

HEALTH EDUCATION (WITH HOME ECONOMICS)

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON PHASE 2 MATERIALS

The Health Education (with Home Economics) Subject Expert Group (SEG) would like to thank all stakeholders who took the time to review the subject's draft subject content for the Review of Achievement Standards (RAS) project. We received 42 responses to the online survey.

Your feedback indicated that there were a number of tweaks to be made to ensure consistency with the curriculum, pathways into higher levels, and explanations of terms used throughout the materials. Respondents also requested information about how kaiako would be supported into using the new materials, especially with unfamiliar materials.

Seven main themes were identified in the feedback.

Theme One: More guidance and clarity needed

Several responses requested more detail, particularly about the proposed external assessments.

Response

The Ministry and NZQA will work together to develop External Assessment Specifications in the lead up to the standards being listed for use by the pilot schools. Samples of assessment items for externals will be provided to pilot schools prior to the running of the external assessment. After the assessment is completed by pilot schools, the samples and the assessment itself will be published on the NCEA.education website.

Exemplars of student work and more detailed marking schedules will be developed as part of the piloting process and will be made available at the end of the pilot year.

All content for this subject will be reviewed to see where more details can be provided about external assessment formats, such as Appreciation of Whakapapa.

Theme Two: Lack of inclusion of content related to food and nutrition

A major theme was the extent to which Home Economics (food and nutrition) content was included within the new materials, how this content could be included by teachers across the new materials, and how kaiako could be resourced to deliver unfamiliar content where necessary.

Response

The Ministry will work with Subject Associations and peak bodies, including the Networks of Expertise and Accord Teacher Only Days, to ensure professional learning is available for all teachers, and support implementation of the new NCEA materials. This will include revising one Course Outline to present an example of a year-long programme of teaching and learning with a focus on food and nutrition.

Theme Three: Clarity needed about pathways to Levels 2 and 3

Respondents mentioned the importance of clear pathways, to both Health as well as Food and Nutrition subjects at Level 2 and 3 and onwards.

Response

NCEA Level 2 and Level 3 Achievement Standards are yet to be developed. Work on Level 2 and Level 3 NCEA will progress according to the RAS timeline. This will be informed by and aligned with the new Level 1 subject content, to ensure appropriate progression for students.

Theme Four: Alignment with levels of The New Zealand Curriculum (NZC)

There were some comments concerning the alignment of materials to the NZC. Some mentioned things that seemed to be higher level, and some mentioned things that seemed too simple for this level. Often these were to do with perceived equivalencies with current standards, or particular words within the draft materials.

Response

Terms are being investigated for consistency across subjects. Changes will be made to this subject's wording where needed, to ensure consistency across the learning area and to remove any terms that can be interpreted in a way that conflicts with those terms' usage in the NZC.

Theme Five: Challenges understanding and teaching mātauranga Māori

Many respondents found the extent to which mātauranga Māori was included in the products confronting, and questioned how this would be supported and resourced, as well as how this could be balanced with other cultures in Aotearoa.

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 and visible to all teachers and learners. These products incorporate changes made to the subject's Significant Learning within the Big Ideas, which are framed by the Health and Physical Education whakataukī in the New Zealand Curriculum. Mātauranga Māori experts are engaged at all stages of the Review of Achievement Standards (RAS). These materials reflect that expert input.

Each school and kura holds the responsibility for upskilling its teachers in incorporating mātauranga Māori appropriately throughout their programmes, and teachers will also be upskilling individually. Many schools, kura and Kāhui Ako will have already incorporated this into their goals and planning.

The Ministry is providing additional support through:

- Resourcing Networks of Expertise to build teacher capability in integrating mātauranga Māori, noting that cultural capability is a PLD priority for English-medium settings, and that mātauranga Māori and te reo Māori are PLD priorities for Māori-medium settings.
- Targeting some of the Accord Teacher Only Days to mana ōrite mō te mātauranga Māori.
- A digital planning tool and development of Regional Support Networks will be made available to support schools and kura that self-identify as requiring additional support.

The draft materials are consistent with the NCEA Change Package, Change 2: mana ōrite mō te mātauranga Māori. More information about Ministry provision of PLD and additional support can be [found here](#).

We acknowledge that teachers will need support to implement new materials. Aotearoa New Zealand is a bicultural nation, and it is important that learning at all levels of school reflects this. The Phase 2 content published on the NCEA website will be reviewed to see where further guidance can be provided about how mātauranga Māori informs the subject content, and to clarify how the proposed assessments are designed to be inclusive of learners from all cultural backgrounds.

Theme Six: Accessibility of proposed assessments

Accessibility of proposed assessment activities was questioned, about how we will ensure there are appropriate activities for all schools and students, and how these materials can support local curriculum design.

Response

The SEG would like to reinforce the message that curriculum and assessment, while related, are not the same. Not all learning needs to be assessed, and the draft NCEA materials are intended to assess aspects of the Significant Learning identified through the Review of Achievement Standards. The draft standards are written flexibly to allow a range of assessment contexts and local curriculum design, while focussing on the capabilities students need to develop to progress into further study or other areas.

All RAS work has accessibility and inclusivity at its core and all materials are designed to centre on learners' needs and be inclusive of learners from all cultural backgrounds.

The content for this subject will be reviewed to identify areas where further clarity can be provided about how schools can adapt assessment activities to their learners' need and context. This will include removing reference to 'local context', to avoid confusion with the term 'local curriculum'.

The Ministry of Education's Curriculum Leads can support schools in designing and delivering quality curriculum, teaching and learning programmes. These can be accessed through Ministry of Education regional offices.

Theme Seven: Lack of consensus regarding subject title

A range of feedback was received about the subject title. There was support for the current title as well as a wide range of suggestions for alternative subject names, not all of which were suitable options.

Response

This feedback will help inform the final decision on the subject title, which is a ministerial one.