

INSIGHTS for Teachers
Health and Physical Education 2022

Wellbeing



Introduction

What is NMSSA?

The National Monitoring Study of Student Achievement (NMSSA) is designed to assess student achievement across the New Zealand Curriculum at Year 4 and Year 8 in New Zealand English-medium state and state-integrated schools. The study is carried out over five-yearly cycles and each year involves nationally representative samples of students from 100 schools at Year 4 and 100 schools at Year 8. Health and physical education was assessed in 2013, 2017 and again in 2022.

The 2022 study

Around 1800 students at both year levels participated in the 2022 study of achievement in health and physical education. The study gathered assessment information using three data gathering approaches including one-to-one interviews with a teacher assessor; group administered written response tasks, and small group physical activities and games.

Structure and purpose of this report

This report focuses on aspects of NMSSA's exploration of students' understanding of wellbeing and hauora in the 2022 study of achievement in health and physical education. Aspects of interview and written tasks are described, students' responses and results are discussed, and ideas and resources to support teaching and learning in the health and PE learning area are noted for teachers.

The report is structured into three parts:

Part One: Illuminating Page 2

Why focus on wellbeing?

Part Two: Informing and Illustrating Page 4

- Defining wellbeing 4
- Identifying positive outcomes for wellbeing 9
- Identifying barriers to wellbeing 12

What we did and what we found out about students' knowledge and understandings about wellbeing and hauora.

Part Three: Improving Page 13

What does this mean for teaching and learning in health and PE?

Part One: Illuminating: Why focus on wellbeing?

Wellbeing and the health & PE learning area.	A framework for learning about wellbeing
<p>The Child and Youth Wellbeing Strategy (2019) sets out the aspirations of the New Zealand Government to achieve six aims: That children and young people are loved, safe and nurtured; have what they need; are happy and healthy; are learning and developing; are accepted, respected and connected; and are involved and empowered.¹</p> <p>Several wellbeing models and frameworks have informed the NZ Government’s wellbeing strategy, including Te Whare Tapa Whā, an indigenous model of hauora developed by Sir Mason Durie in 1984².</p> <p>To support development of ‘happy and healthy’ children, promotion of wellbeing is a stated action for primary and intermediate schools³</p> <p>The notion of wellbeing is central to the health and physical education learning area in the New Zealand Curriculum, and continues to be a priority in the development of the refreshed curriculum.⁴</p>	<p>In health and physical education, the focus is on the wellbeing of the students themselves, or other people, and of society through learning in health-related and movement contexts.</p> <p>Four underlying and interdependent concepts are at the heart of this learning area.</p> <ul style="list-style-type: none"> • Hauora – a Māori philosophy of wellbeing that includes the dimensions of taha wairua, taha hinengaro, taha tinana, and taha whānau, each influencing and supporting the others. • Attitudes and values – a positive, responsible attitude on the part of students to their own wellbeing; respect, care, and concern for other people and the environment; and a sense of social justice. • The socio-ecological perspective - a way of viewing and understanding the interrelationship that exist between the individual, others and society. • Health Promotion – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.⁵



¹ NZ Government *Child and Youth Wellbeing Strategy 2020*

² Child and Youth Wellbeing Strategy (2019) Page 22. NZ Govt.

³ Overview: Current Programme of Action Child and Youth Wellbeing Strategy

⁴ Ministry of Education (2023) *Te Mātaiao* p 14 (Draft)

⁵ Ministry of Education (2007) *The New Zealand Curriculum*. P 22

Teacher confidence in their knowledge of how to include the underlying concept, hauora, in their teaching of health education and physical education

About 75 percent of Year 4 teachers and 85 percent of Year 8 teachers agreed that they were 'moderately' or 'very confident' in their knowledge about how to include the underlying concepts of hauora and wellbeing in their health and physical education teaching.

They reported less confidence about health promotion and supporting students to take a socio-ecological perspective on wellbeing.

