

Lynfield College Te Kaareti o Pukewiwi

Summary and key questions

Introduction

This document accompanies the Lynfield College Te Kaareti o Pukewiwi case study of effective practice in relationships and sexuality education (RSE). Below is a summary of the video's content, followed by key questions connected to the video which can be used by teachers when reflecting upon, and developing, their own RSE programmes.



Summary of the video

Students at the Centre

In this video, health education teacher Kat and Year 12 students from Lynfield College in Auckland discuss how students are given a leadership role within the community consultation for health education. They explore the importance of student-led diversity groups in their diverse school community, and the need for RSE to be responsive to the realities of rangatahi.



Key questions

How do we acknowledge diversity?

- What opportunities exist in your school for students to establish and lead diversity groups?
- What support might they need, or might you need, in relation to the effective setting up and running of diversity groups?
- Are there existing resources you know of that could help you support diversity groups? Where could you find additional resources?
- What are some other actions you could take to acknowledge the diversity that exists within your school community?



Key questions

How do we consult with the community?

- How do you, or could you, involve ākonga in the two-yearly health education consultation?
 - What other opportunities exist for ākonga involvement in school policy or systems-related matters?
 - What new ideas would you like to try for the community consultation?
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How do we plan RSE in a responsive way?

- How do you, or could you, collect and act upon student voice about what is relevant to ākonga learning, and how they like to learn in RSE?
 - How does your health education delivery statement align with and inform your planning in RSE?
 - How do you design RSE units or lessons to meet the needs of ākonga as new topics relevant to RSE emerge?
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How do we know if we're getting RSE right?

- What would your ākonga say about how well your RSE programmes meet their learning needs?
 - What would your ākonga report as valued learning outcomes from your RSE programme?
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