

Developing a draft statement for the delivery of Health Education



Purpose of this resource:

In response to needs identified by teachers from primary and secondary schools during the SEG implementation workshops in 2015, NZHEA has compiled this resource to provide guidance on what a draft statement for the delivery of Health Education could (or should?) include.

The SEG does not come with a 'must-do' list for developing a draft statement for the delivery of Health Education. Consequently, schools (teachers, leaders, BoTs) are left to interpret what this means for them. As a legal requirement, what is clear is that the statement should align closely with the school's charter.

Note: for convenience the *Sexuality Education: Guide for principals, boards of trustees, and teachers* (MoE, 2015) is referred to as the "SEG".

This resource contains:

1. Getting started on developing a draft delivery statement for Health Education
2. What is included in a draft statement?
3. What format should the draft statement take?
4. Examples of Health Education delivery statements

1. Getting started on developing a draft delivery statement for Health Education

Familiarise yourself with the requirements for the draft delivery statement outlined in *Sexuality Education: Guide for principals, boards of trustees, and teachers* (MoE, 2015). Appendix 1 of this document contains the relevant extracts from the SEG for quick reference.

Before embarking on the development of a draft Health Education delivery statement, it is essential that the person(s) delegated the responsibility for developing the statement **obtain a copy of the school's charter for the current year**. This provides a framework for the delivery statement because the Health Education statement needs to reflect the schools vision, and goals (etc). Appendix 2 contains links to the MoE requirements on school charters.

2. What is included in a draft statement?

Questions:

- What must be included?
- What could be included?
- What is important to include (given the unique nature of the school and its community)?

To attempt to answer these questions, focus on the SEG quote page 32 that says the draft statement must 'describe how the school will implement the health education components of The New Zealand Curriculum'.

The NZHEA interpretation of 'Implementation' in this context is that a delivery statement will include:

- a) direct reference to **the school's charter** and curriculum (which takes its direction from the NZC);
- b) **what will be taught**; and
- c) **how it will be taught**.

A. Reflecting the school's charter and curriculum:

- A Health Education specific statement that reflects the school's vision and goals, as set out annually in the school's charter. (See examples in section 4.)

B. What will be taught would appear to require:

- An overview of the Health Education teaching and learning programme (including sexuality education) for each year level – the topics/units/themes as applicable to the conventions established for the design of the school's curriculum.

Note: If the entire (detailed) learning programme is requested by the principal, BoT or community (or teachers/principal/BoT are thinking of offering it) for consultation, be aware that this can be problematic. When a teacher uses a teaching as inquiry approach, the details of student learning needs only become apparent as the learning programme is taught and formative assessment practices identify how the learning programme needs be adapted and developed to meet the needs of learners.

What will be taught could (also) include:

- A statement about the way the underlying concepts of the HPE in the NZC mean Health Education extends beyond personal physical health considerations, with the additional mention of other understandings of health and well-being applicable to the community.

C. How it will be taught could include

(In a sentence or two for each item selected):

- A description of the interactive teaching methods that engage students and give priority to their learning needs, perhaps listing examples of some easy-to-understand activities (in language that non-teachers will understand).
- Teaching expertise: *Our Health Education programme is planned and taught by teachers who* and perhaps mention the PLD or qualifications (in general) teachers have to equip them for teaching Health Education (Including sexuality education).
- Mention any outside providers that will contribute to the teaching and learning programme and what they provide.
- How Health Education learning will be assessed and what will be reported to parents.
- And, if it has relevance for consultation purposes, how Health Education is timetabled across the year.

Checklist:

Does the draft statement contain descriptions of the required aspects?

Does the draft statement include consideration of how the school will implement the health education components of the NZC? This includes:

- Reference to the school's curriculum and school charter
- what will be taught; and
- how it will be taught;

Does the statement clearly link to The New Zealand Curriculum?

