

Kia ora koutou

I hope you have made time to visit the links on the [E Newsletter 1](#) in relation to considering the NMSSA data and now the Insights report has just been released. It is a new direction from the Ministry of Education, New Zealand Council for Educational Research and Educational Assessment Research Unit to release an accessible document for teachers. I believe each primary and intermediate school is being sent a copy so keep an eye out for it.

[See insights for teachers](#)

The document has 4 parts

- Part 1 – Introduces NMSSA
- Part 2 – Critical thinking in health and physical education
- Part 3- Planning in, through and about movement
- Part 4- Key competencies in NMSSA assessments



There are examples of a variety of tasks, using interesting and exciting material including video clips, advertisements, news articles, photographs, a variety of assessment processes and tools (short written responses, one to one interviews and team based movement activities and connections to Maths and English tasks).

There are examples of responses at both year 4 and year 8 including how they were marked and categorised, what we learnt, followed by implications for our practice.

As this e-newsletter has a connection to taha hinengaro (mental and emotional wellbeing), an aspect of [Hauora](#), it seemed appropriate that we have a look at Part 4 of the Insight Report which has a well-being task (p. 48). This links to the key competencies, the key area of learning mental health, and all the underlying concepts.

The NMSSA task aimed to capture the breadth of students' conceptions through initially having students draw their ideas and/or write words about well-being. In a one-to-one interview, students discussed these ideas and the way they contributed to feelings of wellness and happiness. The teacher assessor encouraged the students to explain the link between their ideas and well-being. This may be interesting to have a go at with a group of your students and check out their responses to the categorised ones.

For physical I wrote - Food. What you're eating can determine your mood - It affects your body in a healthy way so it makes a good mindset as well - 'I'm doing the right thing - eating the right food'.

And sport - So like it's fun getting rushes of adrenalin and feeling really good about yourself - It's meeting up with your friends - It helps your social life as well.

For spiritual I put following your moral and beliefs. Doing the right thing makes you have a good mindset.

For emotional and mental wellbeing I put positivity. Positivity is just being happy.

For social well-being I put good friends - I think your friends are the biggest influences on your decisions and if you have good friends you'll make good decisions and they'll be able to support you.

Y8

A response from a year 8 student to the interview questions

Most students at both Year 4 and Year 8 were able to identify factors related to taha hinengaro (mental and emotional well-being); and taha whānau (social well-being) as contributing to what people do or have in their lives in terms of well-being. Slightly fewer students at both year levels noted aspects of taha tinana (physical well-being), however, a much smaller proportion identified taha wairua (spiritual well-being).

Table 6: Percentage of students identifying each dimension of Well-being by gender and year level.

Dimension of well-being	Year 4			Year 8		
	All	Boys	Girls	All	Boys	Girls
Taha tinana (Physical well-being)	60	62.5	57	72	67	76
Taha hinengaro (Mental/Emotional well-being)	81	78.4	83	93	93.1	93.5
Taha whānau (Social well-being)	83	80.3	85.5	89	86.2	91.5
Taha wairua (Spiritual well-being)	7.5	10.1	4.5	17.2	13.8	20.5

So what are the implications for health and physical education teaching and learning?

“All of us face challenges in a world where social media, and society more broadly, impact on an individual’s sense of self. As children and young people develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society. Teachers can help develop these competencies. Wherever teachers can affirm individual strengths, build resilience, and support diversity and inclusion, they need to do so. With regard to hauora, the well-being dimensions of taha hinengaro, taha whānau, and taha tinana can be undermined if we do not attend to our wairua (spirituality) and have a strong sense of who we are and where we belong. Hauora is at the heart of this learning area and each dimension influences and supports the others. Taha wairua is a dimension of well-being that school communities and teachers should emphasise and focus on, as highlighted in the findings above.”

This national conference of our learning area has a dedicated day for primary and intermediate teachers— Monday 8th July for quality PLD that you may wish to take advantage of – it is here in Wellington at Queen Margaret College.



Check out this
PLD opportunity

Keep learning at the forefront in Health and PE in 2019!

Ngā mihi mahana

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<https://moeattend.cwp.govt.nz/assets/Uploads/Accredited-Facilitators/ACC298.pdf>

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