

Wellington High School Te Kura Tuarua o Taraika ki Pukeahi

Summary and key questions

Introduction

This document accompanies the Wellington High School 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

Responsive Teaching and Learning

In this video, health education teacher Natalie and three Year 12 ākonga from Wellington High School discuss the importance of a safe and inclusive learning environment for RSE. They explore how a student-centred and responsive approach to RSE is enacted in the health education classroom, including how the classroom is set up to enable class discussion and engagement in learning. Ākonga explore the valued learning outcomes that have arisen for them as a result of learning experiences in RSE at Wellington High School.



Key questions

How can we plan responsive RSE for our ākonga?

- 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?
- What other wellbeing-related data can you use to help inform your RSE programme planning?
- How does community consultation feedback help inform your RSE programme planning?



Key questions

Why do we need to create and maintain a safe learning environment for RSE?

- How do you co-construct safety guidelines with your ākongā at the beginning of the year?
 - How do you refer to, or re-visit, these throughout the year?
 - How do you ensure an inclusive approach to language used by you and ākongā in RSE?
 - How do you ensure that resources you use in RSE are inclusive?
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Why does RSE need to reflect ākongā cultures and identities?

- Do you have diverse representation of identities in your teaching and learning materials?
 - How can your resources be revised to more closely reflect the cultures and identities of your ākongā?
 - How do other aspects of your teaching practice affirm the range of world views held by ākongā?
 - How do you challenge ideas safely when needed (for example, when respect or care and concern for others is not shown)?
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Why is flexible, relational teaching important in RSE?

- How do you build learning relationships with ākongā, and offer opportunities for them to build relationships with each other?
 - How do you cultivate and maintain a culture of mutual respect in your RSE learning environment?
 - How do you adapt RSE units or lessons to meet the needs of ākongā as new topics relevant to RSE emerge?
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What learning outcomes arise from quality RSE?

- What knowledges, understandings and skills do you want ākongā to develop through RSE?
 - To what extent does your RSE programme aim to develop learners' ability to think critically about the world around them?
 - What would your ākongā report as valued learning outcomes from your RSE programme?
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