Note - The term "Learning programme":

The term 'learning programme' is used to be inclusive of the diversity of ways schools include aspects of Health Education in their school curriculum. Although many schools deliver their Health Education as 'units' or 'topics', this is not the only way Health Education is planned in a school's curriculum. In **primary schools**, the student's learning programme is not necessarily identified by topic/subject/learning area and health education is (just) a context for learning in the school curriculum. In **secondary schools**, Health Education is often an aspect of a HPE course. In the parts of the programme developed from the 'Health Education' statement in the NZC (p23), aspects of sexuality such as relationships education, may in fact be found incorporated with other learning contexts like managing friendships and interpersonal communication, alcohol (and other drug) education, or managing change and stress.

3. What format should the draft statement take?

Think of the audience – the delivery statement is for the BoT and for consultation with parents. BE PRACTICAL.

- Choose a format that is easy to read and follow, use school documentation templates if these exist.
- Paper copy and/or digital copy? How does your school intend to communicate with parents for the consultation? Digital copy will be fine for the BoT but what capacity is there in the community to receive electronic files and give feedback on these?

The delivery statement is not intended to be a big document that will take someone hours to read and understand.

- Avoid filling the statement with teacher and education jargon, or where this is unavoidable, be prepared to explain it.
- Keep the sentences short. Be concise.
- Have it read by another adult (or even students) to check that it can be understood by people other than Health Education teachers.

Knowing your community – consider the following when preparing the draft statement that is distributed for community consultation:

- Consider the first languages of parents in the community. Where language barriers are known to exist, consider making materials available in different languages if translators are available, or use existing community groups to disseminate the statement and conduct meetings to discuss it.
- Is there opportunity to attach a consultation process to the draft statement eg adding consultation feedback questions.
- Consider including links to other online sources designed for parents where they can find out more eg

The Parents section of the MoE website <http://parents.education.govt.nz/>

- Sexuality education information pamphlet for parents:
(Primary) <http://parents.education.govt.nz/primary-school/learning-at-school/sexuality-education/> and
(Secondary) <http://parents.education.govt.nz/secondary-school/learning-at-school/sexuality-education/>
- The MoE 'Down the Back of the chair' resources for parents www.thechair.co.nz/
- The school intranet where there are examples of programmes or student learning.

Check the TKI community focused on community engagement for other ideas:

<http://nzcurriculum.tki.org.nz/Principles/Community-engagement>

4. Examples of Health Education delivery statements

Kauri Primary School

Kauri Primary School will implement a programme of Health Education based on the New Zealand Curriculum and in keeping with the school's charter and values. The focus of the programme will be to give our students the knowledge, skills and attitudes to maintain and enhance well-being. Students will recognise social and societal influences on well-being and be given opportunities to take action to promote their own and others' well-being. In delivering Health Education, Kauri Primary School teachers will use a range of appropriate teaching strategies that engage students and enable development of the key competencies, while taking opportunities to integrate Health Education learning with other aspects of The New Zealand Curriculum.

City Primary School

Health Education units of learning at City Primary School have been designed to align with the school's values as well as the New Zealand Curriculum. Through learning in Health Education, students will be enabled to develop understanding of well-being as well as develop the school's values of:

- *Whanaungataunga* by working co-operatively with others and developing an understanding of healthy relationships.

- *Perseverance* by thinking critically about health-related situations and developing skills to make healthy life choices.
- *Contributing* by considering the features of healthy communities and taking action to help others and develop health-enhancing environments.
- *Respecting* by considering how actions by self and others, as well as wider societal influences link to well-being.

Learning experiences in Health Education will be provided by teachers with some external support and will take place within students' usual safe and supportive learning environments.

Pine Tree Intermediate School

Health Education at Pine Tree Intermediate School will be delivered in alignment with the New Zealand Curriculum (2007). The Health and Physical Education learning area is underpinned by four key concepts that consider overall well-being, interactions between people and society, the need for healthy communities and health-enhancing attitudes and values. Pine Tree Intermediate School teachers will use a range of teaching approaches and learning contexts to develop learners' understanding of these concepts of Health Education and aim to equip learners with the skills needed to enable them to make health-enhancing life choices. Units of learning will be regularly reviewed in order to ensure that our Health Education programme is meeting learning needs of our students and reflects best practice in Health Education.

