

# How to engage students in the consultation

## Consulting with students about their health education programme

When teachers use a teaching as inquiry approach (NZC, page 35), gathering student voices is a key way of finding out:

- Where are my students 'at'? (focusing inquiry phase)
- What strategies help my students learn? (teaching inquiry)
- What happens as a result of my teaching? (learning inquiry)

For this to be successful, teachers continuously gathering potential 'consultation' information from their students.

For example, tailored activities at the beginning of a course gives teachers information that contributes to the consultation process. These activities include:

- Post box
- Graffiti sheet or brainstorm activities
- Think-pair-share discussions
- Values continuum (with questions about what's important)
- Quizzes and feedback to questions using digital apps
- Activities that require students to reflect- what helps them to learn, what was enjoyable and what was not, what had relevance (or not) and why, and what they want to learn more about, could also be used.

This 'naturally occurring evidence' is information that can be used for the consultation process.

## Involving students in the broader consultation process

Students may join the parent and community consultation or talk to other students about health education.

Students who design, administer, and gather data through surveys or interviews, and analyse and interpret the data, will develop investigative skills needed for further learning.

Depending on the context of learning, parts of the consultation process may also link with the Achievement Standards for example:

- AS91237 (Health 2.3) Take action to enhance an aspect of people's wellbeing within the school or wider community and
- AS91465 (Health 3.5) Evaluate models for health promotion.