



10 - Health Education (with Home Economics) NCEA Level 1 Phase 1 Survey – Raw Feedback

79 answers to "Impressions - Health Education - What is your overall impression of the Learning Matrix?"

↓ Option	Total	Percent
On the right track	28	2.45%
Needs amendments	51	4.47%
Not Answered	1063	93.08%

77 answers to "Impressions - Health Education - What is your overall impression of the Teaching, Learning, and Assessment Guide?"

↑ Option	Total	Percent
On the right track	22	1.93%
Needs amendments	55	4.82%
Not Answered	1065	93.26%

77 answers to "Impressions - Health Education - What is your overall impression of the example Course Outlines?"

↑ Option	Total	Percent
On the right track	18	1.58%
Needs amendments	59	5.17%
Not Answered	1065	93.26%

72 answers to "Comments and recommendations - Health Education"

Response ID	Answer
ANON-K9GG-12MR-M	I was initially concerned with what I perceived a lack of Food and Nutrition (I am a F&N specialist teacher); however, as a strong advocate of hauora, I am impressed with the scope and flexibility this new package offers. I firmly

Response ID	Answer
ANON-K9GG-12MN-G	<p>believe that young people need a stronger education relating to nutrition, but being able to link this to overall wellbeing will definitely benefit far more students-even though it is an optional subject, the junior classes can be designed to reflect what they will learn at NCEA, which I am sure will benefit more students.</p> <p>There has be no information for Home Ec teachers to understand what the heck is happening to their subject. First we were called "Food Science" with no explanation as to what that entailed. Then, with again no information, we are now part of Health. What I find insulting is that you have put us in brackets - not even worthy of being equal with Health. There are teachers worried that we won't have a job at all. They feel undervalued and unsure as to what our subject will become.</p> <p>So no, nothing is clear, useful or covers what we need. There are no explanations about what is happening. And I think you should change the word minor in your survey. I don't find having no information minor.</p>
ANON-K9GG-12SN-P	<p>Looks exciting :)</p>
ANON-K9GG-12S6-X	<p>I think that Home Economics teachers will need further training on the wellbeing models beyond Te Whare Tapa Whā.</p> <p>Students taking Home Economics want to, and expect to, cook at least once per week. In a four period week this means that 25% of the time available is removed from the theory. So our students will be at a disadvantage compared to the Health students as far as covering the material in the time available. I was totally bemused by the time frames given to cover the material in the course Outlines. Our students will need so much more time to cover complex Big Picture concepts.</p>
ANON-K9GG-12G8-M	<p>The information is really vague for each standard and it's not clear what the outcome should be.</p>
ANON-K9GG-12W2-X	<p>I like the emphasis on Hauroa and well being. I think you have got it right but from a school counsellor perspective, there is place for a emphasis on conflict resolution especially in Managing Self. The many cultural frameworks for problem solving could be strengthened as well as indigenous approaches to conflict resolution.</p>
ANON-K9GG-12VN-S	<p>The two subject areas are vastly different. It is dangerous and demeaning to young people to lump them together and expect young people to get what they need out of a course.</p>
ANON-K9GG-12B1-8	<p>The main problem here lies in that you are essentially eliminating an entire subject from the curriculum. Combining Health with home economics is taking focus away from two extremely important subjects.</p> <p>Health is necessary in schools and has been a UE endorsed subject for years now. It is important due to the continued struggles when see in young people (and older people). We need to have a focus on this subject to help create jobs for this increasingly important sector in the future.</p>

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<p>ANON-K9GG-12TX-1</p>	<p>As for home economics - who decided on that name? Food and nutrition is an important part of our society and our obesity rates speak for themselves. We need to be teaching young people the importance of nutrition to help establish them good relationships with food.</p> <p>To dilute both of these important subject areas by combining the two of them is wrong in my opinion and needs addressing immediately.</p> <p>The website is hard to use, you should be able to click on the subject in general and then it takes you to the information.</p> <p>- I am concerned that the assessments are being done before the new NZ curriculum is being put in place. Does this mean that NCEA big ideas etc is determining what the curriculum will look like in 5 years time when they do the review?</p>
<p>ANON-K9GG-12PY-X</p>	<p>The learning areas are all covered in the standards. The academic level seems to be much higher than the current level 1 Home Economics. There is no practical element required as there is now, although I realise that teachers can add in their own. But this will take away from the teaching required to get them to the higher level required. The concepts required are way too high for our current learners; particularly for 1.2 (2nd paragraph) It seems like a huge step up academically and there are no guidelines about the report for 1.4. The content of 1.4 looks like the current 3.2.</p> <p>The 2 externals are actually completed at school. So there is more work for the teacher, not less. Externals are only less work if the students sit in an exam room...The whole aim of this exercise is to reduce teacher workload?? Or not??</p> <p>The content is not clear - particularly for 1.3 . I had to read it several times to work out that some kind of report is required that we send off for marking externally.</p> <p>Is the knowledge covered? Yes, but at too high a level...- see above.</p> <p>Do the course outlines help you to understand how the learning matrix and assessment matrix work together - Yes but it looks copied and pasted because it looks the same??</p>
<p>ANON-K9GG-12PW-V</p>	<p>Difficult to make an honest opinion when the assessment criteria have not been set out yet.</p> <p>How do cooking assessment such as food safety which affect our well being fit into the Assessment Standard set out???</p> <p>It seems more like current level 2-3 content, a big step up from current level 1 Home Economics, and involves some very heavy topics for 15-16 year olds (I am worried they won't have the maturity to understand all the concepts to an appropriate level).</p>
<p>ANON-K9GG-124V-Y</p>	<p>I find many of my students in Year 11 are getting an introduction to Home Economics, but the proposed standards look far more advanced than an introduction.</p> <p>I am concerned that health promotion is a huge undertaking for Year 11 students - I thought Level 1 was supposed to be more of an introductory year? I am also concerned that the content covers Health but not core Nutrition concepts.</p>

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ANON-K9GG-124R-U	My impression is that like the current NCEA model the language used is open to interpretation and this may cause issues with assessment and grade boundaries as have happened in the past.
ANON-K9GG-126K-P	Not enough detail to allow people to see the potential for course design
ANON-K9GG-12HQ-E	The range seems too broad- I cannot see where cooking/nutrition/practical skills would play a large role in this program? It appears more research/essay based. Currently we offer 1-2 cooking lessons in a 5 lesson timetable. Where would these fit?
ANON-K9GG-1282-Y	Needs further development
ANON-K9GG-12EN-8	The learning matrix is too wordy. There are too many big ideas and too many significant learnings. Pare back the big ideas to 3, and the significant learning points to 8 or 9. Start with the 'explore' points, then move on to the 'understanding ones and finish with the 'learn' ones. The course outline programme map should start with the top left then move around clockwise. You don't start with taking action. I do want to commend the writers though, they have produced something good in a very short space of time!
ANON-K9GG-12AN-4	Need further clarification on whether Health shares these assessments with Home economics or does one subject merge into the other? The Big ideas are way too wordy and confusing. I suggest 3. 1. Wellbeing needs to be approached holistically following the social justice principles of equity, fairness and inclusivity. 2. A complex array of skills, attitudes and values including āwhina, whakawhanaunatanga, Kaitiakitanga and manaakitanga are needed to support people's wellbeing in promoting good health. 3. Personal, interpersonal and societal perspectives of wellbeing are complex and connected
ANON-K9GG-12KB-2	The Significant ideas are also too wordy. How about turning 17 into 8 starting with explore, moving onto understanding and then to learning. That makes sense. • Explore the concept of hauora and other holistic models of health and wellbeing, understanding that mana and identity are integral to all. • Explore Māori and Pacific peoples, and other diverse attitudes, values and practices that enhance wellbeing for individuals, their families and the communities they live in. This could include kotahitanga, manaakitanga, whanaungatanga, āwhina and kaitiakitanga. • Explore perspectives of fairness and inclusiveness in relation to impacts on the health and wellbeing of the individual, their whanau and society as a

