**Support Learning Assessment Support Material**

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| **Unit standard** | 29300 | | | | |
| **Title** | Maintain hauora - personal health and well-being | | | | |
| **Level** | 1 | **Credits** | 6 | **Version** | 3 |



Assessor Guidelines

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| The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.   1. See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/> |

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| GENERAL   1. This unit standard is intended for ākonga/learners with learning disabilities, including those with intellectual disability. They are people who require support with their learning either through additional resources, specialised equipment or adapted teaching programmes. 2. This unit standard contributes to the *New Zealand Certificate in Skills for Living for Supported Learners (Level 1)* [Ref: 2853].   ASSESSMENT   1. The assessments must be at Level 1 of the New Zealand Qualifications and Credentials Framework (NZQCF). For information go to The Level descriptors for the NZQCF - <https://www2.nzqa.govt.nz/qualifications-and-standards/about-new-zealand-qualifications-credentials-framework/level-descriptors-nzqcf/> 2. The assessors must be satisfied that the ākonga/learner can demonstrate competence against the unit standard, with minimal support towards increased independence. The assessor must sign an attestation in the Ākonga/learner Guidelines to confirm that all the work done is the ākonga/learner ’s own. 3. To ensure assessment conditions and assessor judgement are consistent and fair, assessors must be Supported Learning teachers who understand the assessment requirements. Learning support and/or teacher aides may be used to support a ākonga/learner with gathering and verifying of evidence. 4. This resource exemplifies assessment of learning for one unit standard. However, it is highly recommended that this standard be assessed in conjunction with other Supported Learning unit standards to allow for a thematic approach. This would make the learning more meaningful to ākonga/learners in their own social, cultural, family/whanau, community and/or work contexts. 5. This assessment resource provides examples of how assessments could be presented. These assessment tasks may need to be altered to suit the learning styles and additional needs of the ākonga/learner. 6. Sample answers have been developed to guide assessors. However, it is important to note that ākonga/learners’ answers will vary depending on the individual. Assessors should also be aware that sample answers are not provided for all questions, and that they may need to develop their own examples for some assessment parts.   GATHERING OF EVIDENCE   1. A variety of approaches should be considered for the gathering of evidence, which may involve the use of digital technology – internet; laptop/ tablet e.g. iPad/cell phone, and augmentative communication; and use of a reader/writer or enlarged print, where appropriate for the learner and context. 2. All evidence such as videos, audio, pictures etc. must be attached to the ākonga/learner’s paper-based copy of the Ākonga/learner Guidelines, when moderation is required, thus verifying the ākonga/learner’s own work. If the ākonga/learner is unable to record the answers on their paper-based copy, their Supported Learning Teacher or Teacher aide must do so. If the ākonga/learner is part of a group when carrying out tasks, the assessment evidence must reflect the ākonga/learner’s ability to achieve each task independently. 3. Evidence collected for this assessment can be attributed to the ākonga/learner through its natural occurrence, in real life contexts and collected over an extended timeframe. A verifiers checklist is acceptable if accompanied by evidence that includes examples from the ākonga/learner’s performance. |
| BEFORE THE ASSESSMENT  Over the weeks prior to this assessment, ākonga/learners must have had sufficient teaching and learning opportunities to be familiar with the following:   * Hauora - Māori philosophy of health * Hauora diagram which identifies areas of health and well-being * The importance of maintaining hauora * Strategies to improve and maintain hauora. |

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| PRE-ASSESSMENT ACTIVITY  To prepare learners for the assessment, an activity immediately before the assessment task is recommended. This could be setting the scene and providing a scenario which assist learners to relate the assessment task to a meaningful, real context.  Ākonga/learners may also need terminology or concepts unpacked for them, so they have a better understanding of what is required. However, pre-assessment activities tasks may not lead the ākonga/learner to the answers. Ākonga/learners must still independently demonstrate their competency against this standard. |

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**Evidence and Judgement Guidance**

