

Secondary Student Achievement PLD

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National Newsletter: Health and Physical Education

Information and resources for middle leaders in secondary schools | Term 3 2016

Kia ora, tālofa lava, mālō e lelei, kia orana, tolofa ni, faka'alofa lahi atu, ni sa bula, greetings and welcome to the Term 3 national newsletter for Health, Physical Education and Home Economics.

We hope you have enjoyed a refreshing mid-year break. It was great to connect with a number of you at the PENZ/NZHEA/EONZ conference in Palmerston North. All the best for the term ahead.

Ngā mihi nui
Shelley, Rachael, Aaron and Libby

Build success one small step at a time

Many of our most at risk students will now be beginning term 3 with so few credits that the task of achieving their academic goal for the year will appear insurmountable.

Many will have reached a point where their emotional response to learning has become one of, "I can't do this, I have failed again, I don't feel safe, I would rather be out of here".

What can you do as a teacher to support these students in our learning area?

Firstly, help students to recognise that everyone fails in life at some time and the key is to tap into the understanding of resilience they learned in their junior programmes. Have them explore their successes with you - not just credits gained but the value of material learned while in class. Often they have been learning although either the assessment task or the depth of learning required has been a barrier to formalising this with credits.

The HPE learning area, with its focus wider than solely academic content, allows students with a range of abilities to gain success. This can include practical skills in physical performance, recognising, selecting and preparing food for individuals, communication skills, advocacy actions and safety skills.

Reviewing your assessment practices into more of an 'assessment for learning' model as described in Stiggins' work (see link on sidebar) may allow students to understand 'where am I going?' and 'how do I get there?' Feedback that is learning focused and non-judgemental will allow the students to know you stand alongside them.

Most importantly, allow students to see the direct links with our learning area and the key competencies. See that what they learn in HPE has meaning for living for their whole life and not just credits. When they begin to understand this it becomes much more important to get involved in every learning activity.

NZQA

NZQA has produced a report based on recent consultation they undertook with the sector about digital moderation. See a summary of information and the full report:

<http://www.nzqa.govt.nz/about-us/future-state/digital-assessment-digital-moderation/>

Assessment for learning and 21st century skills

Assessment Through the Student's Eyes, Rick Stiggins

<http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through-the-Student's-Eyes.aspx>

21st century learning skills - Diagram by Jackie Gerstein Ed. D.
<http://www.teachthought.com/teaching/whole-teaching-whole-teacher-self-assessment-educator-assessment/>

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>

Flipped learning in physical education

By Ginni Orr

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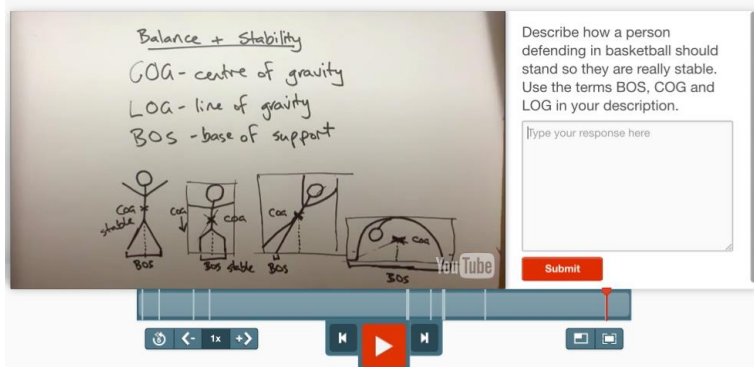
Twitter: @GreenWave478

Flipped learning, where instruction is done individually and active learning activities are completed in the classroom when the teacher is available to assist, has been shown to improve engagement with material and understanding. It has the potential to make classroom time more student centered with more time available for activities focused on collaborative problem-solving.

With this in mind, I decided to build on my video making experiences from last year (see YouTube channel link in sidebar opposite) and design a flipped learning environment for the sports science unit for my Level 1 PE class. I used the Web 2.0 tool, Zaption, a tool that allows for videos to be imported from a number of sources, edited and questions added, and at the time, analytics would be generated and accessed for free. I also used the O365 Office Mix app - PowerPoint on steroids, allowing voice over, inking, questions and analytics.