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<p>ANON-K9GG-12YY-7</p>	<p>whole.</p> <ul style="list-style-type: none"> • Understand that health and wellbeing is more than a matter of personal choice and individual responsibility, and that a variety of health promotion actions are needed to promote health. • Understand that conflicting messages exist about health and food related issues and that different approaches to both are connected to people's sense of identity and perspective. • Learn to apply a range of personal, interpersonal skills to enhance wellbeing in a variety of situations and settings. • Learn to manage change situations that impact on health and wellbeing. • Learn to apply models of health to contexts to show understanding of wellbeing. <p>I can see clearly how to create the assignment and what is required. We have a huge health course?? Does this mean we double dip. Or have two smaller courses. I want to see examples of how the departments are running this and examples of assessments submitted.</p>
<p>ANON-K9GG-12D7-G</p>	<p>All standards relate to well being. Standards the focus on nutrition is what our students would most desire</p> <p>The name is very off putting- Health with Home economics. At our school we teach Home economics until Year 13. We teach Health only at Level 1. How are we to encourage students to follow their pathway with Health tacked on. Yes we do teach from the same curriculum however where does the untrained Home Ec teacher teach sexuality and mental health- both very critical themes. How does a Health teacher run practical cooking classes and have a broad knowledge of nutrition.</p>
<p>ANON-K9GG-12DW-G</p>	<p>We as a country and educational groups have been strongly asked to think and include wellness in our actions and programme planning. This action of joining Health to Home Ec will see a watered down programme as so much is needed to support moving our Home Ec Students into Level 2. Having only 4 standards to select from for both Health and Home Ec will limit students ability to study both subject areas. Health and home economics although from the same curriculum area are very separate concepts similar to the differences acknowledged when keeping PE and Health separate. More standards will help us maintain two thriving subjects in this school.</p> <p>As a current home economics teacher, this subject feels very health driven. The wording and explanations seem to encourage the subject being taught as both - is this the intention?</p>
<p>ANON-K9GG-1253-W</p>	<p>It would be really useful to see a course outline that is specific to subject experts in both areas - separated. I'm sure many teachers in these two areas may not feel comfortable or confident teaching the mix of the two subjects. This really made me feel uncomfortable, although in other settings I have been assured this is not the case. Some of the wording used in the learning section</p>

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ANON-K9GG-18MK-K	<p>could be clarified to reflect the potential for this to be together OR apart.</p> <p>Overall, I like the focus towards wellbeing as this aligns well with what we should be talking about and focusing on. Could Wellbeing be included in the subject title? Having Home Economics in brackets really devalues the subject area.</p> <p>The lack of a Home Economics specific course outline is making this more of a challenge for me personally as I am struggling to see what I am teaching now and value, 'fitting into' and aligning to the new assessments that are coming in.</p> <p>Question: To ensure the attitudes and values topic is covered well given the sensitivities, would this be more suited to a more specific task driven external? Possibly switched with the action plan?</p> <p>There needs to be more explicit expectation of representation of minority groups to be explored, such as LGBTQIA+ populations and Neurodivergent populations, especially in standard 1.2. While some communities do not wish to explore such populations, it needs to be expected given the human rights issues surrounding such populations, which are primarily stemming from ignorance around them in many communities. Beyond that, the separation of church and state and all that should mean that content is guided less by individual community preferences and more based on known fact and cultural considerations (which does not include prejudices, but rather considers manners in which a difficult topic for a community can be discussed in a way that works for them and still discusses it).</p>
ANON-K9GG-1878-A	<p>I think that the big idea "A complex array of skills, attitudes and values, including āwhina, kaitiakitanga, and manaakitanga, are needed to support people's wellbeing in all social relationship" needs refining. I think that the "including āwhina, kaitiakitanga, and manaakitanga" - is not needed in the big idea - but rather sits under it in the significant learning and may also be included as a EN on the assessment. ,</p>
ANON-K9GG-187D-P	<p>It is lazy on the part of NCEA to lump Home Ec in with Health. It needs it own standards and be part of science or technnology. It is inappropriate to be covering attitudes and values when we need facts and nutrition education in a country 3rd fattest in the worl with a type 2 diabetes epidemic</p>
ANON-K9GG-18ZS-8	<p>Guide needs to unpack assessment conditions.</p>
ANON-K9GG-18ZG-V	<p>More detail. Does it have to be linked to food or is that an example?</p>
ANON-K9GG-18W7-9	<p>Not great combining Health and Home Economics. In our school we have students who take both subjects and now they will have to choose. Government has massive well-being focus and we all know that a healthy diet is so important for health as is learning about relationships, sexuality alcohol and drugs etc. Combining them means less students are learning about how to be healthy through various contexts.</p>

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ANON-K9GG-18XU-8	<p>So much focus on research and discussion of issues. Needs more thought about making positive health enhancing changes/actions by doing things. Teaching students how to support their health and well being with practical accessible actions rather than just talking about things. Actions speak louder than words for many teenagers.</p>
ANON-K9GG-18VS-4	<p>Putting current year 12 and 13 content into year 11 is lots of content in a short amount of time</p>
ANON-K9GG-18JC-8	<p>Health/Economics is not practical enough to include as a Technology combined option. This proposal will turn students off as they like to cook and learn in that manner. The impression I get as a Food Teacher is this is a heavy theoretical subject. The Health area disassociates it from Technology and design thinking.</p>
ANON-K9GG-18BC-Z	<p>What is happening to FDN? It needs to be included. I can't see much choice for students looking at pursuing FDN as a career.</p>
ANON-K9GG-1819-5	<p>Information in the course outline given is very general. To help teachers the big ideas need to be teased out more to show them what options are possible. This will also give them confidence that they have understood what learning is expected. At the moment I feel I have a number of good options for units of work that would engage the students and have valuable learning, but there may be other issues I haven't considered. For example I would like to see that it makes it very clear that food preparation activities are expected throughout the course (if it is food based). When applying nutrition models this is key to building understanding rather than being a theoretical exploration of the models . I like the emphasis on well-being. Do the subjects split at Level 2 and 3? Does this mean the same big ideas will continue through to these levels ?</p>
ANON-K9GG-186M-X	<p>Learning Matrix : Too broad. Where does Home Economics fit into this? Some of the concepts may not be suitable for Y11- eg diverse attitudes and values. With so much anxiety these day 'Taking action' may not be suitable for Level 1 - this is a component of learning at Level 3, at present. Seeing NZ has a big focus/issues with Obesity and Diabetes we are losing the opportunity to teach nutrition, and skills for preparing healthy food.</p>
ANON-K9GG-186M-X	<p>Learning and Assessment guide- 'waffly' because trying to appease two subject areas. Trying to use too many curriculum words rather than depth of knowledge Consider exploring other ethnicity values and practices that enhance health and wellbeing</p> <p>Useful? There are no food related examples for AS1.4 AS1.3 mentions explore actions to support nutrition issues -eg lack of cooking skills. However with reduced practical time this will become even more an issue We see that NZ is moving toward buying food via a box/online and not having knowledge of different foods /optimum choice /cook food from scratch rather than turning to convenience- easier to buy mashed potato packet/flakes/pasta than having knowledge of what to do with a potato - parents are not teaching</p>

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<p data-bbox="224 1087 386 1184">ANON-K9GG-186P-1</p>	<p data-bbox="418 260 1354 352">the skills and this area is being diminished in this course. The value of our subject - Home Economics is being undersold in this NCEA course.</p> <p data-bbox="418 380 1365 506">Course outlines - we need the rest that have been developed to give us a better picture of how it can be done differently. Hard to picture how gathering evidence in learning will work when we don't have clear assessments or even know the form of the externals.</p> <p data-bbox="418 506 1377 632">Subject name - if we use wellbeing in the title does that mean wellbeing is sitting just within our curriculum area - in the same way there is a difference between English and Literacy or Maths and Numeracy - are we more than just wellbeing?</p> <p data-bbox="418 632 1377 852">What is the plan for transient students? How will they be given opportunity to succeed if leaving a school part way through the year with a few pieces of evidence across several standards gathered (the transition of this evidence is a whole separate issue) and then arriving at a new school who are working in a different context or focused on different assessments. Before a change in school would affect a few smaller units, now it could severely limit their ability to achieve anything - and these are our most vulnerable 20%.</p> <p data-bbox="418 852 1377 947">What about students with low or sporadic attendance, how will we be able to allow collection of evidence of learning across longer time frames - how do we stop them from missing out as the class moves on?</p> <p data-bbox="418 947 1382 1262">What is the plan for students who are not yet capable of moving up to Level 2 - do we have them redo assessments they have already achieved because we have no other alternatives - are we setting ourselves up for classes of 26+ students all at different points and therefore losing the ability to utilise class discussions and team work because students will all be at different points of progress? How do you envision this working for those of us in low decile schools with large numbers of transient students or those with concerning attendance patterns? How will this be more adjustable for students out on STAR and Gateway regularly? How will we chunk the learning for these individual circumstances?</p> <p data-bbox="418 1262 1382 1419">We see the word 'issue' used regularly - this is something we have moved away from as framing things as an issue doesn't encourage students to look at it from a strengths based approach. It allows them to slide back into the type of thinking we are supposed to be encouraging them out of - socio-critical thought. Can we relook at how these are phrased?</p> <p data-bbox="418 1419 1382 1545">What is the plan for externals? Who will be marking these and will it reduce the marking load of teachers, or will they be required to pre-mark and then be verified? How will work load be managed in relation to the evidence we are expected to produce for this?</p> <p data-bbox="418 1545 1377 1608">Will the food aspects be compulsory within the assessment? How will this look for schools without staff or facilities to be able to offer this?</p> <p data-bbox="418 1608 1382 1797">This will limit options down for students and push the idea of kai in schools further towards the techno centric thinking - food as a technology process or food as hospitality. Are we losing the connection to food as nourishment? Food as hauora? Especially if students can no longer take both Home Economics and Health - do we cut out some of the more vital aspects of their relationships to food?</p> <p data-bbox="418 1797 1377 1892">Will the subjects be consolidated at Level 2? This will impact career paths and will force schools to choose which direction they take the course in. For some, the money invested in a Cooking space may mean they are pushed to utilise</p>