Teachers reported that they 'often' or 'very often' provided opportunities for students to:

- learn about hauora and important things that keep them (students) happy and healthy
- learn about who they are and what's important to them
- learn ways to make friends and get on well with other people
- learn ways to share and manage their feelings (like what to do if they feel angry, sad or worried)
- learn how to include other people in games.

Teachers were less likely to provide opportunities for students to:

- plan ways and actions to keep their class and school community happy and healthy
- share their ideas about health issues in the school community
- share the things students' family or whānau do to be active
- plan ways to keep their class or school community active.⁶

Overall, teachers are more likely to focus on health 'topics' related to the students themselves and their peers and whānau.

They are less likely to support students to identify and reflect on factors that influence people's choices and behaviours and how these factors impact on health and wellbeing in relation to broader contexts of community and society.



⁶ NMSSA Health and PE Contextual Findings (2022) Health and physical education. EARU (University of Otago) & NZCER.

Part Two: Informing and Illustrating.

What we did and what we found out about students' understandings.

Defining wellbeing

Students' broad understandings of the concepts of hauora were explored in two open-ended tasks.

- In **Task 1 – What is wellbeing?** Year 8 students were asked to provide a written response to the question 'What do you think wellbeing is?'
- In **Task 2 – Happy and Healthy.** Following a brief introduction, students at both Year 4 and Year 8 were asked to draw or list, then talk about things that people can do or have in their lives to feel happy and healthy.

In these tasks we were interested to find out:

- what dimensions of hauora the students would identify as they defined wellbeing
- whether they would use te whare tapa whā as a model or framework
- whether they would consider balance of the dimensions of wellbeing
- whether they had a holistic notion of wellbeing.

Task 1. What is wellbeing?

This Year 8 task included analysis of a poster which suggested five ways to wellbeing. Before viewing the poster, the students were asked to record in writing their own understanding of wellbeing.

Students' responses were scored from 0 to 3. A score of zero indicates a very limited response. Scores increase from 1 to 3 (or 4) depending on the conceptual understanding demonstrated.

Year 8 students - in their own words –

Score of 3

- Wellbeing is staying healthy in all aspects of life – physically, mentally, emotionally, and socially. This is all about staying happy and healthy.
- Having an open mind set; balanced mental health, balanced exercise and foods, taking time and care for yourself, having healthy relationships and loving yourself.
- I think wellbeing is health, mental and physical health. Being united, being a whole whānau. We all need to be united as one whole family in order to keep the peace and face challenges together, and make sure no-one is standing alone.

Score 3 responses indicate a more 'in-depth' knowledge of a holistic and multi-dimensional understanding of health and wellbeing. Responses may refer to hauora, the whare tapa whā model, or other models of wellbeing.

Score of 2

- Being connected, being in a healthy relationship with people, being active.
- It's your health: it can be being fit, and it can be mentally healthy.
- Wellbeing is having a happy healthy life. Making good choices and having no regrets.
- It's your health and mindset and how you have to take care of yourself.
- Where your mental and physical health is good.
- Keeping your mental health good and your normal health good.

Score 2 responses indicate 'general' knowledge of a multi-dimensional understanding of health and wellbeing.

Score of 1

- Wellbeing is how fit you are and how active you are.
- Go for walks and runs and drink water - it can help people get more fit.

Score 1 responses indicate knowledge of a single dimensional understanding of health and wellbeing.

Score of 0

- I think it's good ...I have been doing good.
- Being well

Score 0 Limited response.

Note: Sometimes the same task is used at Year 4 and Year 8 to capture the development of conceptual understanding. These kinds of tasks are marked using a 'partial credit' scoring system that allows developing (partial) levels of understanding to be recognised. Responses are scored on 3 and sometime 4-point scales, depending on the scope of the question.

Results from the 'What is wellbeing?' question are shown in Table 1 on page 7.

Task 2 Happy and healthy ⁷

Students' oral responses to the question – 'What can people do or have in their lives to make them happy and healthy?' are reported below.