Initial planning was to create a fully flipped learning environment where the students would watch the tutorials at home and engage in collaborative problem-solving activities in class. However, I had to consider accessibility and equity issues, so the decision was made to in-class flip.

Example of Zaption video tutorial:



Overall I achieved the desired outcome of creating a more student-centred class environment by increasing student engagement with their learning for longer periods of focused time and at a deeper level. Students were able to learn at their own pace and collaborate with their peers. An interesting observation was that students would often ask me specific questions to clarify their understanding of concepts, rather than being obsessed with "what's the answer?" I definitely noticed my role was different because the learning environment was more student-centred.

This is certainly an approach I will continue to use in different ways to set up learning environments that create empowerment, deep learning, collaboration and connections. Unfortunately Zaption now needs a Pro subscription to get analytics from it. However, EdPuzzle achieves similar results with video but does not have quite the same features and you cannot ask questions throughout the video with Office Mix.

Please get in contact with me if you have any questions about how to go about flipping your classroom. It takes time, but it's well worth it!

Read Ginni's full article here: <https://docs.com/ginni-orr/1286/pegoflipped-june-2016>

Useful links for the flipped classroom approach

Ginni's YouTube channel

<http://tinyurl.com/zqw4zna>

NZ PE teacher

<https://www.nzpeteacher.com/>

and

<https://www.nzpeteacher.com/2016/06/10/flipped-classroom-slide-deck/>

International

<http://www.edudemic.com/guides/flipped-classrooms-guide/>

<http://www.edutopia.org/blog/flipped-learning-lets-talk-tech-jon-bergmann>

<http://www.flippedclassroomworkshop.com/8-great-free-flipped-and-blended-learning-teaching-resources/>

Twitter hashtag: #flipped learning

Subject associations

PENZ

See the website for the contact details for the secondary subject advisor as well as the presentations from the recent conference.

www.penz.org.nz

NZHEA

A large number of sexuality education resources are available on the association's website, including a brand new resource for those considering teaching around pornography:

www.healtheducation.org.nz/sexualityeducation

HETTANZ

www.hettanz.org.nz

EONZ

www.eonz.org.nz

Global competency for an inclusive world and links to HPE learning

The OECD is proposing that the 2018 PISA assessment incorporates *global competence* as part of their wider framework describing the future of education and skills for 2030 (still in development).

Global competence is defined as “the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgements, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity” (OECD, 2016; p. 4).

As well as linking strongly to the values, vision and key competencies in the New Zealand Curriculum, the notion of global competency (students having the skills, attitudes and knowledge to be globally competent) links closely to learning contexts in the HPE learning area. This document therefore provides an interesting read as well as further justification/reinforcement for the value and importance of HPE subjects in your school.

It may be worth considering the extent to which your learning programmes in HPE explore ideas relating to global competence such as:

- Flexibility and criticality in thinking
- Empathy and ability to interact respectfully, appropriately, effectively
- Knowledge and understanding of global issues
- Intercultural knowledge and understanding
- Attitudes of openness, respect, global-mindedness, responsibility.

To read the OECD document 'Global competency for an inclusive world' go to: <https://www.oecd.org/pisa/aboutpisa/Global-competency-for-an-inclusive-world.pdf>



Useful resources for supporting HPE learning in global contexts

The sustainable development goals:
<http://www.globalgoals.org/>

The World Health Organisation:
www.who.int

Global Focus Aotearoa has a large number of resources on issues such as poverty, food security, fair trade, sexual health, human rights, gender and culture. Note the website and its resources are only available until the end of 2016.

<http://www.globalfocus.org.nz/>

UNESCO:
<https://en.unesco.org/>

United Nations Development Programme:
<http://www.undp.org/>

The Lancet commission on adolescent health and wellbeing:
<http://www.thelancet.com/commissions/adolescent-health-and-wellbeing>

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