**Year 1-8 (Primary school) Health Education (HEd) Learning Programme Review, and Design and Planning Considerations**

These (A3) pages are intended to provide a framework that identifies the many factors that need to be considered when (re)designing and planning a Year 1-6, Year 1-8 or Year 7-8 Health Education (HEd) programme. Many of the sections overlap and intersect. Some sections will require detailed and immediate attention when redesigning HEd teaching and learning programmes, whereas other sections may need to wait until school wide review processes are ready and able to support change. Links to essential resources and information are provided at the end of the file.

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| **Whole school priorities and commitments**   * What are your school’s annual goals for: student achievement, PLD/schooling improvement, and current (new) initiatives? * What documentation does your BoT/Senior leadership require individual teachers or syndicates to produce? * What are individual teachers or syndicates at your school expected to do by way of school review? * What is the profile of HEd in your school’s curriculum – its importance, the status of the subject, the senior leader support it is given (etc)?   *What does HEd do well and what could be improved in relation to school wide curriculum matters and schooling improvement opportunities? See ERO School Evaluation Indicators (2015) and information about developing school charters on the MoE website.* | **Timetabling**   * How is your HEd programme currently timetabled? What is the duration of the programme (term, half year, whole year)? Is this adequate – why or why not? * How many students are in your programmes? How many different teachers teach HEd? * What opportunities exist across the school curriculum for aspects of HEd being taught through or with other learning areas?   *What are the strengths and challenges of your HEd programme? What could be improved and what are the opportunities for this?* | **HEd statement required as part of the Education Act**  *Health education is the only part of the school’s curriculum for which the law specifically requires the board of trustees to consult with the school’s community. 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. (Sexuality Education Guide for principals , boards of trustees and teachers (SEG), MoE, 2015)*   * How current is your school’s delivery statement? When was it last reviewed/revised? When did your school last consult with its community about the HEd programme?   *What are the implications of your school’s HEd delivery statement for the way HEd is planned and delivered?*  *Use the SEG as a guide. See also the Engaging Communities on TKI.* | **Assessment for and of learning**   * What formative (assessment for) and summative (assessment of) practices are teachers expected to use (if any) across the curriculum? * How is student learning in HEd currently assessed to determine the level of the NZC at which students are achieving, and next steps for learning? * How do teachers report evidence of student learning in HEd to parents?   *Overall what does HEd do well in relation to assessment (and reporting) and what could be done more effectively?*  *See Assessment Online on TKI.* |
| **Data**  What range of data informs your overall HEd programme design and planning? How do you use these data to inform programme design and planning?eg   * Student achievement data – previous subject specific HEd assessment data, literacy data (eg asTTLe) * Student voice – what students say they are interested in learning about and how they like to learn * Other social and cultural data eg individual student data and school well-being survey * Health-related data from local and national research * Community consultation feedback.   *What does HEd do well and what could be improved in relation to using data to inform overall programme design and planning? See Teaching as Inquiry and Assessment Online on TKI.* | **Your school’s Health Education Programme**  **How/where are you developing understanding of the HPE concepts of:**   1. **Hauora?** How each dimension of well-being can be considered and has relevance in different contexts**.** 2. **Socio-ecological perspective?** Considerations of self, others and society, or the personal, interpersonal and community/societal – which may not use all of this language as such, but includes aspects of each in the teaching and learning programme. 3. **Health promotion?** For example learning a range of personal and interpersonal skills to manage own well-being and to communicate and interact effectively with others and participation in whole school health promotion. 4. **Attitudes and values** (including NZC values p10)? Developing context specific understandings of respect, care and concern for self, others and society, and some basic ideas about social justice like fairness and non-discrimination.   What sort of inks are being made to the AOs and what sort of coverage of strand A, C and D **is there across** the HEd programme, as well as the HPE programme overall?  *What do you think is done well in your current programme (and to keep things the way they are), what needs to change - and why? See the TKI HPE community pages and the NZHEA website.* | **Contexts for learning**   * How does your school encourage teachers/syndicates to design the components or units within a learning programme – eg in relation to ‘topics’ or ‘themes’, across subjects or across learning areas?   How are the HEd Key Areas of Learning incorporated ie:   * Sexuality Education? * Mental Health – inclusive of alcohol and other drugs, managing change (resiliency, loss, disappointment, grief, stress etc), personal management and interpersonal communication skills, friendships and relations etc) * Food and nutrition? * Body care and physical safety?   *What do you think works well for your HEd programme (and to keep things the way they are), what needs to change - and why? See the SEG and Alcohol and drug education guides, and the Curriculum in Action resources.* | **Programme considerations (and backward mapping from senior programmes to design junior programmes)**   * What do you expect your students to leave primary school knowing and being able to do in Health Education (at the end of Y6 or Y8)? How well do you think your school achieves this (what’s your evidence)? * What else would you like students to know/be able to do as a result of their HEd learning before they leave primary school?   *What do your students need to know and be able to do by the end of Year 6 or Year 8? (A sort of mini-graduate profile for Y6 or Y8 students.) Think of conceptual, contextual, (and content if relevant) knowledge, skills for learning, and attitudes to learning.* |
| **Resources**   * What resources have you got? What use /relevance are they? Are they fit for purpose? How do you know this? * Which aspects (if any) will be supported by external providers? How effectively do they contribute to the overall outcomes of your teaching and learning programme? *(See the SEG for a guide on using external providers that applies to all contexts, not only sexuality education.)*   *What resources do you think you need? Where will you find these and/or how will you develop them yourselves? What materials need to be sourced new and what materials need to be revised/updated?*  *See the TKI HPE community pages and the NZHEA website.* | **Developing the key competencies**  How does your school expect the key competencies to be incorporated into, and developed through, learning programmes?  As ‘behaviours for learning’, where does your HEd programme develop students capacity to:   * Think critically (and creatively)? * Use language, symbols and texts * Manage self? * Relate to others? * Participate and contribute?   *Where are the strengths for the development of key competencies in your HEd programme, and what could be better incorporated? See Key Competencies Online on TKI* | **Learning journals or portfolios (paper-based or electronic)**   * How do your students record or document evidence of their learning (paper-based, and/or electronic, or other)? * What do your students record (written and/or oral and/or visual - reflective comments, learned knowledge, responses to tasks, etc)? * What are the challenges to and opportunities for maintaining some form of learning journal in HEd? * How do you use the learning journal for assessing student learning in relation to NZC level achieved, and/or identifying next steps for learning?   *What does your school currently do well, what could be done more effectively?* |
| **Digital technologies**   * What opportunities (or expectations) exist in your school for using digital technologies as an integral part of your HEd programme? * Is digital technology use at your school more a substitute for, or augmentation of, books and other paper based learning (and video), or is it ‘innovative’ (and what is this judgement of innovation based on)? * What are the strengths and/or challenges for using digital technologies in your school - think hardware/devices, internet access and quality, students own technology and expectations around this etc.   *What does your school currently do well, what could be done more effectively?*  *See Enabling e-learning on TKI and Pond.* | **Whole school approaches to promoting student well-being**   * Has your school recently undertaken any form of review of student well-being? If so (how) did the results of this review inform HEd programmes? * Is your school currently engaged in a whole school approach to promoting well-being issue? eg Health specific initiatives in then community (eg sexual health, alcohol or other drugs, healthy eating); Reducing bullying and safe school environments (perhaps as an aspect of PB4L); Cybersafety; etc * (How) is/was HEd positioned or engaged in this whole school approach?   *What does your school currently do (well), what could be done or done more effectively?*  *See the SEG, AoD guides and health promoting schools materials with the HPE community pages on TKI.* | **Teacher availability and capacity**   * What is the capability of teachers in your school in relation to NZC effective pedagogy – how do you know this? * How good/how effective is teachers’ pedagogical content knowledge for teaching HEd? Again, how do you know this? * Is teachers’ collection of evidence for the EDUCANZ   Practicing Teacher Criteria portfolios (needed for (re)registration), your schools’ appraisal system and how PLD of needs are identified and priorities set – all LINKED, and does this same information inform PLD for HPE?  *What does your school currently do well, what could be done more effectively?*  *See the EDUCANZ policy requirements for teacher registration and practice.* | **Opportunities for PLD**  What opportunities do you know of/can you access to support teachers in HEd?  Do you have access to needed/required PLD:   * Internal to school and/or externally provided? * Generic teaching and learning and/or HEd/HPE specific? * Workshops, courses, conferences, seminars, webinars, readings, regional clusters etc.?   *What PLD do you already access, what do you need access to? What are the limitations and opportunities for you accessing the PLD you/your school requires?*  *See the NZHEA website.* |