These examples have been selected from Year 3, 4, 6 and 8⁸ students who scored a 3 or 4. The responses shown in Examples 1 to 3 received a score of 3. Examples 4, 5 and 6 received a higher score of 4. Within each score category there is a range of responses.

The examples show that the students had an understanding of things they can do or have that contribute to their wellbeing. They were able to draw on their personal experiences and what they had been learning, and were able to identify the things that were important to them. They have included aspects of at least three of the four dimensions of hauora, demonstrating that they know there are different sorts of dimensions, although none of these students referred to the dimensions using te reo Māori. Very few students overall used te reo Māori in their responses.

Scores of 3**Example 1. Year 3**

I drew some fruit because people like fruit and it makes them healthy. I drew vitamins. I drew a toy I got from my aunty. And I drew my puppy because he makes me feel good and my kittens.

How does eating fruit ...how does that make people happy and healthy?

It makes people healthy because fruits have got lots of vitamins in them. It's really great for people because if you have too much treats then you won't be healthy and if you have too much fruit it's still better.

How do vitamins make people happy and healthy?

Vitamins have a special thing inside them that makes people healthy I think.

What does healthy look like?

It makes people have more energy. An apple a day keeps the doctor away, but you still have to brush your teeth.

How do special toys (particularly yours) make people happy and healthy?

It makes me feel happy because it's from my Grandma and I didn't get to say goodbye to her.

So it makes you feel very happy when you have it?

Every night. I get to snuggle with it.

⁷ This open-ended single item task was asked in the NMSSA studies in 2013 and 2017. In both of the earlier iterations the references to dimensions of hauora were tallied. This time, in addition to categorising the responses, analysis of the responses also focused on their comprehensiveness.

⁸ We have been able to extend the range of examples for this particular task because of an additional trial study that was administered by NMSSA in 2022 with Year 3 and Year 6 students as participants.

How does it make you feel when you get to snuggle with it?

Happy and calm. I snuggle with it when I'm upset. And I wish I could bring it to school. I'll ask the teacher.

How do puppies/pets make people happy and healthy?

I think they make people happy because dogs love to lick people and make them feel better.

Make them feel better or people feel better?

Make people feel better. It happens to me sometimes. My dog is a golden retriever cross border Collie and he's really smart. I have fun training him. Taking him to dog parks and walks.

What might it do for people having pets like that?

If they don't have a pet then they can go to the dog park and pat other dogs and make them feel better but try not to go near the dogs that hit and scratch you.

Are there any other things that people can do or have in their life to make them feel happy and healthy?

I love books.

How do books make people happy and healthy?

If someone has a book and they can go into a book and sometimes books makes your imagination feel like you are in it.

Example 2. Year 4

Playing with a friend – I always find that I'm happy when I play with my friends and I feel that I belong. I really like reading at home, I have a really comfy chair and a special position and it's really fun and exciting – I feel like I am part of the book. I put going for a run – I like doing exercise and stuff like that. It also keeps you really healthy. And you can have healthy food at home just not junk food, And you can eat that healthy food.

Example 3. Year 6

Pets make you feel happy and healthy because it's different to having another person in your home. Having a pet at home can increase your wellbeing because they're cute. They snuggle with you too and they also can sense your emotions – they will try to comfort you. Being outside is really good for wellbeing and seeing plants grow is just really cool. Um social interaction is very important in human society. It's very enriching to talk to other people. Devices can entertain you and help you if you are going through bad times, and you can also use it to talk to people over long distances. Learning more makes you feel happy and healthy – having knowledge is really good because knowledge is power and it's really interesting learning about all these things that have happened and could happen.

Scores of 4**Example 4. Year 8**

The outdoors is good because it feels good to be out and getting fresh air. Eating healthy – fruit and vegetables. Talking to others can help your mental wellbeing and it's always good to be around other people and communicate with them. Sleep – if you don't sleep properly you'll be stressed and upset and tired and that's never good and being tired can ruin lots of other things. Being around family – having a good relationship with others in your household so if you need anything you can talk to them and trust them. Being inclusive – that can help you but can help the people you are including. It makes everyone happy and it's just being kind. Be around people you like.