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| **Unit standard** | 29300 | | | | |
| **Title** | Maintain hauora - personal health and well-being | | | | |
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| Outcome 1Maintain hauora – personal health and well-being | | |
| 1.1 Strategies are identified to maintain hauora.  Range: situations may include but are not limited to - fitness, nutrition, personal conduct, personal presentation, hygiene, sleep, puberty/sexual health, sexuality, relaxation, self-regulation, counselling, beliefs, or connections with land, people or nature. Evidence of at least one strategy for each of four different situations is required. | | |
| Evidence for Achievement | | Judgements for Achievement |
| **Part 1**  At least **one** strategy for each of **four** different situations are identified as a way of maintaining hauora. | | The strategies identified are appropriate to the situations, relevant to the ākonga/learner and potentially actionable. |
| * 1. Strategies identified for hauora are maintained as appropriate to the situation and the ākonga/learner’s personal needs.   Range: evidence of one strategy applied to each of the four situations. | | |
| Evidence for Achievement | | Judgements for Achievement |
| **Part 2**  Evidence of one strategy applied to each of the four situations. | | Application of the strategy for each of the four situations is appropriate to: the ākonga/learner’s personal needs and the situation; and supports the maintenance of their hauora. |
| * 1. Two strategies are evaluated in terms of their effectiveness to meet the personal needs of ākonga/learners. | | |
| Evidence for Achievement | Judgements for Achievement | |
| **Part 2**  At least two strategies are evaluated in terms of their effectiveness to meet the personal needs of ākonga/learners. | Evaluation of at least two strategies made in relation to the effectiveness of the strategy to support the maintenance of their hauora and meet their needs. | |

**Maintain hauora – personal health and well-being**

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| **Instructions for the ākonga/learner:** |

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| 1. **Do ALL parts of this assessment.** 2. **Ask your assessor if you need help to understand something better.** 3. **Answer in a way that is easiest for you (e.g. drawing, recording voice memos, speaking to your helper, taking photos).** |

Conditions of Assessment

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|  | * A close-up of a person's hands pouring water    Description automatically generatedYou will complete Part One of the assessment (with support if required). * You will demonstrate skills and your assessor will record observations and verify your achievement in Part Two of the assessment. * The assessment will take place over a timeframe set by the assessor. * The assessment must be carried out in situations that are limited in range, repetitive, and familiar and employed within closely defined contexts. They must be conducted in authentic situations that are relevant to the ākonga/learner’s day-to-day living that may include but is not limited to workplace, educational setting or within the community. |

**Maintain hauora – personal health and well-being**

A stack of rocks on a beach

Description automatically generated

Assessment Task

This assessment task has two parts. You will be asked to:

Examples provided for learners in the SG are included in the AG in blue. Additional examples are provided in red in the AG for the assessor. These examples are not necessarily representative of the general expectation of learner ability. They are designed to help explain the requirements of the task and provide ideas for planning and teaching.

Assessment – Part 1

Good health and wellbeing are directly related to our happiness, so it is very important to establish healthy habits and to maintain our hauora. ‘Hauora’ refers to the Māori philosophy of health and is expressed in models such as Te Whare Tapa Wha, which comprises taha tinana (physical well-being), taha hinengaro (mental and emotional well-being), taha whānau (social well-being), taha wairua (spiritual well-being).

**1a.** Choose one or more of these activities to complete as you explore the meaning of ‘hauora’.

* Carry out some research into what ‘te whare tapa whā’ is and make notes about what you have found out.
* Find a picture of **te whare tapa whā** and add notes that help you to understand it.
* Draw te whare tapa whā and include pictures to show what each part means.
* Write out longer definitions for the four dimensions of hauora - taha tinana (physical wellbeing), taha wairua (spiritual wellbeing), taha hinengaro (mental and emotional wellbeing), and taha whānau (family and social support and connections)

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Below are examples of **strategies** (ways of working) you can use to improve or maintain hauora:

