information, updates, tools and material to support the role. School registration and currency on the database will be identified as a component of good practice in EOTC.

Catherine Kappelle
Executive Officer
Education Outdoors New Zealand Inc.

EOTC useful links

Toolkit

<http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines/Tool-Kit>

Changes for school practice brought about by the Adventure Activity regulations – six key messages:

<http://www.eonz.org.nz/resources+for+outdoor+education+and+education+outside+the+classroom/The+adventure+activities+regulations+2011.html>

News updates for health and safety from the Ministry of Education:

<http://www.education.govt.nz/mini-stry-of-education/specific-initiatives/health-and-safety/news-updates-for-health-and-safety/>

The press release linked under News on our homepage at:

www.eonz.org.nz

Presentation to school leaders (second section of webpage):

<http://www.education.govt.nz/mini-stry-of-education/specific-initiatives/health-and-safety/leadership/>

Circular from the Ministry of Education regarding payments by parents of students:

<http://www.education.govt.nz/mini-stry-of-education/publications/education-circulars/2013-circulars/circular-2013-06-payments-by-parents-of-students/>

What's the future of food?

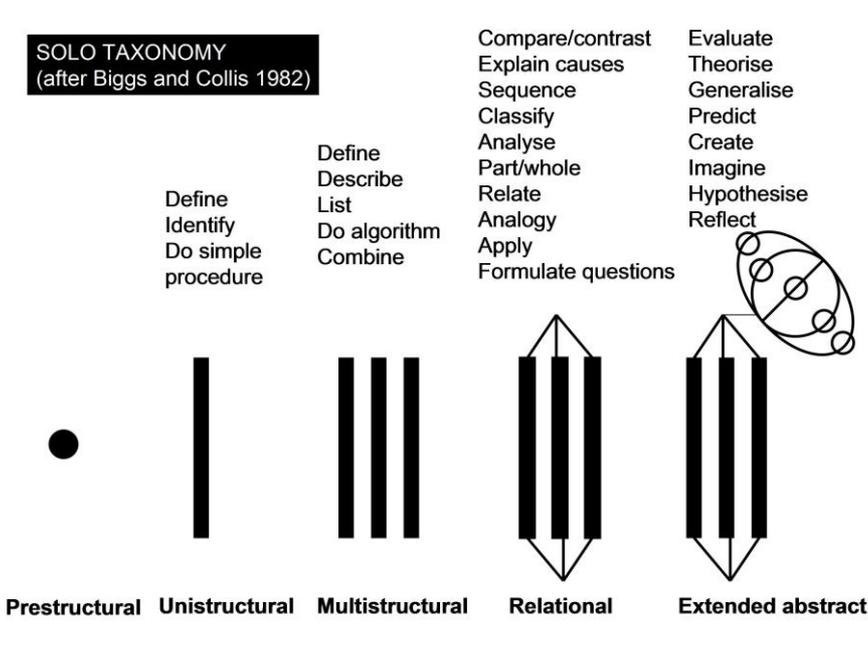
This is an informative series of articles from the Ted Ideas website:

<http://ideas.ted.com/tag/whats-the-future-of-food/>

SOLO Taxonomy at Howick College

By Julia Breen, Howick College

Here at Howick College we have been developing a school wide approach to visible learning with the application of SOLO Taxonomy. The reasons we went with SOLO included: Having clearer learning intentions and success criteria for our students, student ownership of learning, differentiation, feedback and feed-forward and of course SOLO aligns with the verbs used at NCEA level.



So what is SOLO all about?

SOLO stands for Structure of Observed Learning Outcomes. It has been around for over 30 years due to the work of John Biggs and Kevin Collis in the 1970s and 1980s. It provides a framework of understanding with five stages. These stages describe levels of thinking that become increasingly more difficult and complex. More recently Pam Hook, a New Zealander, has developed a range of classroom resources using SOLO that you are able to get from her website: <http://pamhook.com/solo-taxonomy/>

For us, this framework allows us to think about the level of thinking and understanding: from surface to deep. At the surface level, students are the passive learners in your classroom. The students are simply seen as recipients of information; they might be involved in activities like copying notes or watching a video after which they would only be expected to recall facts.

With deep learning, the students are active learners, contributing, doing, wanting to get it and then demonstrating that they do get it. The active learner does actually do something with the information; they participate in the learning process and are challenged to make new meanings. What we are actually providing is differentiated activities that cater for all our students in our classroom and letting them be the drivers of their learning.

