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National Newsletter: Health and Physical Education

Information and resources for middle leaders in secondary schools | Term 2 2014

Kia ora

Welcome to the term 2 national newsletter for the learning area of Health and Physical Education.

Rachael Dixon and Shanley Joyce, National Co-ordinators

PENZ and Ministry of Education news

From Libby Paterson

Subject Adviser

PENZ

Planning for Level 3.9 PE achievement standard

The Ministry of Education has confirmed its commitment and willingness to working with the PE community around the Level 3 achievement standards. This was the result of consultation with PE teachers and experts last year. There is a perceived gap in the bodies of knowledge that are taught and assessed through the new Level 3 standards. In particular there are concerns around the coverage of biophysical principles at Level 3 and this has caused concern for teachers needing to prepare students for Scholarship PE.

A working party has been established, has met several times and is in the throes of drafting an achievement standard and assessment resources.

There will be some consultation and trialing with the wider PE community.

"We are looking for a solution that supports effective teaching, learning and assessment programmes for Year 13 PE students while meeting the requirements of the alignment with the NZC level 8 achievement objectives and removing duplication"

This is great news. However the process takes time so we will keep you updated on progress.

The underlying concepts – attitudes and values

The four concepts that are at the heart of the Learning Area (NZC, 2007; p. 22) are:

- Hauora
- Attitudes and values
- The socio-ecological perspective
- Health promotion.

Continued on next page..

PLD Opportunities

HPE National Workshops: Raising student achievement in Health and Home Economics

A good number of people have signed up for these already. If you have missed out on receiving the information about these, please see:

[Northern and Central North](#)

[Central and Southern](#)

PENZ Conference

Physical Education New Zealand (PENZ) is pleased to announce that New Zealand Health Education Association (NZHEA) will join PENZ at its Conference again this year, as will Education Outdoors New Zealand (EONZ). To register, go to: <https://www.regonline.co.nz/builder/site/Default.aspx?EventID=1478196>

If you would like to present at the conference PENZ and NZHEA invites you to submit an abstract:

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

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/>

Senior Secondary programmes of learning are underpinned by these concepts, some of which appear more prominently in our teaching, learning and assessment – and students’ artefacts of their learning. The 1999 HPE curriculum document remains a useful reference for the four underlying concepts (pp. 30-34). This is available online at <http://health.tki.org.nz/content/download/784/9625/version/4/file/Health+and+Physical+Education+Curriculum+Statement.pdf>

‘Attitudes and values’ is the underlying concept that has the most potential to be explored more deeply and explicitly by students in their learning. Below are two activities that could be adapted to help students explore this concept in different subjects and contexts.

When we refer to ‘attitudes and values’ (as an underlying concept), we are referring to:

- A positive and responsible attitude to own well-being
- Respect for the rights of other people
- Care and concern for others and the environment
- Social justice (see the 1999 curriculum document for more detail).

1. Contentious statement activity

Students are given a contentious statement and are asked: To what extent does this statement reinforce or disregard the attitudes and values of the Learning Area? Alternatively, the statement could be used to unpack the three components of social justice (to what extent is this statement fair, inclusive and non-discriminatory?). Examples of statements:

- (Professional) sports people have a responsibility to be positive role models
- A secondary school implements a strict “healthy lunchbox” policy
- Cannabis should be decriminalised and regulated to avoid harms associated with synthetic highs.

2. Five ‘whys’ activity

This involves asking a series of ‘why’ questions to drill down to the core of people’s attitudes, values and beliefs about an issue. This can help students think deeper, and therefore be able to articulate more about why people believe what they believe, value what they value and even act the way they act.

Start with a statement - for example: Marriage equality for all is needed.

Why? Everyone deserves equal chance to have legal recognition and rights as a couple.

Why? This creates a more fair, equal society.

Why? Because diversity and equality is valued by people and respect for others is important too.

Why (is that important)? Otherwise people don’t feel they fit in, or are as valued – they could feel excluded or discriminated against.

Why (is that wrong)? Because of the need to have social justice in New Zealand – where people are treated fairly and equally, are included and feel valued for their differences and not discriminated against because of those differences.

