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National Newsletter: Health and Physical Education

Information and resources for middle leaders in secondary schools | Term 1 2014

Kia ora

Welcome to the term 1 national newsletter for the learning area of Health and Physical Education.

I would like to take this opportunity to acknowledge last year's contributions from Siobhan Harrod and Ali Schofield in the North and Central North regions as they move on to the next journey in their careers.

Shanley Joyce has joined the HPE facilitation team and she is based in Auckland. A facilitator appointment will soon be made for the Central North region.

Quality teaching – evidence of best practice and teaching as inquiry

One of the key foci for our PLD work in 2014 is the promotion of quality teaching. This has been identified as a key influence on high quality outcomes for diverse students and requires the use of **evidence of best practice** to inform teaching and learning as well as **inquiring** into the teaching and learning process.

Some examples of resources that provide **evidence of best practice**:

Guidance for developing relationship and sexuality education programmes

The Families Commission Literature Review on the effectiveness of relationship education programmes in schools (Nov 2013) has a number of references to the New Zealand Curriculum (NZC), Health and Physical Education in the NZC and sexuality education. As well as providing a review of specific relationship education programmes, the report outlines characteristics of effective relationship education and sexuality education:

<http://www.familiescommission.org.nz/sites/default/files/download/s/relationship-education-in-schools.pdf>

See also ERO: The Teaching of Sexuality Education in years 7-13: Good Practice.

<http://ero.govt.nz/National-Reports/The-Teaching-of-Sexuality-Education-in-Years-7-13-Good-Practice-June-2007>

Best Evidence Synthesis (BES)

The best evidence synthesis iterations draw together, explain and illustrate bodies of evidence about what works to improve education outcomes and what makes a bigger difference to learners. The index page to access BES resources is:

<http://www.educationcounts.govt.nz/publications/series/2515>

Resources

Ministry of Health

Amphetamine use 2012/2013: Key Findings of the New Zealand Health Survey:

<http://www.health.govt.nz/publication/amphetamine-use-2012-13-key-findings-new-zealand-health-survey>

New Zealand Health Survey: Annual update of key findings 2012/2013:

<http://www.health.govt.nz/publication/new-zealand-health-survey-annual-update-key-findings-2012-13>

Youth Health Care in Secondary Schools: A framework for continuous improvement:

<http://www.health.govt.nz/publication/youth-health-care-secondary-schools-framework-continuous-quality-improvement-0>

Alcohol Education

The Sale and Supply of Alcohol Act 2012 has replaced *The Sale of Liquor Act 1989*. Amongst other changes to the law, one of the more pertinent changes for teaching and learning purposes is the change relating to the supply of alcohol to under-18s. The link below includes an informative factsheet.

<http://www.alcohol.org.nz/coolad>

Resources relating to the Health Promotion Agency's key work, including recent publications relating to alcohol issues:

<http://www.hpa.org.nz/research-library/research-publications>

Teaching as Inquiry

"Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students."
(*The New Zealand Curriculum* page 35).

Some useful questions that you could ask yourself as part of an inquiry into your teaching and learning practices are:

1. Finding out about my learners' strengths, needs and aspirations:

- What are my students' goals and aspirations?
- What do my students already know and what can they already do?
- What sources of evidence have I used and what else would be useful?
- What do my students need to learn and do?
- What languages do my students speak?

2. What knowledge and skills do I need to meet my learners' needs?

- What sources of evidence can I use to find out about my knowledge and practices and my learning needs?
- What do I already know that I can use to improve outcomes and meet the needs of my students?
- What do I need to learn and do differently to improve outcomes and meet the needs of my students?

3. Deepening my knowledge and refining my skills

- Where can I go to get support to develop my knowledge and skills?
- Who can I get support from in and out of school to help me?
- What professional readings would be useful?
- Do I know how my students learn?

4. Engaging learners in new experiences

- How am I increasing outcomes for my learners, meeting their needs and assisting them to reach their goals?
- How and why am I changing my approach, trying new strategies, differentiating?
- How am I using new digital technologies to engage my students in learning?
- How am I building on existing knowledge and skills to create new learning?
- How do I ensure that learning experiences meet the needs of all learners (diverse identities, languages and cultures)?