Feedback and feed-forward are simple for both the teacher and the student as learning is visible. This allows the student to self-assess, encourages peer assessment (let us not forget the power of the peer group) and reflect on where they are at, where they are going and the next steps in their learning. All students will be able to identify progress and feel some sense of achievement.

Continued on next page...

Subject association news

PENZ

The annual conference will be held in Palmerston North, July 11-13.

This conference again involves NZHEA and EONZ. Teachers of Health, PE and/or OE are encouraged to submit an abstract and/or attend the conference.

www.penz.org.nz

NZHEA

NZHEA e-newsletters are now published on their website with open access. A range of resources is available to members only, including practice exams for NZQA externals (2016 practice exams due online in term 2).

www.nzhea.org.nz

HETTANZ

The 2016 national AGM and seminar day is Saturday 14 May in Christchurch. The theme for this day is 'Together towards tomorrow'.

www.hettanz.org.nz/

EONZ

As stated in the piece on page 2 of this newsletter, PLD that unpacks the new EOTC Guidelines and supports development and review of school systems will be available widely from term 2.

www.eonz.org.nz

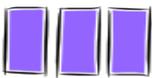
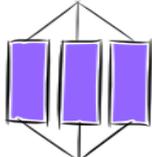
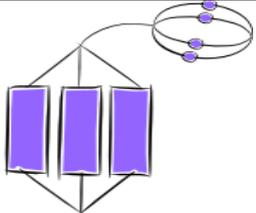
Ministry of Education: RAMP

As an ongoing review the Ministry of Education is implementing a review process to ensure materials that support NCEA continue to be aligned with the New Zealand Curriculum (NZC) and support the development and use of quality teaching and learning programmes in secondary schools and other providers.

As part of the process there will be a survey of teachers. Further information will be distributed as it becomes available.

Within the PE/Health and Outdoor Education Context, using SOLO has really reinforced what we want our students to learn and achieve within their lessons, both the practical and theory. It has provided clarity for both staff and students and ensures questioning is not just at the surface level. Rethinking questions within our context has ensured learning opportunities challenge all our learners. Students have a clearer understanding of the verbs used and what is needed to achieve at each level.

Here is an example of learning intentions and success criteria that could be applied in a 'striking and fielding' unit:

Learning	SOLO Level	Success Criteria
	Multi-structural - I have several ideas about ...	I can identify scoring tactics and opportunities
	Relational - I have several ideas about and can link them to the big picture	I can apply and explain the effects of different tactics in striking games
	Extended Abstract - I can now look at these ideas in a new and different way	I can apply and judge the effectiveness of a range tactics and opportunities in striking games

As in the image above, you can use the SOLO symbols to reinforce the levels of learning. You can also develop clear and explicit learning intentions and success criteria so students can see what is needed for success at each level. The use of the symbols is a constant reminder for students.

If you are interested in finding out more about SOLO in the context of Physical Education, you can't go past "SOLO Taxonomy in Physical Education" (book 1 and book 2). These books are written by Pam Hook and Nicola Richards (who teaches PE at St Andrew's College in Christchurch) and are available from <https://www.essentialresources.co.nz/Store>

If you are on Twitter, search #soloarmy or #solotaxonomy #solotaxonomynetwork

I am happy to answer any questions, just tweet me @Jbreeno1
Julia Breen, Howick College

More information on SOLO

Nicola Richards delivered an informative session on SOLO at the PENZ ILP event in November 2015. She has shared this presentation as well as a SOLO Padlet page packed full of ideas on her blog:

<https://nixpixmyideasonstuffeducational.wordpress.com/2015/11/20/solo-taxonomy-in-pe-and-health-nicola-richards-stac/>

If you are on Twitter, follow Nicola @NixRichards

For more information on SOLO and a range of resources, see:
<http://pamhook.com/>

2016 national workshops

We will be running a round of national workshops again this year - in term 2. More information about the focus of the workshops will be available soon.

Dates for workshops in the Northern/Central North regions are:

Whangarei	10 May
North Auckland	11 May
Central Auckland	12 May
South Auckland	17 May
Hamilton (Home Eco)	18 May
Hamilton (HPE)	19 May
Napier	24 May
Tolaga Bay/Gisborne	25 May
Tauranga	26 May

Enquiries to s.hunt@auckland.ac.nz

Workshop dates and locations for the Central South and Southern regions will be available in due course.

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If you are receiving this newsletter in error or if you are aware of anyone whom you think would benefit from receiving it we would appreciate hearing from you.