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ANON-K9GG-18RV-3	<p>that area and can't offer Health as well. Some students have strong preferences to they type of context they like and consolidating at L2 would seriously impact this. It will have incredibly consequential staffing and resourcing implications.</p> <p>I think the combining of health and home economics is not in the best interest of either area. Furthermore, there was no consultation regarding this combination. I feel there is not enough link to food and nutrition/home economics in the overall planning of this course and is bias towards health. I feel the health aspects do not meet the student needs. It does not, to put it bluntly, inspire interest and passion in health.</p>
ANON-K9GG-18H6-S	<p>If the subjects are combined we need 4 AS for Home Ec and 4AS for health We would have numerous students who will be affected and constrained by timetabling and less choice of options available to them If externals are portfolios who marks this? More funding will be needed for PL and we would need a lot of it to support these changes.</p>
ANON-K9GG-1881-4	<p>Achievement Standard 1.3 uses the word 'issue'. This could be limiting if for example we looked at a topic like sexuality and have to look at it from a "negative" perspective. We need will extensive Professional Learning. Home Ec should not be with Health education it should be a stand-alone subject in its own. As a health teacher, I want to be teaching my expertise in the area of health. If it remains being combined we need 4 home ec standards and 4 health standards. We would have many students who will be affected and constrained by timetabling and less choice of options available to them If externals are portfolios who marks this? More funding will be needed for PL and teachers requested we would need a lot of it to support these changes.</p>
ANON-K9GG-1883-6	<p>Separate standards for Home Ec and Health. Four standards for each of it remains to be combined.</p>
ANON-K9GG-188K-X	<p>I want to acknowledge the mammoth amount of planning that must have gone into getting to this phase and stage. As a Food and Nutrition teacher I think that level 1 is diverse and options are broad for the teacher which is positive. Based on the course outline and the assessment matirx I m concerned about the saturation of Hauora if students follow this subject through levels 2 and 3. The complexity of level 1 seems to be higher and at a level 2 (almost) level. I wonder what directions without increasing the repetition of level one, level 2 and 3 look like. Perhaps that leads to requiring more food specific outlines that are a less generic explanation in the course outline. I would hope that although level one is the focus the SEG's have started with what will level 3 will look like and worked backwards to get to level 1. Level 1 looks to be a much higher level of thinking but maybe this is just my interpretation and not the expectation therefore more exemplars need to be provided to clarify this.</p>

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ANON-K9GG-18HC-6	<p>I am concerned that Home Economics has been combined into health. Many students take both these subjects and would be limited into how many standards they could do even if they did it in other contexts they would only be able to get the credits once. Also in the course outline the actual skills of cooking were very limited. Again the information about the assessments is VERY POOR and does not enable feedback because exemplars have not been provided or any detail. I am very concerned that sexuality and mental health have been squeezed into a very small amount of time in the course outline and as these are very big issues for young people need alot more time allocated, while they could include these topics in other areas of the programme there is alot of knowledge that needs to be taught aound these contexts. There should be an example programme of combining health and PE as many school provide a combined programme at this level. More details need on external assessments.</p>
ANON-K9GG-18HT-Q	<p>Please clarify where Health with Home Economics fits in with Technology?</p> <p>We expect that Health and Hospitality are still 2 separate courses, due to being in two different curriculum areas? Who teaches what?</p> <p>Do you anticipate problems with the overlap?</p> <p>It looks as though it's on the right track but difficult to tell with the amount of material developed so far. As a teacher, it's difficult to fully evaluate the success of the subject content until trialing with students. I'd like some thought put into how we can keep standards and assessment more flexible or dynamic to consider feedback and ideas for improvement even after it's been implemented.</p>
ANON-K9GG-188D-Q	<p>I would really like more discussion around assessment of externals. This appears to show external assessment done during the year? In a portfolio format? Is this going to require teachers to 'pre-mark' students' work before sending away, like MCATS? Isn't this increasing teacher workload? I have students taking Human Nutrition at university and they are taking exams. Are we adequately preparing them for tertiary by moving to portfolios? Are we creating a divide between Maths and Sciences (academic subjects) and ours (fluffy subject) by creating portfolios?</p> <p>I'd like to think that teachers of the subject are given the opportunity to work together more closely to find ways to give the course outlines more specifics in terms of teaching and learning activities. Perhaps this is the intention but difficult to know. As it stands, it's too generic to be of much use and will require A LOT of additional work by individual teachers to make into a viable teaching and learning plan.</p> <p>Lastly, if there are tertiary members on the panel can we clarify what is happening for UE at Level 3? Can we look to offer a course that includes standards from different subjects? That would mean a change to the present system of gaining 14 credits in one subject area to gain UE. This is the real flexibility I am looking for in NCEA.</p>

Response ID	Answer
ANON-K9GG-18EX-R	Can't find the page
ANON-K9GG-18AJ-6	<p>Concerned from a school that teachers cross curriculum in our Junior school and Senior school also are trying to mix curriculum areas that we will not have enough standards to be flexible with other learning areas. Also many students take all 3 areas at the moment and now will have to work in maybe 2. Our school is semester based.</p>
ANON-K9GG-18AK-7	<p>Home Economics and Health need to be 2 subjects and not in the same domain, to allow students to select both (current proposal is limiting student choice and numbers). Our school has numerous students who currently do both these subjects and if they have to make a choice, their subject choice will be severely restricted. If must be together then offer 4 specific Health Achievement Standards and 4 Home Economics/Food Achievement Standards, therefore allowing students to do both subjects.</p>
ANON-K9GG-18AX-M	<p>As a department, we enjoy the additional opportunities to integrate more models of health into the curriculum to better understand Maori/Pacific health. We also like that each AS is 5 credits. However, there is no definition of Home Economics on the guides - something that could cause confusion (particularly for us as we do not teach Home Ec). More details are needed on how Home Ec fits into Health - at the moment it feels like a token add in. There are many points under the Big Ideas - some of them are very similar to others, there seems to be some repetition. They could be numbered and connected to gether. How many credits will a student need for endorsement? Is there an expectation that practical 'food' lessons are to take place, or is that something that schools can manage or direct. Do the learning matrix and big ideas leave enough room to explore other cultural ideas of wellbeing? Our school has a large Asian population. There is concern in the department that the learning around 'food' is too specific around culture, and needs a bit more broadness to include nutrition. Much more detail is needed at this point as much guessing is going on.</p>
ANON-K9GG-18H5-R	<p>Home Economics and Health need to be 2 seperate subjects and not in the same domain, to allow students to have the option select both subjects. The current proposal is limiting and restricting student choice and numbers. We have a number of students who currently do both these subjects and if they have to make a choice, their subject choice will be severely restricted. If must be together in the same domain then it is better to offer 4 specific Health Achievement Standards and 4 Home Economics/Food Achievement Standards. Therefore it allows students to do both subjects and would not impact the standards designed for each of subjects.</p>
ANON-K9GG-18KZ-Z	<p>1) Difficulty to follow . The big ideas, we feel, might be taught well across some schools and left out of some programmes. It really depends on who is setting the standard with exemplars and annotated notes etc. We feel as though there is a lot of content to be taught in a short amount of time. This is instead of teaching in depth and building over the years.</p> <p>2)</p>

