

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 1 2013

Welcome to the term 1 national newsletter for the learning area of Health and Physical Education. This newsletter provides information on:

- Research on child poverty in New Zealand
- Learning Logs in HPE
- The latest ERO *Evaluation at a glance* report on students' transitions from primary to secondary school
- NCEA level 3 standards alignment
- Useful resources
- NZQA update
- National workshops (see final page).

We have a new facilitator in 2013 for the learning area, Alison Schofield, who will be working in the Northern and Central North regions. We would like to thank Raechelle Taulu and Melissa Young who have returned to school after facilitating in these regions in 2012.

All the best for the start of the year.
Rachael and Siobhan

National workshops for middle leaders of health, physical education and home economics

A series of national workshops will be offered for social science middle leaders. These workshops are free and are funded by the Ministry of Education through the Secondary Student Achievement initiative. Initial details of 2013 national workshops are provided on the final page of this newsletter. More details will be available soon.

Solutions to child poverty: new research

The Children's Commissioner's Expert Advisory Group on Solutions to Child Poverty has produced a number of documents that provide a fascinating read and a wealth of information relating to determinants of health, risk and protective factors, and recommendations for change. Access the group's publications at http://www.occ.org.nz/publications/child_poverty

Of particular note is the group's final report published in December 2012: *Solutions to Child Poverty in New Zealand - evidence for action*. As well as being an evidence-based account, this report incorporates feedback from public submissions, children and young people, and hui across the country. Another recent resource is the documentary, *Inside Child Poverty in New Zealand*, which first screened in late 2011. To order the documentary, go to: <http://www.cpag.org.nz/how-to-help/bookshop/bryan-bruces-award-winning-child-poverty/>

TKI update

NCEA Level 3 alignment with The New Zealand Curriculum completed

NCEA Levels 1 to 3 in Health and Physical Education are now aligned with NZC Levels 6 to 8.

Completing this alignment positions the curriculum at the heart of teaching and learning programmes for all senior secondary students.

What you need to know

- The Level 3 aligned achievement standards for Health and Physical Education are now registered and published with supporting assessment resources, and teaching and learning guides.
- Aligned achievement standards and support materials for Health and Physical Education can be viewed here:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects>

- The Secondary Education Portal on TKI provides information and guidance about curriculum and NCEA, and resources to support middle leaders: <http://secondary.tki.org.nz>
- Level 3 non-aligned internally-assessed standards are valid for internal assessment only until December 2013.

Learning logs in HPE

The following is based on the Best Evidence Synthesis (BES) exemplar 5, *Learning Logs/He kete wherawhera*.

Learning logs are used for teachers and/or peers to provide students with formative feedback and feed forward to accelerate achievement, encourage reflective thought and self-efficacy, increase motivation and build high quality relationships. Feed-forward is acted upon by students setting specific and clear learning goals. Learning logs create on-going dialogue which, when successful, promotes deeper and more thoughtful reflection from students on the processes involved in developing their writing, content and/or conceptual knowledge or skill development (whichever is the focus for the logs).

The BES exemplar is a very useful reading to develop an understanding of the purpose and uses of learning logs, the dimensions of (in)effective feedback that teachers and/or peers could give, as well as goals that students could set. Useful prompt questions for students are provided, as is a table of recommendations for implementing learning logs. The BES exemplifies the work of an English teacher with year 11 students across a year, in the area of writing. Also referred to in the BES is Xanthe Sulzberger's success with learning logs in a level 2 Physical Education class at Aquinas College. Xanthe's work is documented in a recent article in the PENZ journal, *Physical Educator* (see reference below), which is an excellent case study of learning logs in action in HPE.

Ideas for using learning logs with students in HPE

- Across a year, focused on improving writing (see BES).
- Across a unit of learning, leading towards an internal (or external) assessment (see Xanthe's PENZ article).
- Across a term, focused on improving a specific area of content knowledge or improving a skill.
- Across a year, focused on developing conceptual knowledge in relation to the HPE underlying concepts.
- Developing a peer learning log system for students to engage with each other.
- During a process-based unit of learning (for example, health promotion) to enhance students' movement through the process.

How do I get started with learning logs?

We recommend that you read the BES and/or the PENZ article, as both readings provide useful information which will help you decide if, and how, you can use them in your school. Talk to colleagues to see if others on the staff have experience with learning logs. It may be useful to trial their use on a small scale (eg with one group of students for one unit of learning).

Further reading

Ministry of Education (2012) *BES exemplar 5: Learning Logs/He kete wherawhera*
http://www.educationcounts.govt.nz/data/assets/pdf_file/0010/109738/BES-Exemplar-5.pdf

Sulzberger, X. (2012) *Using Electronic Learning Logs to improve teaching and learning*. *Physical Educator – Journal of Physical Education New Zealand*, vol 45, issue 3.

If you have used learning logs and want to share your experiences (or pass on some tips) to help build the HPE community's interest and capabilities in the use of learning logs, please contact us.

Resources...

Youthtown's inaugural survey (2012) of the things that matter to NZ teens – download the executive summary from:

<http://youthtown.org.nz/voice-of-NZ-survey.html>

ALAC have recently updated their pamphlets and produce an interesting and informative magazine:

<http://www.alac.org.nz/research-resources/alacs-magazine>

<http://www.alac.org.nz/research-resources/latest-resources>

Publications using the Youth 2012 data will be available mid-year.