Examples 5 and 6 responses draw on a learned model of hauora.

Example 5. Year 8

I just did the four meanings of hauora - spiritual, physical, social and ..I didn't get time to draw this one ...mental and emotional wellbeing. In this one (people sitting around a table) they are having kai and doing a karakia before they eat -they feel good because they know their food is blessed by the karakia. Passing the rugby ball (sketch of two children with ball) makes them feel happy because they are passing to each other and getting turns with the ball and it's like your arm stretches and you're nice and healthy. These ones are chatting to each other – they are in different houses. (Picture of cell phones) Talking to friends is good because they know they can trust their friends – you can trust them and you feel not lonely. For mental and emotional wellbeing... I would have put someone being upset and distracting themselves by doing some other activities – to distract themselves from the sadness.

Example 6. Year 8

For social I drew people socialising – they have to interact with people – your family members, friends, because with your friends you can have a nice laugh, and like (enjoy) doing the same things together. Mental – I wrote doing things you love because your mental health is very important to everyone. And like I also drew headphones because music makes me happy. Music personally makes me happy and I think it helps your mental health and doing things you really like is good. For physical I chose like a dumbbell, a bowl of salad, and a banana... because physical can come in different ways like we're eating healthy and all the nutrients, vitamins and everything and like really keeping fit. Some people like to keep fit - it's like a lifestyle and it keeps them happy. And for spiritual I drew like a cross because spiritual is like religion and what you believe and your goals. You like believe in what you believe and have faith.

Results

The student score results reported below, show that there is not a great deal of difference in the way the majority of students are thinking about wellbeing. There is little evidence of progression and increased depth of knowledge throughout the year levels, particularly with regard to influences on others, communities and society as a whole.

Tables 1 and 2 show the range of scores the students received on the two items⁹. (Note: Not all students would have responded to both questions).

Table 1 Students' definition of wellbeing: percentages of students' responses allocated scores of 0, 1, 2 or 3

Score	0	1	2	3
	Limited response e.g. being well	Recognises dimensions of wellbeing on a basic level. Single idea- single outcome.	Recognises multiple dimensions E.g. Being happy, having friends, being fit and feeling like you belong	Balance of the multiple dimensions. May refer to a model – e.g. te whare tapa whā
Year 8	25	45	27	3

Table 2 Descriptions of what makes people happy and healthy : percentages of students' responses allocated scores of 0, 1, 2, 3 or 4

Score	0	1	2	3	4
	Limited response	Sees dimensions separately. E.g. running makes me fit. Personalises to self.	Connects some dimensions on a basic level. One thing or activity can have multiple positive outcomes.	Makes multiple connections between dimensions.	Makes holistic/cultural connections between dimensions of wellbeing. May use a model of hauora or wellbeing to frame their response.
Year 4	13	52	30	5	0
Year 8	4	24	49	19	4

Comment

In the student questionnaire, 57 percent of students at both year levels reported that they 'often' or 'very often' had opportunities at school to learn about hauora and the things that keep them happy and healthy, and this is evident in their responses.

We found though that in both tasks/items Year 4 **and** Year 8 students drew extensively on their own experiences and feelings as they sought to conceptualise wellbeing either through a definition or description of factors. Few students used a clearly identifiable framework for shaping their responses. The students were more likely to imply links to one or two dimensions rather than directly reference te whare tapa whā, or other, cultural models of wellbeing. Their ideas were able to be aligned with taha whānau (related to social wellbeing), taha tinana (related to physical wellbeing), and taha hinengaro (related to mental/ emotional wellbeing) dimensions but the majority of students at both year levels found it more challenging to identify or include the more abstract notion of taha wairua (related to the spiritual dimension).

⁹ NMSSA uses a Partial Credit Score system, awarding scores of 0,1,2,3 .. to different categories of response.