Response ID	Answer
<p data-bbox="220 1247 391 1339">ANON-K9GG-18UH-R</p> <p data-bbox="220 1696 391 1789">ANON-K9GG-18U7-7</p>	<p data-bbox="418 260 1385 606">Big ideas from current Year 12 and 13 are now in Year 11 - is this too much for them to understand in their first NCEA year? For example DOH (political, environmental, social and cultural), social justice and interconnectedness No clarification on what is meant by external - this is needed! We have just decreased the number of credits we offer and now we are offering more Is there now an expectation that we are teaching home economics? Can students who are doing 'Food Tech' as well as Health at Year 11 only earn the 20 credits over the course? Big emphasis on newspaper articles in draft course outlines when this is now becoming outdated</p> <p data-bbox="418 638 1341 730">3) There is no clear explanation of how external standards will be assessed or marked.</p> <p data-bbox="418 762 1170 793">We want to know who will be marking our external standards.</p> <p data-bbox="418 825 1360 888">We want to know if these need to be submitted all at the end of the year or at any time during the year.</p> <p data-bbox="418 919 1373 982">Will NZQA write the assessment material for the externals or will schools write their own and have this moderated (like internals)?</p> <p data-bbox="418 1014 1369 1161">I have concerns as it talks about being strengths based however with more details included in the standards uses the term 'issue's, wellbeing issues'- which has negative connotations. An issue is when something is wrong or it is a problem. While strengths based would be further developing and enhancing strengths that exist in a community.</p> <p data-bbox="418 1171 1328 1255">With large blocks of learning transient ākonga may be penalised. Good to have a possible course outline but what was published is not very innovative. Connected curriculum? Context based?</p> <p data-bbox="418 1266 1373 1507">I am a Health and Home Ec teacher. If I put my Home Ec hat on there is not a lot of 'food' in there. Preparing, cooking and serving food should be encouraged and essential. Considering sustainability and food security are a major issue for NZ and globally. UN global goals for sustainable development. With combining Health and Home Ec will have a gender effect- we have 45 ākonga that do both HE and Health (mainly girls) fewer courses they can pick. Hard to comment when do not know what is happening with no of courses L2 and 3.</p> <p data-bbox="418 1518 1349 1581">Also when wellbeing is being promoted and seen at MOE level is important and two of the subjects that are primarily are all about wellbeing are merged</p> <p data-bbox="418 1612 1382 1822">I personally do not believe that the content is clear. As an experienced teacher I do not believe that I could pick up this information and put a course together easily. I feel that the information is too broad due to the fact that Home Economics has had to be covered. This means that the learning matrix and assessment matrix are missing for important areas of knowledge from the Health curriculum e.g mental health, sexuality and drugs. This could mean that some schools could get away without teaching these key areas in level one.</p> <p data-bbox="418 1854 1295 1885">I also find that there is a massive jump from not only the current year 11</p>

Response ID	Answer
	<p>curriculum but also from year 10 health. This would put a lot of pressure on teachers to upskill students in either their junior programme where we know a number of schools are already facing issues around time or introducing a number of new ideas to year 11 students.</p> <p>The Big Ideas and Significant Learning section are very wordy and some are even very similar therefore at times making it hard to understand what needs to be the focus. More clarity would be beneficial in the assessment matrix. It feels like because Home Economics and Health have been combined that all of the current health standards have been removed and therefore the whole course would need to be re done in terms of assessments, unit outlines and resources. This makes me think rather than reducing the workload it is actually going to increase it significantly. This workload concern is also an issue when looking at home assessment matrix. These large portfolio ideas will require a lot more work from staff to track etc.</p> <p>Would like further information regarding the external as personally, I believe that having at least one external adds credit to the subject. This also sets students up well for further education eg tertiary level.</p> <p>I feel as if the course outlines are suitable to a school that caters to cross curricular or integrated teaching approach. At a large school I struggle to see how the current unit plan would work where assessments are carried out throughout the year.</p> <p>Is the content clear? No, we do not believe that content is clear. We have found that the content is very broad and that it is hard to see where the fundamental aspects of Health Education are evident. We understand that this may be due to the fact that Home Economics has had to be included. Therefore taking away from a number of key health topics.</p> <p>Is it useful? As a whole we struggled to see how we would be able to easily take this information and teach a level one course. We feel like at the current stage there are still many questions. Such as what will the externals look like, what will level 2 and 3 look like as many of the Big Ideas are currently concepts taught in level 2 and 3.</p> <p>Is knowledge covered? No, because the standards are so broad there doesn't seem to much knowledge through out the proposed work. As mentioned earlier due to home economics being included it doesn't seem like the SEG have been able to be specific with what knowledge could be covered. This is a total shift from the current standards where each one is based around a key knowledge area.</p> <p>Are the explanations clear? we believe not, everything is overly wordy and in some areas it is hard to distinguish the difference especially between the Big Ideas.</p> <p>Do the Course Outlines help you to understand how the Learning Matrix and Assessment Matrix could work together? The unit outline is not something we think we could easily deliver. We feel that it resembles the current 1.4 AS which has several pieces to the assessment and is not only hard for teachers</p>

[ANON-K9GG-18UX-8](#)

Response ID	Answer
<p>ANON-K9GG-18DN-D</p>	<p>to keep track of but is also challenging for students. We have tried in the pass to teach standards together such as 1.4 and 1.6 we thought that this would work however it created more work and therefore we reverted back to teaching the standards seperately.</p> <p>What is the overall impression of the Learning Matrix. “Education is no longer about teaching students something alone; it is more important to be teaching them to develop a reliable compass and the navigation tools to find their own way in a world that is increasingly complex, volatile and uncertain. Our imagination, awareness, knowledge, skills and, most important, our common values, intellectual and moral maturity, and sense of responsibility is what will guide us for the world to become a better place” (Schleicher, 2019).</p> <p>Any changes in curriculum, thus teaching and learning, hence (formative and summative) assessment, must reflect future trends to take account of the fast-evolving ‘real-world’ contexts. That is, the changes and issues that confront both Aotearoa-New Zealand society and global settings, re-emphasising, not just the now, but in the future. If we are to engage our young learners, it must make meaning to them (be meaningful) and authentic. The Covid-19 Pandemic illustrates that the world that we live in is dynamic, unpredictable, complex and volatile, and people are living in an age of more uncertainty, multiplicity and dynamism (Dixon & Robertson, 2021). However, it is important to note that Aotearoa-New Zealand experienced the global health pandemic in a different manner to how, fundamentally the rest of the world has or still is and we must not be complacent with the freedom that we have had compared to others. Our lockdown was a mere few weeks, other nations, both western and non-western, experienced up to 12 months of online learning. Even though there is this difference, the learning opportunities must allow our learners to understand the world, navigate the world and change the world, whether it be personally, societal or globally (OECD,2019). There is opportunity for closer engagement with applying and application of multidimensional literacies, literacies required for life in the 21st Century. These literacies include conceptual awareness, responsiveness to cultural linguistic diversity, communicative, the use of multimedia and digital technologies as well as critical literacy. They encourage learners to think and act beyond the practice of personal responsibility citizenship, to become participatory and justice-orientated citizenship (Bolstad, 2012), developing as reflexive young citizens. This needs to be reflected in the course outline. Also, this NCEA learning matrix must align with both the front end and the back end of the NZC (Ministry of Education, 2007), aligning with the NZC principles, the key competencies, and social inquiry methodology. They embed inquiry skills, values exploration and perspectives thinking, social decision making and attitudes and dispositions which we desire our young learners to embed in their daily lives, whether learning is occurring at a learning institution (school) or with whanau or in wider society at local, national or global levels. Importantly, one key aspect of Home economics is ‘the doing’, that is participation or taking action, being authentic. The notion of participation is conveyed in and through the concepts: hauora, wellbeing; socio-ecological perspective, health promotion; attitudes and values. Also, from the cultural perspective, Kai is a connector for whanau. Moving forward, in today’s world, where 70% of the foods in the supermarket</p>

Response ID	Answer
	<p>are ultra -processed, it is more critical than ever before, that learners have the skills to select and prepare food that provides the essential macronutrients and more importantly micronutrients for brain health, mental and emotional well-being as well as physical well-being. (authentic food experiences are needed). As well, the 17 Sustainable development Goals should be considered at all levels, if we are to live in an equitable, sustainable and environmentally secure world. Now that the opportunity is for a broad-education-based at Level 1, food selection, preparation and nutrition knowledge must be explicit as it is learning that cannot be left to chance.</p> <p>Why:</p> <ol style="list-style-type: none"> 1. The Diabetes issue – https://www.newsroom.co.nz/ideasroom/diabetes-solutions-starting-us-in-the-face https://www.newshub.co.nz/home/new-zealand/2021/04/diabetes-the-tidal-wave-of-diabetes-and-obesity-that-could-soon-cost-new-zealand-3-5b-a-year.html 2. The mental health and nutrition issue - Matauranga https://www.canterbury.ac.nz/study/online/moocs/mental-health-and-nutrition/ https://thebetterbrainbook.com/ https://www.futurelearn.com/courses/food-and-mood https://www.stuff.co.nz/life-style/food-wine/124427998/drained-brains-why-nutrition-could-help-to-solve-our-mental-health-crisis 3. Sustainable and environmental considerations, including the SDGs (obligatory according to the partnership obligations to United Nations and the 2030 agenda) https://www.un.org/sustainabledevelopment/ 4. Security for local food systems eg community gardens, NZ food production systems <p>The Big Ideas: The last one.....is operational..continue reading below.... Big Ideas are about the multiple, interrelated dimensions to the health and wellbeing of individuals and groups. This approach is supported by the concept of hauora, which takes a multidimensional understanding of health and wellbeing. Health and wellbeing are understood in diverse ways, according to a person's wairua and worldview. Ākonga learn that 'health' and 'wellbeing' are subjective and can mean different things to different people, in different times and in different places. This extends to the notion that no health model should be privileged above all others - a range of models can be connected and applied in different contexts, including a range of indigenous understandings such as Te Whare Tapa Whā (and its four dimensions of health: taha hinengaro, taha tinana, taha wairua, and taha whanau). Ākonga learn how one aspect of health should not be privileged over others, and they are all interconnected. It is empowering for students to be able to apply understandings in flexible ways through use of different models. By exploring holistic approaches to health and wellbeing, ākonga see themselves reflected in the various models, and their worldviews and experience can be reinforced. Understanding health and wellbeing in diverse and holistic ways opens opportunities for ākonga to take action in areas meaningful to them, their whānau, and wider communities.</p>