5. What has been the impact of my changed actions on outcomes for learners?

- How did I know my actions had an impact on my learners?
- To what extent have I been able to meet student needs and assist in my students meeting their goals?
- What did the NCEA data tell me?
- Did I observe changes in outcomes such as homework and attendance?
- Do I have possible explanations for improvement or the lack of it?
- Have there been any unintended consequences of my actions?
- What impact will this inquiry have on my practice in the future?

Some of the above questions are adapted from: Timperley, H. (2011) *Using student assessment for professional learning: focusing on students' outcomes to identify needs*. State of Victoria Department of Education and Early Childhood Development.

<http://www.education.vic.gov.au/Documents/about/research/timperleyassessment.pdf>

Latest from NZQA

The **2014 Assessment Specifications** have been published for levels 1-3 external examinations in Health and Home Economics and for Scholarship Physical Education. These provide critical information about the focus and/or format for the year's externally-assessed standards.

Important note for Health

There will be clarification regarding the assessments of the level 1, 2 and 3 Health externals in updated specifications that will come out from NZQA at the beginning of March.

A number of Level 1 NCEA Achievement Standards are now **version 2**. See the following link for the list of standards affected and an explanation for the update.

<http://ncea.tki.org.nz/Update-on-Achievement-Standards-for-use-in-2014/New-versions-of-some-Level-1-Achievement-Standards>

The criteria and explanatory notes for the standards in this learning area have not changed.

Physical Education AS 91330 (2.4) and AS 91501 (3.4):

Guidelines for assessing documents have been published for these standards, which contain rubrics and an assessment resource template for teacher use. Links to each document are found at the bottom of the NZQA Physical Education subject page www.nzqa.govt.nz/pe

An NZQA circular has also been published in relation to the review of the performance appendices:

<http://www.nzqa.govt.nz/about-us/publications/newsletters-and-circulars/assessment-matters/review-of-physical-education-performance-appendices/>

NZQA Best Practice Workshop

dates, locations and registration details are now available for 2014:

<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/>

The Education Review Office

As part of the Prime Minister's Youth Mental Health Project, ERO has developed a draft set of evaluation indicators for student well-being for use in all mainstream primary and secondary schools. Feedback on the draft indicators is invited. See:

<http://ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews/Wellbeing-Indicators-for-Schools>

Within this document are lists relating to concepts of resilience (for example risk and protective factors; perspectives from students/ whānau/ teachers and leaders about what 'well-being' is). These may provide useful teaching resources for units relating to mental well-being and resilience.

In term 1, 2014, ERO will be carrying out a national evaluation on how schools promote and respond to student well-being. For more information on the Youth Mental Health Project, see:

<http://www.health.govt.nz/our-work/mental-health-and-addictions/youth-mental-health-project>

Another recent report published by ERO is the November 2013 report on Pacific learners' success. This report discusses details of initiatives and good practice in secondary schools where Pacific learners are achieving at or above the national norms for all students:

<http://ero.govt.nz/National-Reports/Making-Connections-for-Pacific-Learners-Success-November-2013>

Te Pae Mahutonga

Te Pae Mahutonga is a Māori model for health promotion and is a useful framework for students to use to explore ideas around health promotion in each subject in the learning area.

The Christchurch City Health and Wellbeing Profile (2012) is a worthwhile resource to download if you are interested in incorporating Te Pae Mahutonga into your teaching and learning.

As well as providing a useful general summary of the model, the resource contains pages for each part of the model which could be good posters for the classroom, and unpacks each aspect of the model in relation to community development and well-being issues in Christchurch.



This is available from: <http://healthychristchurch.org.nz/city-health-profile.aspx>

TKI

Conditions of Assessment documents for each level of internally-assessed standards in the learning area have been updated for 2014. Access the documents via the pages for your selected subject and level. (They are on the right hand side of the webpage, in a box titled "related resources").
www.ncea.tki.org.nz

Professional associations

PENZ has redesigned their website. Sign up to receive e-newsletters at www.penz.org.nz

NZHEA are asking members for feedback on their draft strategic plan. To see the plan, link to the survey, or to join the association:

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

HETTANZ A number of the national executive representatives for HETTANZ are new to their roles. For details of current executive members, see <http://www.hettanz.org.nz/executive>

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>

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