***Other considerations that are school and community specific (add in):***

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| **Essential information sources** | **Links to resources, reports and online information** |
| Ministry of Education Health Education policy guidelines | <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines>  <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>  <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Relationship-Education-Programmes-Guide-for-Schools>  <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Alcohol-and-other-drug-education-programmes> |
| Health and Physical Education on Te Kete Ipurangi (TKI) (includes Curriculum in Action series – currently under revision) | <http://health.tki.org.nz/> |
| The New Zealand Curriculum (NZC) Online | <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum> |
| New Zealand Health Education Association (NZHEA) | <http://healtheducation.org.nz/> |
| Education Council of Aotearoa New Zealand (EDUCANZ) | <http://www.educationcouncil.org.nz/content/practising-teacher-criteria>  <http://www.educationcouncil.org.nz/content/code-of-ethics-certificated-teachers-0>  <http://www.educationcouncil.org.nz/required/Tataiako.pdf> |
| Assessment Online  Teaching as Inquiry | <http://assessment.tki.org.nz/>  <http://assessment.tki.org.nz/Assessment-in-the-classroom/Teaching-as-inquiry> |
| Literacy Online | <http://literacyonline.tki.org.nz/> |
| Key Competencies | <http://nzcurriculum.tki.org.nz/Key-competencies> |
| Leadership  Middle leadership | <http://www.educationalleaders.govt.nz/>  <http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Leading-from-the-middle> |
| Enabling e-learning  Digital technologies guidelines | <http://elearning.tki.org.nz/>  <http://dtg.tki.org.nz/> |
| Community Engagement | <http://nzcurriculum.tki.org.nz/Principles/Community-engagement> |
| Pond | <https://www.pond.co.nz/> |
| Education Review Office (ERO) National Reports and School Evaluation Indicators | <http://ero.govt.nz/National-Reports>  <http://ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews/School-Evaluation-Indicators-2015-Trial> |
| New Zealand Council for Educational Research (NZCER) | <http://www.nzcer.org.nz/> |
| Ministry of Education requirements for School Charters | <http://www.education.govt.nz/school/running-a-school/reporting/framework/> |

Note that this is not an exhaustive list of references and resources. Supplement these with others you know of or new materials which become available.