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| ***A group of fruits on a table  Description automatically generatedc*** | ***A group of people riding bikes on a dirt road  Description automatically generated*** | ***A silhouette of a person doing yoga  Description automatically generated*** |
| ***A group of children in wet suits running into the water  Description automatically generated with low confidence*** | ***A person brushing her teeth  Description automatically generated*** | ***Graphical user interface, application  Description automatically generated*** |

**1b.** Use words and/or pictures to identify ways that you can improve or maintain hauora:

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**1c.** The diagram below shows some of the different dimensions of hauora. At the bottom of the page, list different situations where different aspects of hauora are important.

Examples of different situations you might be in where these aspects of hauora are important:

* *Fitness is important if your job involves a lot of walking.*
* *Good personal hygiene is important when you are making sandwiches.*
* *Self-regulation is important if you want something but things are not going the way you like.*
* *Beliefs and values are important if you are trying to figure out what the right thing to do is.*
* *Connection with whenua (land) is important for a sense of belonging and identity.*
* *Personal presentation is important if you are being interviewed for a job.*
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**1d.** There might be a number of different situations that you would find easier or better if you improved some aspect of your hauora. Take time now to korero (discuss) what those dimensions might be and add any ideas you have to the brainstorm below.

Think of personal situations you would like to improve outcomes for. Make a list of these and which dimensions of hauora would you want to focus on to try and improve.

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| **SITUATION** | **DIMENSION OF HAUORA** |
| ***For example****: I get anxious when I am in places that I am not familiar with.* | *To reduce my anxiety, I need to focus on* ***relaxation****, and* ***self-regulation****.* |
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**Now, highlight the four situations you want to improve your hauora in** (from above).

**1e.** Now that you have selected the four dimension of hauora and the different situations improved hauora would be helpful for, it’s time to plan strategies (ways of working) you can use to improve and maintain your hauora.

The strategies you came up with in **1b.** might be helpful, but you need to select strategies that are realistic for you and appropriate to the situation.

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| **SITUATION** | **DIMENSION OF HAUORA** | **STRATEGIES** |
| ***For example****: I want to keep my teeth strong and healthy, so I don’t get rotten teeth.* | *To keep my teeth strong and healthy I need to focus on* ***oral hygiene****.* | *To keep my teeth strong and healthy, I need to:*   * *Clean teeth twice a day* * *Visit the dentist regularly* * *Avoid sugary drinks* |
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Assessment – Part 2

For this part of the assessment you need to:

Apply one strategy for each of the four situations that you have identified.

Evaluate the strategies (at least two) in terms of their effectiveness to meet your needs.

There are different ways you could record your efforts applying these strategies e.g.

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| **A hand holding a phone  Description automatically generated with medium confidenceKeeping notes on your device** | **A person writing on a piece of paper  Description automatically generatedKeep a journal or diary** |
| **A person writing on a paper  Description automatically generated with low confidenceRegular reporting to your teacher** | **A person taking a picture of a family dinner  Description automatically generatedPhoto or video evidence** |

**2a**. Plan how you will record your progress, so you have evidence of your achievements*.*

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| ***Plan for recording evidence for Situation 1*** |
| ***Plan for recording evidence for Situation 2:*** |
| ***Plan for recording evidence for Situation 3:*** |
| ***Plan for recording evidence for Situation 4:*** |

**2b.** Once you have applied each of the strategies, you need to reflect on whether they were effective in improving your hauora and meeting your personal needs.

You need to think about whether there have been any changes in the way things turned out. Perhaps you were able to do things that you couldn’t do before. You might find that you usually get a different result in these situations, but that after applying these strategies the outcomes are different.

Maybe the strategies you tried were not as effective as you had hoped. Maybe you ended up trying something else, or maybe you have realised what you need to do differently next time. Whatever the outcome was, you need to reflect on and evaluate the effectiveness of at least two of the strategies you used.

