

HEALTH EDUCATION (WITH HOME ECONOMICS)

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON PHASE 1 MATERIALS

The Health Education (with Home Economics) Subject Expert Group (SEG) would like to thank all stakeholders, including NCEA Panels and online survey respondents, who took the time to review the subject's draft subject content for the Review of Achievement Standards (RAS) project. We received 53 responses to the online survey.

Your feedback indicated a need for more clarification on specific materials, and we heard that you wanted professional learning and development to help deliver the subject content and standards. You also highlighted the need for support materials to avoid ambiguity when using terms and exploring concepts.

Seven main themes were identified in the feedback.

Theme One

Concern about the extent of inclusion of mātauranga Māori

Response

The new assessment products have been designed to ensure that NCEA Change 2 (Mana ōrite mō te mātauranga Māori – parity of status for mātauranga Māori within NCEA) is meaningfully embedded. These products explicitly describe this change in terms of Significant Learning within the Big Ideas framed by the Health and Physical Education whakataukī in the New Zealand Curriculum. In the Review of Achievement Standards (RAS), the Ministry places great importance on engagement with internal and external Māori experts in every stage of product development, beginning with the Learning Matrix, and including quality assurance and feedback points. These Phase 1 materials reflect that expert input.

Theme Two

Need for significant PLD around implementing mātauranga Māori appropriately into teaching, learning and assessment

Response

Change 2 of the NCEA Change Package calls for mana ōrite mō te mātauranga Māori. Realising this change means we ensure mātauranga Māori is equitably valued and resourced in NCEA, broadening access to mātauranga Māori pathways and increasing

teacher capability. This means incorporating mātauranga Māori, te ao Māori and te reo Māori appropriately into the new Health Education (with Home Economics) content.

The subject content provides capability support:

- Learning Matrices and Course Outlines illustrate how mātauranga Māori can be woven through teaching and learning
- The Glossary will define any kupu Māori used in the subject content
- Assessment resources, student exemplars, and Teaching and Learning Programmes developed through the pilot will further exemplify the integration of mātauranga Māori.

[A further response from the Ministry can be found here.](#)

Theme Three

Capability of teachers from Health or Home Economics teaching background to deliver consolidated subject material

Response

The SEG acknowledges that clarification is needed for schools, and their communities, about the consolidation of the current subjects, Health and Home Economics.

Given that both subjects sit within the Health and Physical Education Learning Area, there is already significant overlap between them in terms of their underlying concepts.

The materials developed through RAS will help identify areas where the Health Education (with Home Economics) subject content complements the schools' wider education for all learners about wellbeing, sexuality and relationships, and mental health.

The SEG also notes that this consolidated subject would ideally be managed by the school's Health and Physical Education department, in order to support teachers from different backgrounds to work together and to utilise available resources and training to address teachers' knowledge gaps.

The Ministry is working to ensure support is available for teachers, schools and kura to implement the NCEA changes introduced in the RAS subject content. This includes both [new supports and a range of existing services](#) which can be used to help teachers adapt to these changes.

Additional capability supports include materials provided in the Teaching Learning and Assessment Guide to assist implementation of Learning Matrix and Assessment materials. These include the Glossary, Course Outlines, unpacking of the Big Ideas and Assessment Activities. Exemplars of student work and Teaching and Learning Programmes will be published after the pilot in 2022.

Theme Four

Visibility of food and nutrition

Response

The Learning Matrix being developed for each NCEA subject is designed around the principle of 'learning that is too important to be left to chance'. The focus is more on capabilities and key concepts than on specific contexts, as it is the responsibility of the school to localise the Learning Matrix to contexts relevant and appropriate for their own school and community. For this reason, the Phase 1 Health Education (with Home Economics) products specify few contexts such as food and nutrition. The SEG will, however, actively seek opportunities to meaningfully include food and/or nutrition contexts alongside mental health and sexuality education contexts more explicitly in the subject's Assessment Activities and Course Outlines during Phase 2 development phase.

Theme Five

Inclusion of Pacific values and concepts

Response

Further development of Health Education (with Home Economics) products for Phase 2 will involve collaboration with the NCEA Pacific Panel on how to contextualise Pacific values in the products in a nuanced and authentic way. Resources such as the NCEA Pacific Values Framework will be used during SEG development work, and Pacific words and concepts will be included more explicitly in the subject's web content, including the subject glossary.

The SEG would like to emphasise that, if schools are seeking training and PLD support for its teachers about Pacific cultures and values, it is important that responsibility for this doesn't fall disproportionately on their teachers with Pacific heritage – they should not be put in the position of being experts on Pacific values or be perceived to represent the views of all Pacific communities. Rather, all teachers share the responsibility for ensuring Pacific learners see themselves and their culture in the learning and assessment.

Theme Six

Level of knowledge expected of NCEA Level 1 ākonga

Response

Some survey respondents expressed concern about the level of knowledge represented in the Phase 1 products. Factors contributing to this concern include the lack of understanding about how and why the two current subjects are being consolidated, and the length of the Learning Matrix.

The SEG will review the Phase 1 Learning Matrix, Assessment Matrix, and subject web content to identify opportunities for clearer information and explanation of the level of learning expected of NCEA Level 1 ākonga, and how it will build on the knowledge and experience ākonga would attain in Years 9 and 10 at school. The Assessment Activities and refined Course Outlines developed by the SEG during the Phase 2 stage will also help clarify expectations.

Health education is mandatory up to Year 10 so development of NCEA Level 1 Health Education (with Home Economics) products aimed to build on this foundation. The SEG is therefore of the view that the level of knowledge expected for ākonga in the draft NCEA Level 1 products, following Phase 2 development, will be realistic.

Theme Seven

Exclusion and/or disadvantage of some ākonga

Response

Feedback suggested a possible disadvantage to female students with the consolidation of Health Education and Home Economics. However, the consolidation of these subjects in the NCEA Level 1 subject list has been approved by the Minister and is therefore outside the scope of issues the SEG is able respond to.

In terms of the feedback that the subject's products and content need to more explicitly represent, and be inclusive of, all genders, disabled learners, LGBTQ+ populations and neurodivergent ākonga, the SEG will continue to explore where the Phase 1 content could be refined to be more inclusive of all learners from diverse backgrounds and needs.