Response ID	Answer
	<p>Big Ideas (we have reduced to 4)</p> <p>1. Learning is to procure (knowledge and ability); apply (put into practice); consider (evaluate and assess); and transform (modify or adapt). Therefore, in order to have holistic education, the knowledge and learners must be able to apply it in practice and reflect, thus showing a holistic understanding. Thus, the word practice needs to be included. “personal, interpersonal in societal perspectives and practices of well-being are complex and interconnected”.</p> <p>2. Whakawhanaungatanga is vital for enabling the wellbeing of individuals, whanau and communities. (No change)</p> <p>3. Social justice principles of equity, fairness, and inclusivity are central to all holistic models of wellbeing and health. Equity includes the notions of fairness and inclusivity. Holistic is an adjective thus redundant when writing concepts Equity for all – is in-line with NZQA definition of social justice. “Social justice principle, ‘equity for all’, is central to models of wellbeing and health”.</p> <p>4. A complex array of skills, attitudes and values, including awhina, kaitiakitanga, and mannaakitangi, are needed to support people’s wellbeing in all social relationships. Big ideas begin with a noun. A is an article. When you list 6 “skills, attitudes..... etc” is this indicating, Implying that it is complex Social relationships are implying the involvement of people, thus the word people is redundant. All is redundant, it is descriptive. Skills, attitudes and values including awhina, kaitiakitanga, and mannaakitangi, are vital for wellbeing in social relationships.</p> <p>5. This is procedural (operational) in how the big ideas will be delivered, thus amend the notes into a footnote. It is inherent in #1, #2, #3 and #4. When we unpacked the statement, we identified the big ideas of each fragment, in the other 4 ideas. Wellbeing needs to be approached through a holistic understanding, as supported by the concept of hauora.</p> <p>The name: Well-being Education (Subjects Food and Health) We like it, but a footnote must be provided so that the interpretation and intent can be convey more explicitly in the lens that the name of ‘Well-being Education’ is envisaged. This term will require explanation for society, (parents, communities) schools, teachers, learners and curriculum. Our concern is that health teachers will view it as their domain, when in fact</p>

Response ID	Answer
	<p>globally, the term wellbeing, has grown significantly to be much broader than when the subject Health was first envisaged here in Aotearoa-New Zealand in the late 20th Century. Examples of how diverse well-being has become includes the diabetes epidemic (https://www.newshub.co.nz/home/new-zealand/2021/04/diabetes-the-tidal-wave-of-diabetes-and-obesity-that-could-soon-cost-new-zealand-3-5b-a-year.html) and the growing mental health, (including anxiety, ADHD, depression, mood disorders, sleep deprivation, stress, low-energy) and links to nutrition (https://www.edx.org/course/mental-health-and-nutrition) and the growing availability of ultra-processed foods and the clever marketing associated with these foods.</p> <p>The overall objective of the review is to provide a broad base education. If this is the intent then it must provide explicitly the education and learning that cannot be left to chance: food practical skills (food selection and preparation, food safety), nutrition knowledge and experience, recipe literacy, food labelling. These notions currently are misunderstood by Health teachers, thus making it pertinent that these notions are explicit. We feel an assumption has been made that HEC teachers are not prepared for positive forward thinking change. The teaching and learning has not progressed appropriately in some quarters, hence the perception is that we are unwilling to change. We need to be provided with the opportunity to be empowered and given agency. Age is no barrier to learning, life long learning is a key competency which we as teachers must be modelling.</p> <p>there is a massive jump between the current year 10 program and the New Year 11 curriculum there are workload implications for teachers and students as they will need a lot of scaffolding succeed at level 1, and even more so at L2 if they have not sat formal NCEA internal assessments before.</p> <p>I would like to see and more strengths-based approach to the wording before we can give the most appropriate useful feedback to you we needed to know more about what, how and who will be assessing the external is this has implications for teacher workload and planning the course. It is frustrating to be commenting without knowing the full details, so I cant really give you a full evaluation.</p> <p>The thoughts of myself and many others I've talked to is that the changes are just too complex particularly for Consolidated subjects are that some schools and teachers may just end up flagging these types of subjects, and NCEA L1 altogether. And while the schools would still be required to teach the NZ curriculum, this would be the opposite of what was intended. This would be a terrible loss for the students and intent to have a broad curriculum base for everyone. There will be many parts missed out, like my subject of Home Economics.</p>

[ANON-K9GG-18DR-H](#)

Response ID	Answer
	<p>I have concerns that it's a creating a gendered issue with the splitting off of physical education into its own separate subject in which boys generally participate in more. Then combining two subjects that have more girls into one subject, and that is a disadvantage for girls.</p> <p>In particular our school has 45 level 1 students who are currently doing both level 1 health and level 1 home economics as 2 separate subjects. I would like to see some examples of how schools might manage subject choice for those students.</p> <p>Take the example of a student who is really passionate about food and passionate about well-being currently they could take a number of subjects based around their interest: home economics, health, hospitality, food technology. Their ability to do food based contexts is severely hampered.</p> <p>I know that you want a broader education and these passions can come later but if we don't catch them at level 1 we might lose those students to our subject areas forever and not build their work around their passions and isn't that what we're supposed to be doing?</p> <p>I'm really concerned that food as a context for assessment is being squeezed out of the this subject area - this is too important as there a huge issues of food sustainability food security in New Zealand and globally as well as health related issues that are related to food such as oral health, heart disease, and overweight. Currently the Home Economics curriculum is the only way in which students can really get into this in depth from food/health perspective – Health teachers have a different take on it, and don't have the specialization that Home ec teachers do. I think in fact that the current subject content of Home Home Economics should have been its own subject and health and PE should be combined, although best case scenario was that health would be separate as well because three parts of the current curriculum health PE and home economics are the fundamentals of well-being and currently well-being is on top for the ministry and schools yet you are minimising how it is taught in school instead of maximising and enhancing it at level 1 you would think they might almost be compulsory in fact! The 2020 issues around Covid and our lockdown showed that these 3 subjects – are the most critical as where else do students deeply learn about hygiene, physical wellbeing, mental well being, empathy, and kindness. As well as what to do when you run out of flour!</p> <p>I have a concern that Consolidated never one subjects confer the disadvantage the 20% of kids for whom ncea level 1 is going to be the highest qualification they gain. In the real world there will always be students who don't gain level 2 for whatever reason so I feel that it's one of those situations where the students are who are able to participate or do well in will do less well under the system. Sometimes subjects like Home Economics are pivotal at keeping these students at school.</p> <p>I also have concerns about students transitioning from one school to another, as when the standards are larger and cross-curricular they take longer there's. I work it out with the at the correspondence school so this is a big issue for us already these changes, particularly in Consolidated subjects like home</p>

Response ID	Answer
	<p>economics will make enrolment and course planning even more complex for our students.</p> <p>I'm also I can seeing already tensions within departments in schools over who is teaching what and thus who gets the students in their class. For many schools already competition is fierce to put bums on seats and classes if there are less students to be shared around between health and home economics, and other level 1 classes. I would like to know suggestions and strategies from the ministry about how they this could be avoided where possible as teachers have valid concerns about job security.</p> <p>I am happy that there be no exam overall however I do suggest to my students that the level one home economics exam is a good low-stakes weigh to experience the exam environment and help ensure success at senior levels and it tertiary. It is my understanding that one of the reasons for removing exams overall is because special assessment conditions are financially and resource hungry and that the ministry believes that other options such as video and voice to text and read aloud text will work. However in my experience they are quite sophisticated tools and need a lot of training with a student to gain competence, and so I feel that the costs associated with SAC just be passed on to the school to absorb</p> <p>Overall, I am disappointed that the questionnaire limits the choice of responses. A choice of two does not allow for debate or discussion, especially where neither options fits our response. There is no place on the questionnaire for a viewpoint which challenges. This means that the feedback is more of an echo-chamber and our concern is that this will not capture diverse thoughts.</p> <p>I appreciate the opportunity to view big picture thinking. However, there is a dearth of detail.</p> <p>My main concern is that there are only 4 standards proposed for an area which originally offered a range that were specifically designed for Home Economics.</p> <p>I would like to suggest that any and all of those standards could be selected as an external and/or an internal. Ākonga or kaiako could choose which one they wanted to be assessed externally.</p> <p>I want to see exemplars of authentic and actual student-based work which is fitting all levels of achievement. There needs to be examples which completely covers the full range of information so that teachers, moderators and markers are clear about what is required.</p> <p>The new NCEA site needs to contain everything that is pertinent to a standard in relation to its teaching, assessment and moderation expectations (i.e. 1.1 is one document, perhaps with tabs or hyperlinks within that document).</p> <p>Course Outline</p> <p>The lack of detail hampers ownership and discussion. It is hard to see how this would function equitably in individual schools. We have concerns that it puts</p>