Overall it appeared that students had certainly had opportunities to learn about wellbeing (as noted by teachers and the students themselves) and almost all could offer something pertinent in their response.

However, the responses of 82 percent of Year 4 students and 73 percent of Year 8 students clustered around scores of 1 and 2 on Task 2 (Happy and healthy), and the large number of Year 8 students scoring a 1 on Task 1 (What is wellbeing?), indicate reliance on simple personal statements, and demonstrate little progress for most children, in conceptualisation of wellbeing and hauora between Year 4 and Year 8.

Identifying positive outcomes for wellbeing from everyday activities



In a second set of questions, embedded in different tasks, we wanted to find out how well students could demonstrate understanding of the social, economic, environmental and cultural determinants on wellbeing. This requires taking a socio-ecological perspective on the relationship between an activity and its impact on others, or on the community.

Several items asked students to think about how engaging in a range of activities would impact on people's wellbeing. We have selected three for discussion here.

In each of these tasks students first watched a related video clip to provide a context that all could access. They then responded to questions orally in a one-to-one interview with the NMSSA Teacher Assessor.

The contexts included:

- a school garden
- a game
- a community playground

The questions provided an opportunity for the students to show how well they could:

- Describe how community events enhance the wellbeing of the community (L2/4 NZC) .
- Explain benefits of play for whānau and community - contribution of a community resource to wellbeing (L3/4 NZC)
- Describe how participation in enjoyable physical activities in a range of environments enhances/ assists in the promotion of wellbeing (L3/4 NZC)

A range of student responses are recorded in the following table. The students were asked several questions before they encountered the following:

Table 3 Student responses to questions about affect on wellbeing from familiar activities

School Garden	Poi Rākau	Playground
How might a school garden contribute to the wellbeing of the people involved?	How does playing a game like Poi Rākau affect a person's wellbeing?	What does playing in a playground do for families and children?
<p>Score of 2: Evidence of multiple connections</p> <p><i>It could bring some people closer together because it's kind of like a bonding experience. They could be helping each other out – like – Oh you don't use the spade like that Jeremy, do it like this. How would that help with wellbeing? – They could create friendships which would be good for their mental health. Yr 8</i></p> <p><i>It.. sometimes... gardening and working with your hands can improve your mental health – that could help people who are quite down on themselves- they could come along and help and just have a good time and feel better. Yr 8</i></p> <p><i>It would help them stay more healthy, so that they can learn how to cook, team work, making food together. Kids learn how to harvest. They can learn life skills for when they are older Yr 8</i></p> <p><i>So the people who like vegetables and want to stay healthy, they could help with harvesting and cooking the vegetables if they want to. So if they help - each spend their energy a little bit so they all keep some energy . Yr 4</i></p> <p><i>Its good healthy food and it's fun to harvest the vegetables because you worked so hard to create it and it's relieving when you actually get something back. Yr 4</i></p> <p><i>The community could come and help – it would help them learn new things- what vegetables are- have a tour of the garden Yr 4</i></p>	<p>Score of 3: Links to abstract thinking/ culture</p> <p><i>Being part of a team makes you feel valued. Yr 8</i></p> <p><i>You get to celebrate culture. It (the game) comes from your ancestors. Yr 8</i></p> <p>Score of 2: Evidence of more than one dimension considered</p> <p><i>You might get more confident because you know a little bit of another language. You could play in your neighbourhood and with your friends.. You can play with all age groups. Yr 8</i></p> <p><i>It could help them play with their friend and be active. Being around friends makes their wellbeing better. Yr 8</i></p> <p><i>Helps them be more active ...like it makes you feel better, and be outside for the fresh air.</i></p> <p><i>It puts your heart rate up and you can play with friends, it's social. Yr 8</i></p> <p><i>It's like instead of playing online games you can go outside games, and you can get along with other people. Yr 4</i></p>	<p>Score of 2 or 3: Multiple dimensions of hauora implied</p> <p><i>They can take the children there to run around and get all their energy out. Maybe they go to catch up with other friends and the kids go and play. Yr 8</i></p> <p><i>Because you are getting more active and out of the house. Fresh air. You can get more creative by playing games, and can meet new people. Yr 8</i></p> <p><i>Um.. playgrounds they have lots of things to play on but you don't have to play on the things, you can play tag with your family and just spend time together. Yr 8</i></p> <p><i>At playgrounds they run around and keep healthy and everything. They can have fun like going down the slide. Yr 4</i></p> <p><i>It gives them an adventure – it's the place where you can just run around and let all your energy out. Yr 8</i></p>
<p>Score of 1 or 2</p> <p><i>Help them stay more healthy – they can harvest and cook, pick out the vegetables that they like. Yr 8</i></p> <p><i>They would feel happy because the parents might not know how to cook, pull up the vegies and wash them. Yr 8</i></p> <p><i>It would make them stronger – the vegies – and help them stay alive. Yr 4</i></p> <p><i>Poor people could get more food. There would be more oxygen in the air from the plants. Yr 4</i></p>	<p>Score of 1: Single dimension, expressed simply.</p> <p><i>Maybe if you work as a team it will be fun. Yr 8</i></p> <p><i>It does start your brain going. It makes you happy. Yr 8</i></p> <p><i>I was happy and proud of myself. Yr 4</i></p> <p><i>I learned something – if you don't listen you can miss something. Yr4</i></p> <p><i>It's a really fun game. Yr 8</i></p> <p><i>Someone might fall over and get hit by a stick. Yr 4</i></p>	<p>Score of 1: Single dimension, expressed simply.</p> <p><i>Going on swings – it's just fun Yr 8</i></p> <p><i>They can have fun Yr 4</i></p> <p><i>Parents can get some time to relax Yr 4</i></p>