Tainui Girls' High School

At Tainui Girls' High School, our Health Education programme aligns with the school vision statement: "*confident, connected and life-long learners*". Health Education is compulsory for Years 9 and 10 and is an optional NCEA subject in the senior school, aligning with the Health and Physical Education learning area of the New Zealand Curriculum. We aim to plan and deliver culturally responsive and engaging units of learning that empower students to make health enhancing choices in the key areas of learning: Mental health, sexuality, food and nutrition and body care and physical safety.

Whitecliff College

Health Education units of learning at Whitecliff College have been designed to connect with the school's values and charter as well as The New Zealand Curriculum (2007). Our school mission is '*to nurture in each student a belief in self, a commitment to achievement and the spirit of aroha*'. Through participating in the Health Education programme students will be given the tools and knowledge to enhance their own well-being. They will also practice and apply interpersonal skills that contribute to improving relationships and being inclusive of others. Students will be challenged to critically explore attitudes, values and practices that influence health in their local community and wider society and engage in health-promoting actions within their school and community. Units and lessons will be developed that are responsive to students' needs and will include innovative, collaborative learning activities. Units of learning will be evaluated regularly with use of teacher reflection as well as student and community voice.

Central College

At Central College, Health Education and Physical Education (HPE) are integrated. Through learning in HPE contexts, students will develop skills to become physically, mentally, emotionally and spiritually healthy. Students will learn and apply their understanding around the seven key areas of learning: Mental health, sexuality education, food and nutrition, body care and physical safety, physical activity, sport studies, and outdoor education. The four underlying concepts will be woven through all teaching: Hauora, socio-ecological perspective, health promotion and attitudes and values. Learning in HPE will also provide opportunities for students to develop the key competencies of The New Zealand Curriculum (for example thinking critically, participating and contributing and relating to others) and reflects the values and vision of The New Zealand Curriculum as well as those of Central College.

Appendices

Appendix 1. Extracts from *Sexuality Education: Guide for principals, boards of trustees, and teachers* (MoE, 2015) related to the draft statement for the delivery of Health Education

SEG page 30 What are schools required to do?

The vision and goals of the school community, as set out in the **school's charter**, should incorporate or refer to all policies, programmes, student achievement goals, and procedures for health education. Ideally, the board will consider the question "how might this vision/strategic policy look in the context of sexuality education?" along with other practical "tests". For example, "how might this take account of priority learners?"

SEG page 31

Section 60B of the Education Act 1989 (as amended in 2001) requires the board to consult with the school community at least once every two years on how the school will implement the health education component of the curriculum. **The board is required to adopt a statement on the delivery of the health curriculum following this consultation.**

SEG page 32-33 Roles and responsibilities

The board has to Prepare a draft statement on the delivery of health education that describes how the school will implement the health education components of The New Zealand Curriculum..... Give members of the school community time to comment on the draft. Consider any comments received on the draft. Adopt a statement on the delivery of health education after the process of consultation.

The principal may be delegated by the board of trustees to prepare the draft statement on the delivery of health education and to coordinate the consultation process

The middle leader or teacher in charge of health education may be delegated by the board of trustees to have leadership responsibility for preparing the draft statement on the delivery of health education and for coordinating the consultation process.

SEG p34 Consultation

... involves providing a draft statement so that those being consulted know what is being proposed ... and must provide a reasonable period of time for people to respond.

SEG p35 How might consultation occur?

....Sharing a draft of the school's health education programme, including sexuality education, before consultation provides parents/caregivers with a starting point for discussion. The draft might be the current programme for review or a restructured programme. It is useful to make links between the school charter and other key documents, and the programme's objectives.

Appendix 2. Links to school charter requirements and templates

Helpful hint:

It is also worth checking the section of the Ministry of Education website that gives advice to schools about school charters. <http://www.education.govt.nz/school/running-a-school/reporting/framework/>

School legal obligations around charters

<http://www.education.govt.nz/school/running-a-school/reporting/framework/charters-analysis-of-variance-and-nag2a-reporting/charters-legal-obligations/>

Charter template – MoE annotated version

<http://www.education.govt.nz/assets/Documents/School/Running-a-school/Planning-and-reporting/Templates/CharterTemplateAnnotated29Oct2013.pdf>

Word version of charter template from the University of Auckland Centre for Educational Leadership (UACEL)

<http://www.uacel.ac.nz/resources/centre-resources>