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| ***How effective were the strategies you used to improve your hauora in Situation 1?*** |
| ***How effective were the strategies you used to improve your hauora in Situation 2?*** |
| ***How effective were the strategies you used to improve your hauora in Situation 3?*** |
| ***How effective were the strategies you used to improve your hauora in Situation 4?*** |

2c. This part of the assessment needs to be completed by your assessor:

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| **SITUATION** | **DIMENSION OF HAUORA** | **STRATEGIES DEMONSTRATED** | **VERIFICATION** | **NOTES** |
| ***For example****: Hone wanted to keep his teeth strong and healthy, so that he didn’t get rotten teeth.* | *To keep his teeth strong and healthy Hone focused on* ***oral hygiene****.* | **Appropriate strategies demonstrated?**  *Yes. To keep his teeth healthy, Hone went to see a dentist and booked a follow-up appointment for 6 months’ time.* | **Evidence:**  *-Confirmation of visit by teacher aide.*  *-Next appointment card.*  **Verified by:**  *Nikki Thompson*  *(Learning Support Co-ordinator)*  **Date:** *05.11.23* | *Hone visited a local dentist with a teacher aide and together they made the appointment. He then brought the appointment card as evidence.*  *Hone made a follow-up appointment for 6 months’ time****.*** |
| *Hone felt he wasn’t getting enough sleep, so he decided to go to bed at 9:30pm every night.* | ***Sleep*** | **Appropriate strategies demonstrated?**  *Yes. When looking at the strategies for sleep, Hone picked regular bedtimes as a strategy that he could try – and he had data showing he was going to bed at a regular time each night.* | Evidence:  *Sleep app on Hone’s phone*  Verified by:  *Becks Wudrich (Teacher)*  Date: *3rd June 2023* | *I noticed that he is finding the information from the sleep application very interesting.*  *Hone noticed that he is beginning to feel less tired in the afternoons.* |
|  |  | **Appropriate strategies demonstrated?** | **Evidence:**  **Verified by:**  **Date:** |  |
|  |  | **Appropriate strategies demonstrated?** | **Evidence:**  **Verified by:**  **Date:** |  |
|  |  | **Appropriate strategies demonstrated?** | **Evidence:**  **Verified by:**  **Date:** |  |
|  |  | **Appropriate strategies demonstrated?** | **Evidence:**  **Verified by:**  **Date:** |  |

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| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1: Maintain hauora – personal health and well-being.**  **Performance Criteria**  **1.1: Strategies are identified to maintain hauora.**  **Range**: situations may include but are not limited to - fitness, nutrition, personal conduct, personal presentation, hygiene, sleep, puberty/sexual health, sexuality, relaxation, self-regulation, counselling, beliefs, or connections with land, people or nature. **Evidence of at least one strategy for each of four situations.**  **1.2:** Strategies identified for hauora are maintained as appropriate to the situation and the ākonga/learner’s personal needs.  **Range: Evidence of one strategy applied to each of the four situations.**  **1.3:** Two strategies are evaluated in terms of their effectiveness to meet the personal needs of ākonga/learners.  **ĀKONGA/LEARNER EVIDENCE** - Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  | | --- | --- | --- | | * 1. **Strategies identified.**   Evidence of at least one strategy identified for each of four situations. | * 1. **Strategies applied.**   Evidence of one strategy applied to each of the four situations | **1.3 Strategies evaluated.**  Two strategies are evaluated in terms of their effectiveness to meet the personal needs of ākonga/learners*.* | | Achieved  Not Achieved | Achieved  Not Achieved | Achieved  Not Achieved | | | | |
| **Overall Performance Outcome: Achieved  Not Achieved** | | | |
| **Assessor’s Attestation:**  I confirm the following:   * the ākonga/learner has adequacy of knowledge and performance. * the assessment complied with relevant health and safety practices. * the ākonga/learner’s likely repeatable competence in the future. | | | |
| **Assessor Name:** |  | **Assessor Signature:** |  |
| **Date:** |  | **Position Held:** |  |