Note that students may or may not get to five layers of ‘why’ questions.

Resources

Secondary Literacy Online

These pages will help secondary teachers gain an understanding of the literacy demands within subject areas and required by the curriculum.

They will also support teachers to develop teaching and learning programmes based on the literacy needs of their learners.

<http://literacyonline.tki.org.nz/Literacy-Online/Secondary-Literacy>

Professional associations

PENZ

Sign up to receive e-newsletters at www.penz.org.nz

NZHEA

<http://healtheducation.org.nz>

HETTANZ

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

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Health Education: Updated NZQA assessment specifications

The assessment specifications for 2014 (level 2 and 3) were updated in March 2014, with changes/clarifications for Health 2.1 and 3.2 in particular. Access these from the two links below:

<http://www.nzqa.govt.nz/nqfdocs/ncea-resource/specifications/2014/level2/91235-spc-2014.pdf>

<http://www.nzqa.govt.nz/nqfdocs/ncea-resource/specifications/2014/level3/91462-spc-2014.pdf>

For 2.1, an adolescent health issue, it looks as though only one of the three stated issues will be covered in the exam – we don't know which one. This means that you will need to consider how learning for other units of work may contribute to the concepts and content for the influences, consequences and strategies involved in the health issues. For example, your unit on 2.2 (resilience) could focus more closely on stress, as this is one of the possible contexts for examination of 2.1.

A strong conceptual understanding will be needed by students – so they can apply their understanding of P, IP and S influences, consequences and strategies – to the issue selected. Students will also need to use the given resource material in their answers: "Candidates will be required to draw on their own learning and stimulus material provided."

For 3.2, the scope has been widened (since the original specifications were published) to include: Disease in the Pacific or Asia Pacific region OR colonisation and the health of indigenous people. It is stated that particular disease(s) will not be stipulated, but as for 2.1 above, students will also need to use the given resource material in their answers: "Candidates will be required to draw on their own learning and stimulus material provided."

2013 NCEA performance of Maori and Pasifika students

Below is a snapshot of the 2013 performance of the Maori and Pasifika students within our learning area. Highlighted are the achievement standards at each level where the students have performed well, gaining excellence grades. Also highlighted are the achievement standards at each level where these students have performed poorly. This information may be an important consideration in your programme planning.

		Excellence Awarded	Not Achieved Awarded
Physical Education	NZ Māori	90962 (1.1) 22.7%	90965 (1.4) 34.5%
		91330 (2.4) 21.4%	91327 (2.1) 39%
		91501 (3.4) 20.1%	91503 (3.6) 46.6%
	Pasifika Peoples	90962 (1.1) 22.1%	90965 (1.4) 33.3%
		91330 (2.4) 19.9%	91329 (2.3) 41%
		91501 (3.4) 15.8%	91503 (3.6) 56.4%
Health Education	NZ Māori	90973 (1.3) 9.7%	90972 (1.2) 52%
		91239 (2.5) 6.6%	91235 (2.1) 51.4%
		91463 (3.3) 11.3%	91465 (3.5) 51.1%
	Pasifika Peoples	91097 (1.3) 7.6%	90975 (1.6) 43.8%
		91237 (2.3) 8.2%	91238 (2.4) 53.6 %
		91461 (3.1) 7.9%	91465 (3.5) 68%
Home Economics	NZ Māori	90956 (1.1) 4.5%	90961 (1.6) 44.1%
		91303 (2.5) 8.8 %	91301 (2.3) 45.8%
		91469 (3.4) 13.9%	91470 (3.5) 71.4%
	Pasifika Peoples	90956 (1.1) 8.4%	90961 (1.6) 41.9%
		91303 (2.5) 9.1 %	91299 (2.1) 54.1 %
		91466 (3.1) 6.9%	91470 (3.5) 72.7%

Latest from NZQA

The 2014 **Assessment Specifications** have updated for levels 1-3 external examinations in Health.

These provide critical information about the focus and/or format for the year's externally-assessed standards.

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

The 2014 **National secondary examinations timetable** is available:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-exams-and-portfolios/external/national-secondary-examinations-timetable/>

2013 Assessment reports for externally assessed are available:

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

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>