Comment

40 percent of the Year 4 students could not provide an answer to the question *How might a school garden contribute to the wellbeing of the people involved?* Nearly half of the students at both year levels focused on simple practical outcomes like growing and eating vegetables.

In the Poi Rākau activity, very few students made connections between participating in movement and celebrating culture in our school communities in relation to wellbeing. Most students referred to active and social aspects of the game but did not make direct links to the wider dimensions of wellbeing.

When considering what playgrounds do for families and children, most responses were simple. Year 4 students focused on playing and fun; Year 8 students were more likely to mention social aspects as well as noting physical activities like running around. The economic benefit of playgrounds being free was seldom recognised.

Students at both year levels found it difficult to transfer their personal knowledge of the concepts of wellbeing and hauora to specific settings and to consider how these could impact others and the community. Across all of these tasks almost all students concentrated on the physical elements of eating and playing; very few students made connections with the possible mental/ emotional, social or spiritual outcomes.

A breakdown of the scores shows that students are bunched on the 'general/ simple/single' descriptions level of the rubrics (as highlighted). This is a similar pattern to the results of the introductory wellbeing tasks.

Table 4 Percentages of students' responses allocated scores of 0, 1, 2 or 3 on questions about the effect on wellbeing of familiar activities

Scores	0	1	2	3
	Limited response or Don't know	General reasoning, simple, single ideas	Evidence of connections between dimensions of hauora	Clear links to wellbeing as a concept/ abstract thinking/ links to culture
School Garden: Describe how community events enhance the wellbeing of the community				
Year 4	40	48	12	N/A
Year 8	18	45	37	N/A
Poi rakau Describe how playing Poi Rākau might affect a person's wellbeing.				
Year 4	7	53	35	6
Year 8	8	29	41	22
The Playground Explain what is good for families and children about playing in a playground. (Explain the benefits to wellbeing).				
Year 4	6	69	25	N/A
Year 8	1	60	39	N/A
Year 4	2	88	N/A	10
Year 8	1	76	N/A	23

Identifying barriers to wellbeing



In a further probe, students were asked to identify factors that influence people's choices related to wellbeing, in this case to the Heart Foundation's Healthy Heart Visual Food Guide.