[ANON-K9GG-18FZ-U](#)

Response ID	Answer
<p>ANON-K9GG-1831-Y</p>	<p>teachers in a position of not knowing whether their expertise will continue to be valued or even if they will have a future in teaching.</p> <p>Throughout Aotearoa/ New Zealand in a whole range of schools and deciles, there is a huge variance as to what courses are running. At this point in time our ākonga have the ability to self-select more than one course in this area because this best meets their learning needs. This new pathway does not open up opportunities, it shuts them down. Our concern is that it will result in schools closing courses due to a lack of standards and hinders students ability to work in their chosen areas.</p> <p>We have a concern that the perception of parents, whanau and communities will be that a whole year which results in relatively few credits is not adding educational value. The mathematics of the proposals at Level 1 do not seem to equate to the realities of timetabling and course design in schools.</p> <p>Quite in-depth thinking is required for the new home economics level one standards. More suitable for level 3 rather than level 1. More examples are needed to clarify what understanding needs to be demonstrated, ideally some sample student answers.</p> <p>The type of work required appears to be more suitable as group work, again assessing this at level one won't be easy for the average student. Top students who are capable of independent learning would love these new standards, but I would struggle to implement this work to an average year 11 class of 28 students.</p> <p>*content: needs more detail about specific possible topics/contexts/content for Home Ec/Health *specific knowledge from current Level 1 Home Ec AS particularly the science behind Food Safety and Nutrition is not shown (these have been very successful topics in current Level 1 Home Ec courses) * there is no longer a specific Level 1 AS for NZ for 'food safety' which has implications for many further learning pathways/careers * for the external based around Taking Action - unclear how evidence could be collected for an external AS - this standard might need flexibility to allow students to gather evidence - things can happen in school life which could make it difficult to meet an external AS deadline for this (eg. the action might be difficult to implement) - it might need flexibility with due dates to ensure it is fair for all. Is it an individual assessment or can the actions be done in groups? Complexity of managing 50+ different 'actions' at one time which may need the help of other staff/students/resources/rooming in school or in the wider community. * more explanation needed about how the internal and external assessment work will be gathered especially regarding absence/unexpected absence situations</p>
<p>ANON-K9GG-1855-5</p>	<p>WHY is Health Education linked with Home Economics?! This is not okay. This is a real concern since they are both separate and very important curriculum subjects given the range of important teaching content/issues that are relevant to our current learners. (Maybe you are addressing the current shortage of Home Ec teachers?)</p>
<p>ANON-K9GG-1NMH-6</p>	<p></p>

Response ID	Answer
ANON-K9GG-1NXD-D	<p>I cannot open the link but was wanting to put my thoughts down.</p> <p>I find that it is rather vague and leaves a lot open to interpretation. I wonder have you considered 'student voice' before one embarks on this so called grand idea. I have navigated your website and unable to find the points suggested. Usually comes up with 'page not found'. Fortunately I have printed off some information from my subject association.</p> <p>The content is not clear, neither useful or helpful. Due to the fact I cannot locate on your website the details(trust me I have clicked every button, tab etc that I could find as well as putting in key words) of the knowledge required, I can only say there is none and therefore insufficient. I have never seen such vagueness and am so glad not to be teaching at this level.</p>
ANON-K9GG-1NXN-Q	<p>In the past, PD has been insufficient and are leaving wondering 'where to next?' I know many passionate teachers near retirement are thinking very seriously of opting out to early retirement because the 'devil is in the detail' and requires considerable effort to develop work and be ready to be 'culturally adaptive' to the needs of our students.</p> <p>Overall, I am grateful that I know longer work in the secondary system but I am concerned with what will ripple down effect for the Juniors. Has someone considered the re-writing of the whole curriculum? We do need everything to flow on.</p> <p>Have you considered student needs and their engagement in learning? Why have you not thought about student choice in the secondary school system regarding subject choice? Sometimes it is hard for students to be engaged and if they take ownership of their choice we do have then hooked and the best it would be great to see them leave by the end of Level 2 well qualified and a love for learning. Now you have Health and Home Economics competing for the same four standards!</p>
ANON-K9GG-1N76-X	<p>Combing Health and Home Economics is to the detriment of Home Economics in its current format. Home Economics is a nutrition and health based subject - permitting students to put their learning and knowledge gained in to practice through the preparation and delivery of food / meals. In my opinion the current matrix, etc etc favours Health and leaves Home Economics to pick up the crumbs. While this may not have been the intention this is how it looks to a teacher who is on the ground teaching but not involved in the writing / planning et al of these changes.</p>
ANON-K9GG-1NQ3-N	<p>Significant Learning points provide a helpful guide. Comprehensive list of subject knowledge included.</p> <p>Perhaps connect the SL to the Big Ideas, similar to how PE have formatted their propose Learning Matrix. Would prefer to see the progressions across Levels 6-8, to gain insight into the development of the HHE student.</p> <p>Like the localised curriculum focus of the Course Outline.</p> <p>Can see clear connections between Learning and Assessment Matrices.</p>
ANON-K9GG-1N72-T	<p>Concerned that Health (with Home Economics) is the title for this Learning Area. Home Economics has been a stand alone course for a long time with a strong focus on Nutrition which is not taught by many Health teachers. With so few Home Economics teachers training is this a way to remove the subject</p>

Response ID	Answer
ANON-K9GG-18V6-7	<p>completely? This is not looking forward for students who wish to pursue careers in Nutrition and Dietetics.</p> <p>The content is very broad on open to any interpretation. It is hard to make comment until I have seen the full tasks. I thinks that with the current climate it would be important to include a piece on Handling and hygiene, as this is a key part. The learning guide is clear and well presented.</p> <p>I think that the level that we are expecting the year 11s to understand "well being" is beyond their ability to understand especially the boys. Every single standard is focused around wellbeing, if we have students that are wanting to take a more nutrition based future it I can't see how this will easily fit into these standards.</p> <p>Currently we only do food handling AS90959 and individual food needs AS90956 at level 1 and others come from technology. We focus on wellbeing and hauora at level 2 as at level 1 they struggled to grasp the concept to the Achievement standard level.</p>
ANON-K9GG-18FK-C	<p>Title of Home Economics- needs to go.</p> <p>The standards are more like Level 3 so the steps between and the elements of practical learning are gone.</p> <p>From what i can see food would need to use Tech standards for practical, which again would need to be manipulated to comply. Why can't food have their own standards?</p> <p>Balance the health and the practical.</p>
ANON-K9GG-1NQ5-Q	<p>Good to see it has been aligned with Health Curriculum rather than the Science area as we teach from this perspective. My only concern is that Home Economics is not an area in its own right especially considering the high rate of obesity in young people and the high rate of poor mental health. I know Health deals with this but there is a real need for the practical food prep skill s available in Home Ec and I am worried this valuable skills will be lost. Students need to be able to apply their knowledge in a practical way.</p>
ANON-K9GG-123Q-S	<p>I don't believe that there is any room for teaching nutrition which means you are cutting out teaching this in a Food environment. If these standards are going to be taught predominantly in a Health environment how do you incorporate the food preparation side? If it is part of an assessment it needs to be done in an environment under assessment conditions, it is not something that can be done at home.</p>
ANON-K9GG-1NQE-7	<p>Course outline does help to combine the Learning Matrix and Assessment Matrix. Content is clear but I do not feel it is specific enough. It is difficult to see if these courses are intended to be delivered by Health teachers alone, HEC teachers alone, or a combination of both. I assume that is up to each individual school, but I am concerned that the title of Health (with Home Economics) gives the idea that the intention is for it to be taught by Health teachers as the lead. My understanding is that schools can choose to offer both Health and Home Economics (as many currently do) but that the students could only opt to take one of these subjects. I don't think this is such a bad idea but am concerned about the impression that the name gives and if many schools may see this as an opportunity to finally remove Home Economics</p>