Youth 2007 and 2000 publications can be accessed here:

<http://www.fmhs.auckland.ac.nz/faculty/ahrg/publications.aspx>

Sport New Zealand's website contains resources, publications and research:

<http://www.sportnz.org.nz/en-nz/resources-and-publications/>

Cristiano Ronaldo – tested to the limit. Biomechanical analysis – a 45 minute documentary:

<http://www.youtube.com/watch?v=vSL-gPMPVXI>

Marion Nestle's blog and website – some excellent material to engage students in critical thinking about nutritional issues:

<http://www.foodpolitics.com/>

The Health Promotion Agency's breakfast eaters website:

<http://www.breakfast-eaters.org.nz/content/schools>

Its sister site is:

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

Transitions from primary to secondary school

The latest **ERO Evaluation at a Glance** report investigates transitions from primary to secondary school., which they define as “a process that enables students, their parents, whānau and aiga to work in partnership with the school to help learners develop a sense of belonging and the confidence to participate within new contexts”.

Secondary schools in which the transition was more likely to be successful were characterised by the following six features:

- Teachers understand the social, emotional and physiological changes involved in adjusting to a new school and can help students to adjust to the new learning environment.
- The culture and values of the school allow students to feel welcomed and supported.
- Support is provided for vulnerable students (priority learners, students with low self esteem and few friends).
- Students’ relationships with teachers and peers, as well as teacher-parent communication, are effectively established.
- A meaningful curriculum: teachers who find out about, and focus on, students’ achievement levels, interests, cultural background, strengths and needs are better placed to provide this.
- Teachers, deans and schools can monitor how well individual students have adjusted and are making good progress. They do this by talking with the student, their parents, whānau and aiga and their other teachers, and by checking the individual’s assessment and attendance data.

Questions to contemplate:

- What do you do in your Health, Physical Education and/or Home Economics class at the start of the year to encourage a positive learning environment? How successful is this for your students? What else could you do as a department or as a school to ease the transition for students new to your school?

To access the report: <http://www.ero.govt.nz/National-Reports/Evaluation-at-a-Glance-Transitions-from-Primary-to-Secondary-School-December-2012>

For related reading, see:

<http://www.educationcounts.govt.nz/publications/schooling/31844/31846>

NZQA information

NZQA’s Moderation Best Practice Workshops

Details of dates and locations for these Best Practice Workshops are available on the NZQA website.
<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>

Note that in 2013 there is a workshop fee of \$120 per person.

Physical Education

New documents on the NZQA website include the aligned Level 3 Achievement Standards, December 2012 newsletter and annotated exemplars of student work:
<http://www.nzqa.govt.nz/pe>

Note that the newsletter contains an update on the Level 2 performance standards for AS 91330.

Health Education

New documents include the aligned Level 3 Achievement Standards, annotated exemplars of student work for internally-assessed standards, and sample exams and annotated exemplars for Level 3 externally-assessed standards:
<http://www.nzqa.govt.nz/health>

Home Economics

New documents include the aligned Level 3 Achievement Standards, December 2012 newsletter, annotated exemplars of student work for internally-assessed standards, and sample exams and annotated exemplars for Level 3 externally-assessed standards:
<http://www.nzqa.govt.nz/homeeconomics>

National workshops for 2013

Workshop 1 - Health Promotion – from theory to practical

This workshop is designed to enhance teachers' understanding of the theoretical and practical aspects of students' health promotion learning experiences in NCEA programmes. The workshop includes new activities to use with students to develop understanding of effective health promotion.

The dates and location towns for workshop 1 are below. More details will be available soon regarding venues and how to enrol.

Location	Date
Whangarei - Health, PE and Home Economics	Tuesday 19 March
Christchurch - Health and PE	Tuesday 9 April
Auckland - Health, PE and Home Economics	Tuesday 9 April
Nelson - Health, PE and Home Economics	Tuesday 16 April
Wellington - Health and PE	Wednesday 17 April
Gisborne - Health, PE and Home Economics	Tuesday 14 May
Whanganui - Health, PE and Home Economics	Thursday 9 May
Dunedin - Health, PE and Home Economics	Wednesday 15 May
Christchurch - Home Economics	Tuesday 21 May
Rotorua - Health, PE and Home Economics	Tuesday 21 May
Wellington - Home Economics	Tuesday 28 May

Workshop 2 – Reviewing senior teaching and learning programmes

A second workshop will be offered towards the end of term two/start of term three. More details will be provided soon.

This second workshop is designed to review NCEA programmes, develop middle leaders' ability to engage students in the 'critical' as well as enhance students' ability to navigate the literacy and language demands of senior programmes in HPE.

The likely location towns for the second round of workshops in terms two and three will be:

Location
Christchurch – Home Economics
Christchurch – Health and PE
Wellington – Home Economics
Wellington – Health and PE
Whanganui - TBA
Nelson - TBA
Dunedin - TBA
Auckland - Health, PE
Auckland – Home Economics
Northland - Health, PE and Home Economics
Hamilton – Health & PE
Hamilton – Home Economics
Taupo - Health, PE and Home Economics
Tauranga – Health , PE
Tauranga – Home Economics
Gisborne - Health, PE and Home Economics
Napier – Health, PE
Napier – Home Economics

University Entrance Literacy Requirement

From 2014, new requirements apply for University Entrance. Students must meet a new literacy requirement to enter into university-level programmes from 2015. (See [Secqual 2012/026](#) for further details).

Students must now achieve 10 credits in literacy instead of 8, and these credits can be gained through identified achievement standards from across the curriculum.

National newsletters

National newsletters such as this one are developed for every learning area by national co-ordinators from The University of Auckland and Te Tapuae o Rehua consortium (University of Canterbury, University of Otago and Te Rūnanga o Ngāi Tahu).

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/Secondary-middle-leaders/Professional-learning-and-development>

Contact details for your National Co-ordinators

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