The task is called Kai, and is based around a Heart Foundation poster which focuses on the 'balance and proportions of heart-healthy foods to eat'. The poster clearly conveys the Heart Foundation's perspective that vegetables and fruit are more healthy options than others.

The students responded to questions about the message and its construction prior to being asked 'This is one idea about how we should eat. What might stop people eating this way?'

In responding to this question students needed to demonstrate that they could:

- Recognise barriers to a healthy lifestyle (Describe external impacts on choices/ personal growth and development L2/3 NZC)
- Identify pressures that influence food choice (Describe external impacts on choices/ personal growth and development L2/3 NZC)

The following table shows a selection of the students written responses, and their scoring patterns.

Table 5 Percentages and examples of students responses that were allocated scores of 0,1,2 or 3 on the question 'What might stop people eating this way?'

Scores	0	1	2	3
	Limited response Repeats words from poster	General reasoning – don't know how to cook it, like junk food	Deeper reasoning One idea. Expensive, out of season, no time to cook	Two reasons
Year 4	56	27	11	6
Year 8	33	27	21	19
Year 4 responses	They are grumpy. Yummy sweets.	A person might not like vegetables. Don't like to try new foods. Junk food is more delicious	Because it's expensive If they eat too much sugar and it becomes a habit. Addictive. Junk food ads.	They Cannot afford the healthy foods. They Cannot stop eating the unhealthy foods.
Year 8 responses	Stop eating bad food. Cut back on junk food.	They are addicted to junk food. Vegies and fruit go rotten quickly.	Junk food tastes better than the natural ingredients so they would choose the other option. Cheaper food is unhealthy/ unhealthy food tastes good. A busy lifestyle, not being able to cook so just buying takeaways.	Money restrictions/ dietary problems. Not knowing what is bad for you because companies disguise bad food/ it is not easy to have a balanced diet e.g. junk food. Junk food costs less, and fills your stomach. Fruit and vegetables are more expensive.

Comment

The students found it difficult to identify barriers to eating in the way the Heart Foundation poster promoted. Half of the students at Year 4 and a third at Year 8 could not provide a scorable answer to this question and a further quarter at each year level provided a simple, general response focused on the appeal of the food. The pattern of results is similar to those of the other items noted in this report – few students are operating at a level which demonstrates deeper critical thinking. In this context most students do not demonstrate consideration of the wider determinants on health, for example, different cultural perspectives, time pressures, affordability, or knowledge of the existence of various food sources.

Student responses cluster around scores of 0 and 1, and there is not a notable difference between proportions of Year 4 and Year 8 responses.

This reinforces the finding that expected progress between levels of achievement (Year 4 and Year 8) is not being realised.

Part Three – Improving: What does this mean for teaching and learning?

Overall results for health and PE as reported in the Achievement Findings 2022¹⁰, indicate that while **most** of the Year 4 students are meeting the expectations in achievement of the curriculum level 2 as reported on the Critical Thinking in HPE scale, just a **third** of Year 8 students are meeting the curriculum expectations for Level 4. This is a similar result to the 2017 NMSSA study.

Teachers report frequent opportunities for students to learn about hauora and the things that make their students happy and healthy, and this is reflected in the way students at both levels can think about themselves in relation to the dimensions of hauora.

The learning opportunities reported less frequently by teachers and students align with the areas where students demonstrate less knowledge. These include opportunities for students to explore a holistic view of wellbeing, and to think critically about the factors that impact on wellbeing from a socio-ecological perspective.

So what can teachers do?

Introduce students to a model of wellbeing.

Durie's (1984) Te Whare Tapa Whā is the model that underpins the framing of wellbeing in health and physical education in the New Zealand Curriculum. *Understanding the Underlying Concepts in Health Education (2021)*¹¹ written by Jenny Robertson to support teaching and learning in the NZC, sets out 'indicative' expectations of student progress across the levels 1-4 and 5-8 of the current curriculum.