Response ID	Answer
	<p>from their subjects offered.</p> <p>In terms of content, I am concerned that students could easily miss out (as many already do) on key information they need in terms of their well-being related to nutrition - the statistics around obesity type 2 diabetes in NZ clearly indicate a need to focus on this area for all people. I do not see this reflected in any of these materials but do understand that the course can be taught through the context of food & nutrition as long as this is seen as valuable/appropriate by the school. But as I mentioned above, many schools will see (with Home Economics) in brackets as being the lesser in importance of the two subjects.</p> <p>I also have concerns about the Taking Action external in the Assessment matrix - students at L1 age are rarely interested in taking action to enhance anything outside of that which directly impacts them. It is not clear in the documentation - would this action be able to be on a personal level ?? And even then, the idea of actually working through the associated steps required at this age are idealistic in my opinion. And the Health Promotion Strategies we currently look at in L2 are difficult enough for the older students to evaluate and understand. I do not think this is relevant for L1 students to be considering if that is what the intention even is. I firmly believe we need to be supporting akonga in making informed, health-enhancing decisions about the food they choose to purchase and consume, and definitely encouraging and supporting them to take action to enhance their own well-being (and potentially that of others close to them) but I feel for the majority of L1 students to be asked to think any wider than this is unrealistic.</p> <p>I also feel that to comment on these recommendations without having a clear idea of the intentions for L2 and L3 Home Economics is very tricky. If L2 and L3 HEC are still able to be specialised and individual as they currently are, then I think having this change at L1 to ensure students take a wide breadth of other subject areas also is a good idea (despite strongly believing this age group do ALL need some sort of food education). However, if this change at L1 is indicating the future of Home Economics (food and nutrition-based) education for the seniors as well I think that it is a seriously detrimental step given the state of our nation's well-being in relation to food-related conditions AND given the state of our food environment where making the healthy choices is becoming less and less easy.</p>
ANON-K9GG-1N22-N	<p>Standards have been removed already!</p>
ANON-K9GG-183E-K	<p>The main concern is that with Home Economics and Health offering the same standards, students are not able to take the 2 subjects together. There has always been a significant number of students who are more successful taking these sort of practical based subjects.</p> <p>Another concern is the prior knowledge needed to be able to carry out some of the assessments such as taking action. Considerable prior knowledge is needed and previously students have been able to successfully achieve at Level 1 without having taken any Home Economics before. We feel this is now needing prior basic knowledge to be taught prior to Level 1.</p>

Response ID	Answer
ANON-K9GG-1N2S-P	With only Level 6 in the matrix it is difficult to see where the step-up will be. There are also a lot of points which is a lot to incorporate at Level 1 - perhaps some could be developments on learning from Level 1 into Level 2. What about a practical Food Related standard instead of the Taking Action at Level 1 and the Health Promotion one at Level 2? The sensitive nature of some issues is dealt with well but guidance about some content could be useful - perhaps examples.

68 answers to "Mana orite impressions - Health Education - Does the Learning Matrix show mātauranga Māori is appropriately woven throughout?"

↓ Option	Total	Percent
On the right track	48	4.20%
Needs amendments	20	1.75%
Not Answered	1074	94.05%

68 answers to "Mana orite impressions - Health Education - Does the Teaching, Learning, and Assessment Guide explain how the subject supports ākonga Māori to succeed as Māori?"

↑ Option	Total	Percent
On the right track	40	3.50%
Needs amendments	28	2.45%
Not Answered	1074	94.05%

68 answers to "Mana orite impressions - Health Education - Do the Course Outlines demonstrate how teaching and learning could be grounded in mātauranga Māori?"

↓ Option	Total	Percent
On the right track	37	3.24%
Needs amendments	31	2.71%
Not Answered	1074	94.05%

51 answers to "Comments and recommendations - Mana orite - Health Education"

Response ID	Answer
ANON-K9GG-12SN-P	Hauora underpins everything we do, so this is awesome. Kapai!
ANON-K9GG-12S6-X	Being an older Pakeha I honestly cannot say if this is grounded in te ao Māori . I will need alot of help to ensure that I am teaching this appropriately.

Response ID	Answer
	And I have been learning te reo for three years, and am trying really hard to engage with te reo, and incorporate some aspects of te ao Māori into my daily teaching.. How will other teachers feel I wonder.
ANON-K9GG-12G8-M	Seems to be more focused on being politically correct rather than focusing on real health issues.
ANON-K9GG-12W2-X	This is clearly a step forward and your consultation seems to be wide.
ANON-K9GG-12B1-8	Love the fact that we are incorporating more Maori language into our curriculum
ANON-K9GG-12TX-1	I am unsure as I do not have the knowledge in relation to this. I do think that we need to be provided with PD around these terms and how to implement them into our classrooms.
ANON-K9GG-12PY-X	We clearly have to teach all 4 standards to make up a course for the year. So we do not need to have Maori terms everywhere.... (in all standards). I think if we do, it will 'turn off' some students - mostly the ones who need it the most!! So counter productive on what you are trying to do....
ANON-K9GG-12PW-V	I do not speak Maaori and I feel underqualified to teach in my subject area with the new standards.
ANON-K9GG-124V-Y	I don't understand what this is.
ANON-K9GG-124R-U	I fully support the inclusion of Te Ao Māori in the curriculum and have incorporated it for years. Understanding there is more than one perspective is important for societies to develop cohesiveness.
ANON-K9GG-126K-P	Not clear how to make this happen.
ANON-K9GG-12KB-2	The assessment standards look good.
ANON-K9GG-12YY-7	Fine
ANON-K9GG-12DW-G	Sexuality and Mental health need to be taught by trained subject specialists. A significant amount of PD needs to be provided for Maturanga Maori.
ANON-K9GG-1253-W	Holistically, I really like the inclusions and it fits well in this subject area. It is connected in an authentic way, adding depth and value to the subject. I hope there is going to be a lot of PD available to upskill us as teachers in this area... I am missing a lot of the knowledge I am going to be expected to teach!
ANON-K9GG-18MK-K	It isn't overly explicitly expected, and even 1.1, coming from someone who got taught Haora this way, can be taught such that it barely even considers te ao Maori. Explicit expactions of Maturanga Maori and Te Ao Maori must be present if we are to reverse the significant damage done to Maori culture and heritage last century and before.

Response ID	Answer
ANON-K9GG-1878-A	I think the big ideas needed to enable equity for everyone who takes this subject. In respect to Maori - it will be important that a Maori world view can be applied to the big ideas. This does not necessarily mean that te reo must be used in the big idea. I encourage the health SEG to keep the big ideas simple and unpack how mātauranga Māori is appropriately woven within the significant learning and include the specifics of " including āwhina, kaitiakitanga, and manaakitanga" as an EN - not in the Big idea.
ANON-K9GG-187D-P	We need an approach that delivers facts and figure with a specific syllabus to be examined
ANON-K9GG-18ZG-V	should Maori be the ultimate focus? I am happy for it to be grounded from Aotearoa but why is this the key focus in your questions.
ANON-K9GG-18XU-8	will need PD to support teachers who are new to the ideas and understanding of matauranga maori. Is this planned for, will be left to schools or individuals to sort out for themselves?
ANON-K9GG-186P-1	Who are we getting this knowledge from? What happens if it is not available on demand for us? Who holds this knowledge and in what form is it held? Is there an imbalance for school s in their access to this information? How is this equatable for staff work loads? student outcomes? teaching and learning? What happens in a localised curriculum if there is dispute across iwi over the knowledge - how do we prioritise one perspective. And if we have transient students - how do they carry this knowledge with them and this evidence of learning with them and understand it may be contradicted? Are our current Year 9's going to have the background knowledge to understand this when teachers will not have the depth of understanding for another year or so? How will we prepare them for the change in ideology? Very wordy and the translations for te ao maori are quite limited and tokenistic - they are very euro-centric in the contexts they are used in.
ANON-K9GG-18H6-S	Don't have current knowledge to comment on this. There seems to be plenty of evidence that it is there
ANON-K9GG-1881-4	I don't have enough current knowledge to be able to comment.
ANON-K9GG-1883-6	More PL. more written resources
ANON-K9GG-188K-X	The matrix and the theme of Hauora shows a clear link to mātauranga Māori.
ANON-K9GG-18HC-6	Examples of what this would look like in a Maori context is needed.
ANON-K9GG-18HT-Q	There is an incongruity between some statements, eg - 'Understand that mana and identity....' are integral but can only be one view of wellbeing. It is only one perspective, however..... 'Understand health and wellbeing contexts from different perspectives'
ANON-K9GG-18EX-R	How many Māori people were actively involved in the consultation?

