

Proposed programme structure for NZHEA TRCC April 19-20, 2021

Note that with many new health education and wellbeing curriculum developments in progress related to the planned programme, the time allocation for some aspects of the programme may change in response to the availability of new resources and materials.

MONDAY 19 th April		TUESDAY 20 th April	
Time	Event	Time	Event
9.30am	<ul style="list-style-type: none"> Mihi whakatau General introductions & housekeeping Overview of the course, <i>noting that the 'at-table workshop discussions' will provide the opportunity for teachers to reconstitute their groups, and work with a range of different teachers across the two days.</i> Explanation of how this course relates to building adaptive expertise. 	8.30am	Presentation: Mātauranga Māori in health education – Katrina Lemon, Te Aroha College <ul style="list-style-type: none"> The opportunities for, and challenges to, the inclusion of aspects of mātauranga Māori (Māori knowledge) in English medium health education.
10.00am	What's new: NZHEA Exec plus invited guest(s) (TBC) <ul style="list-style-type: none"> All that is new on matters to do with health education in <i>The New Zealand Curriculum</i> and the promotion of student wellbeing in New Zealand schools, and how these ideas will be incorporated in the TRCC programme. 	9.30am	WORKSHOP 2 - Mātauranga Māori in health education <ul style="list-style-type: none"> At-table workshop discussions in response to themes arising from the presentation, and add to/build on previous days workshops.
11.00am	Morning tea	10.45am	Morning tea
11.30am	Giving focus to our health education knowledge – Jenny Robertson and Rachael Dixon, and the NZHEA executive	11.15am	WORKSHOP 3 – Whole School approaches to promoting student wellbeing with a focus on the way health education learning contributes to this. Kat Wells, Lynfield College and Vicki Nicolson, Port Chalmers School <ul style="list-style-type: none"> NZHEA Presentation: Executive member's experiences of promoting student wellbeing in schools. At-table workshop discussions to critically reflect on whole school approaches to the promotion of student wellbeing and where does health education curriculum teaching and learning 'fit'. How teachers' own schools promote student wellbeing, the contribution of health education to this, and what could be improved, or done differently.
12.00pm	WORKSHOP 1a - The HPE underlying concepts <ul style="list-style-type: none"> (Brief) NZHEA presentation: The central importance of the HPE underlying concepts. At-table workshop discussions related to the HPE underlying concepts, how these progress and develop across the levels of learning, and the relevance of these when developing teachers' adaptive expertise. 		
1.00pm	LUNCH	12.30pm	LUNCH
1.45PM	WORKSHOP 1b – The big ideas – exploring our knowledge based on the Review of Standards materials (first products due mid-March) <ul style="list-style-type: none"> (Brief) Subject Expert Group presentation. The big ideas in health education and the implications of these for NCEA course design - and junior programmes that lead to NCEA. At-table workshop discussions about the big ideas. <i>(Alternative workshop for primary school teachers years 1-8, related to applying big ideas to primary school contexts)</i> 	1.15PM	WORKSHOP 4- Hot topics sessions (2 x ~45min) <ul style="list-style-type: none"> Participants will decide topics for a type of 'un-conference' session and engage in at-table discussions to explore the topic/issue, and share sources of information, planning and pedagogy. Topics can be health education topics or issues, challenges of practice, or matters to do with planning and course/local curriculum design. Topics can build on previous workshops or suggest something new.
3.15pm	Afternoon tea break	3.00pm	Afternoon tea break
3.30pm	WORKSHOP 1c – The juggling act - using data about learners as well as education policy and guidance information to make health education programme planning decisions <ul style="list-style-type: none"> (Brief) NZHEA presentation: Making evidence-based planning decisions – <i>and in consideration of local curriculum design</i> (Brief) reference to the planning guidance in the MoE resources At-table workshop discussions) to explore the range of data teachers of health education could use to make decisions about what to teach (especially as this relates to units and whole programmes), AS WELL AS current policy and guidance from the Ministry of Education about curriculum design and the 'wellbeing curriculum'. 	3.20pm	FINAL SESSION: Drawing the threads of the course together – and where to next? <ul style="list-style-type: none"> At-table workshop discussions to draw attention back to adaptive expertise as it relates to health education learning programme design. Deciding next steps for self, school, regional clusters and NZHEA.
5.00pm	End	4.00pm	Poroaki
5.15-6.30	Cocktail hour in the bar	4.30pm	Finish
Own time	Participants make own arrangements for dinner		