By Year 8, Robertson suggests, students are 'able to name all of the dimensions of hauora and wellbeing described by te whare tapa whā 'using both English and Māori terminology, and with support linking ideas about wellbeing in selected contexts with the dimensions of hauora.'

Other Māori models of wellbeing such as Te Wheke and various Pasifika models like Fonofale and Fonua can also be used to explore dimensions of wellbeing.

Support student understanding of the holistic nature of hauora.

While participating in everyday school activities like a physical game, going for a walk, engaging in quiet reading, singing together, or learning something new, teachers can support students to develop understanding of how the activity contributes to the dimensions of hauora, and to the feeling of wellbeing. Encourage students to focus beyond the most obvious single dimension of hauora (e.g. on the physical health aspects of an outdoor game) to consider how all dimensions emanate from these activities.

Stretch students' thinking

The Year 8 students in particular need opportunities to extend their thinking beyond themselves and their immediate world, to consider bigger pictures, and to explore and think critically about impacts of the social, environmental, economic and cultural determinants on community and society.

Provide opportunities for students to:

- examine different perspectives on wellbeing
- consider enablers and barriers to wellbeing
- identify health and wellbeing related issues at their school, and in the community
- plan and engage in health promotion with support.

Level 4 of the Healthy Communities and Environments Strand of the NZC notes that students will: investigate and describe factors, influences and community resources that impact on the wellbeing of New Zealand people, and explain or evaluate the contribution these make.

¹⁰ NMSSA Achievement Findings 2022 Health and Physical Education ...

¹¹ Robertson, J. (2022). *Understanding the Underlying Concepts in Health Education*. NZHEA. <https://healtheducation.org.nz/resources/>

Refer to the NMSSA Critical Thinking in HPE framework when planning for teaching.

Health and Physical Education in the New Zealand Curriculum (1999) defines critical thinking as ‘examining, questioning, evaluating, and challenging issues and practices’ and critical action as ‘action based on critical thinking’ (p.56). The following descriptors may be helpful as a reference for classroom teachers. By using these descriptors (below) as a guide, teachers can select contexts and learning experiences relevant to their learners to develop and progress their content knowledge, particularly at Year 8.

Critical thinking includes thinking about:

- *self and others*: understanding different perspectives and points of view relating to health and wellbeing (including inclusiveness and diversity) and justifying one’s opinions and attitudes
- *information*: examining, analysing, critiquing and challenging information
- *society*: understanding the impacts of the (social, environmental, economic, political, cultural) determinants on well-being.

Critical action includes action for:

- *self*: an understanding of strategies and the ability to manage healthy lifestyles and relationships, risk and resilience
- *self and others*: the ability to plan and engage in health promotion to bring about change as individuals and collectively.

Creative thinking supports and enhances well-being for oneself and others and includes:

- an understanding of visioning and big picture thinking
- the ability to engage in problem solving and finding solutions.
- an ability to express oneself through movement and to interpret the movement of others ¹²

This framework was developed by a team of HPE experts and teachers in 2013 and was expanded in 2017 to guide the assessment of the health and physical education learning area for NMSSA..

Helpful references for teaching about wellbeing and hauora.

Fitzpatrick, K., Wells, K., Tasker, G., Webber, M., & Riedel, R. (2018) Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing. Years 7-10 (2018): NZCER: Wellington.

Robertson, J. (2021) Position Paper. *Understanding the Underlying Concepts in Health Education*. NZ Health Education Association. <https://healtheducation.org.nz/resources/>

Relationships and sexuality education: A guide for teachers , leaders and boards of trustees (Years 1-8). (2020). Ministry of Education: Wellington.

NMSSA *Health and physical education 2017: Insights for teachers*. Report 16-IN. Dunedin: EARU (University of Otago) & NZCER.

Welch, H., McFarlane, A., Ratima, M., Skipworth, S., & Smith, J. (2021). *Te Kura Tapa Whā: Embedding An Indigenous Model of Wellbeing into the Learning Environment*. Wellington: NZCER.

¹² NMSSA Report 3: Health and Physical Education 2013, p. 13