Response ID	Answer
ANON-K9GG-18AK-7	Extensive professional learning will need to be given (delivered and funded by whom) with detailed resources and exemplars. What will the externals like look - exams? portfolios?
ANON-K9GG-18AX-M	We have pretty big concerns that cultural ideas are being explored and passed off as "home economics". Is there a more appropriate language than 'home economics'? If we are not exploring it in its traditional sense, why keep its name? The matrix contradicts itself by exploring matauranga Maori through colonial "home economics" - Also, immense PD will need to take place to ensure the correct implementation of this cultural knowledge into the curriculum - who gives permission for its use? Where does it come from? How do we acquire it? It could take a long time to acquire this width and depth. How do we avoid tokenism and incorrect use of cultural ideas and knowledge?
ANON-K9GG-18H5-R	We will require additional PL sessions for this. Who will be covering these PL sessions? Extra resources and exemplars will have to be provided.
ANON-K9GG-18KZ-Z	We feel as though the answer to these is "Yes" however, we do not have the same level of understanding of these as the people that have included them into this document. We would require PD and future learning in order for us to effectively incorporate these into our teaching and learning programme. Otherwise for a lot of school, they may vaguely teach about this/ to this which I feel is not really what you are looking for.
ANON-K9GG-18UH-R	Concern is expressed in terms of finding the knowledge and who are the holders of the knowledge. Will MOE be providing PD and have you been talking to local iwi and hapu? It would be terrible to get it wrong and be culturally disrespectful
ANON-K9GG-18U7-7	With what has currently been presented there would need to be a significant amount of PD made available to teachers to ensure that the mātauranga Māori content is delivered in such a way that it does it credit. By incorporating other cultural aspects of well-being etc do we risk of dismissing the important of the Te Whare Tapa Wha which is currently an excellent reflection of our subjects partnership with Te Tiriti o Waitangi.
ANON-K9GG-18UX-8	Are Māori terms used appropriately? Yes, naturally the health curriculum links well with Te Reo Māori terms as it is already woven into the current achievement standards. The values that are taught in Health translate well with Māori values.
ANON-K9GG-18DN-D	Are the concepts grounded in te ao Māori? Partially, we believe that many of the concepts would require further professional development for staff as not all staff will have the understanding currently. Can you see Māori contexts and approaches to teaching and learning explained? Not completely we would require further explanations.
ANON-K9GG-18DN-D	The content is generally appropriate. The subject content we suggest aligns with the following modifications to the Significant Learning points: 1. appreciate that identity and mana are integral to wellbeing 2. explore how attitudes and values, impact the health and wellbeing of the

Response ID	Answer
	<p>individual, their whanau and communities</p> <ol style="list-style-type: none"> 3. explore Maori and Pacific peoples' attitudes, values and practices that enhance health and wellbeing 4. explore culturally diverse attitudes, values and practices connected with health and wellbeing 5. understand that health and wellbeing from different perspectives is more than a matter of individual responsibility 6. understand that a variety of health promotion actions at personal, interpersonal, and societal levels may enhance people's wellbeing 7. explore and apply models of health and well-being to contexts to show understanding of wellbeing issues 8. explore how approaches to health and food are connected with people's sense of identity 9. understand how actions can enhance wellbeing in relation to an identified personal or interpersonal choice 10. explore a range of personal and interpersonal skills and perspectives through inclusiveness, to enhance wellbeing, in diverse situations and settings 11. learn to manage change situations that impact health and wellbeing 12. understand conflicting messages that exist between health and nutrition related issues <p>(Nutrition is the key. We can talk food all day long, and not mention nutrition and apply the knowledge).</p> <p>Footnote: (these need to be a footnote)kotahitanga, awhina, kaitiakitanga, and manaakitanga, are interspersed and applied in all learning.</p>
<p>ANON-K9GG-18DR-H</p>	<p>While I am in philosophical agreement with the Maori basis of this I have concerns about well-intentioned but unintended cultural appropriation. There are also huge concerns about Maori staff and schools overloading significant Maori members of the local community with requests from different schools to support/participate/collaborate. I note that the wording says 'where appropriate and relevant' so who decides what it is appropriate and where it is relevant? There could be a bit of a minefield there.</p> <p>I am concerned that Māori teachers within schools will be burdened with delivering professional learning to meet the needs of the whole school community. Some schools have good relationships with local communities and can call upon external expertise to support. Not all schools are so fortunate. All teachers, including Māori, have expressed concerns that there are insufficient resources and materials for their own professional development. This includes whakawhanaungatanga and whanaungatanga.</p>
<p>ANON-K9GG-18FZ-U</p>	<p>I would also add that each iwi would have their own tikanga and mita so it may be difficult for moderation or even check marking if the teacher doing it doesn't have knowledge of your rohe.</p> <p>Generically the process would be similar but the language used or techniques used may differ.</p> <p>I totally support Māori learning as Māori but fear the standards and technology may change and deter our students who thrive and need subjects that promote being practical may be lost.</p>
<p>ANON-K9GG-1831-Y</p>	<p>Some examples of the models of health to be investigated needs more guidance on what these are. Similar for 1.2 a list of the range of attitudes</p>

Response ID	Answer
	and values needed. 1.3: examples of well-being issues and the range of factors needed to give both students and teachers guidance.
ANON-K9GG-1855-5	recommend more detail regarding topics/contexts and content
	would also add that each iwi would have their own tikanga and mita so it may be difficult for moderation or even check marking if the teacher doing it doesn't have knowledge of your rohe.
ANON-K9GG-1NXD-D	Generically the process would be similar but the language used or techniques used may differ. I totally support Māori learning as Māori but fear the standards and technology may change and deter our students who thrive and need subjects that promote being practical may be lost.
	I wonder feel culturally inadequate to comment. My biggest concern is tokenism which is 'insulting' to our Maori people of New Zealand. How is this going to be addressed to ensure more than just plain adequacy? I for one think it should be taught 'in depth' right across the entire curriculum.
ANON-K9GG-1NXN-Q	We need to have specialist teachers delivering a robust curriculum. A curriculum that has depth and backing - otherwise we are seeing a another wave of a 'watered down' delivery!
	Given that the Government through MoE have made it very clear to school leaders that the Treaty of Waitangi must be a priority focus for all schools, it is no surprise that this is also a focus of the 'new' achievement standards, for all subjects / learning areas. However, how much deep thought has gone into making this happen.
ANON-K9GG-1N76-X	I have no issue with ToW coming to the fore of learning across all schools in all learning areas. What issue I do have is how at the ground floor (in the classroom) is this actually going to happen. Who is going to help teachers to understand and deliver through these lenses and do so with respect toward Maori world view? As a senior leader I know that local iwi on the West Coast of the South Island are inundated with supporting schools at a governance level - where will they find the resources to support teachers at the classroom level?
	I have ticked needs amendment because I don't know who teachers are going to make these things happen with out some intense training.
	Multicultural NZ has been acknowledged.
ANON-K9GG-1NQ3-N	Positive that kura throughout the country are expected to provide learning opportunities that acknowledge Māori and Pacific models, concepts, practices, and address wellbeing of Māori and Pacific and all Nzers. Important now to provide Professional Development opportunities for teachers to fill their own kete of knowledge in order to deliver meaningful programmes of learning.
	Realistically I do not have enough understanding myself to be a judge of that. You need to be an expert and there is a huge gap in the expectation of what we are expected to understand and then teach to the students.
ANON-K9GG-18V6-7	There will need to be a lot of professional learning to be able to teach with the new Māori context.

Response ID	Answer
ANON-K9GG-18FK-C	More practical standards would benefit Maori and Pasifika students.
ANON-K9GG-1NQ5-Q	Need to work with the associations to ensure that both Home Ec and Health can be taught in schools with students choosing the area they want to focus on.
ANON-K9GG-123Q-S	I really don't feel that I can answer these questions because I don't feel I understand the context enough, there is nothing to give us definitions or proper understanding or ways in which we can incorporate this to a appropriate standard. What is Maturanga Maori?
ANON-K9GG-1NQE-7	Very hard to answer these questions when many of us would not consider ourselves to be extremely well-versed in mātauranga māori ourselves - and this is NOT a reflection of how hard we have been working to further our own understanding over the years. There has been much PD done, much personal time spent, but for many teachers, this is a steep learning curve. I do not feel qualified to answer the above questions at all. And I feel as if many of us are going to need significant support and PD to feel confident enough in incorporating this in an authentic way without feeling as if it is simply 'tokenism'. I am wondering how this will be achieved, whilst we are all teaching concurrently.
ANON-K9GG-1N22-N	Standards have been removed already!
ANON-K9GG-1N2S-P	Concepts seem to be woven throughout but the explanations are lacking depth. Considerable upskilling required for teachers to do justice to Mana Ōrite mō te Mātauranga Māori.