



NZHEA

September 2019

.....

He oranga ngākau
He pikinga waiora.

Positive feelings in your
heart will raise your
sense of self-worth.

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Hauora Matters

Online magazine of the New Zealand Health Education Association

Dear members - Chairperson's report

The Chairperson's report was presented at our AGM in Wellington July 8, 2019. To access our new-look annual report which includes financial and audit statements, see the NZHEA documents section of the website.

Wellbeing is firmly on many people's agendas currently, and at NZHEA we are watching with interest to see what transpires for Health Education from this, in terms of our vision and mission statement. We continue to work on a number of initiatives from previous years, and we have embarked on some new ones.

NZHEA continues to advocate for Health Education and health teachers if and when issues arise (for example in the media, within the education sector, or across agencies). We are proud of the connections we have established within and outside of education. NZHEA is often called upon to provide media comment, curriculum/assessment expertise or meet with a range of groups/people. We see this as vital to ensuring that consistent, accurate and affirming messages about Health Education are 'put out there'.

A summary of our main activities since last year is as follows:

- We are now halfway through our funding agreement with the Ministry of Education under the Networks of Expertise. The main activities we have been working on in 2019 so far are:
 - Continuing Debbie's kaiārahi role;
 - Supporting teachers (in clusters or one-on-one in schools);
 - Growing membership, social media and online presence;
 - Resource development as resourcing areas of need are identified;
 - NZ Primary teachers' conference and PENZ/EONZ/NZHEA conference;
 - Moving to a fortnightly (email) news and twice yearly Hauora Matters;
 - Updating our website to provide a more contemporary (and mobile-friendly) interface;
 - Connecting with a range of stakeholders to work on shared interests and advocate for Health Education and health teachers in New Zealand schools.

- We called for nominations for NZHEA executive members and as the number required did not exceed the nominations received no election was necessary. The 2019 NZHEA Executive consists of Jenny Robertson, Annie Macfarlane, Shelley Hunt, Leigh Morgan, Kathryn Wells (North Island) and Rachael Dixon and Vicki Nicolson (South Island). We thank our outgoing executive member, Michelle Ferris, for her service over the past four years.
- Thanks to funding from the Health Promotion Agency/Te Hīringa Hauora, we were able to partially fund 9 teachers to attend the 2019 PENZ/EONZ/NZHEA conference and ensure a strong Health Education presence through representation on the organising committee, a suite of Health Education presentations and workshops, and attendance by most members of the newly-formed NZHEA executive.
- Resource development: We continue to develop resources as needs arise. Some of these are uploaded to our website as 'open resources'; some of these are member-only. Others are uploaded to Facebook. Thank you to Jenny Robertson for updating the 2018 HPE scholarship guidance document, and producing a new resource containing student exemplars for scholarship. Both of these are available on our website.
- Representation/contracts
 - Completed a contract for the Ministry of Education on Health Education teaching and learning resources
 - Developed a resource for the Health Promotion Agency/Te Hīringa Hauora for teachers using 'Play Your Best Card' in Health Education.
 - Representing Health Education on the NCEA review group RAS (Jenny)
 - Attended and presented at the annual PPTA subject association forum
 - Spoke on a panel at a sexuality education symposium Auckland, October 2018 (Kat and Rachael)
 - Sexuality and Health Education experts' group (Rachael) which included a meeting with associate education minister Tracey Martin.
- Primary Teachers' Conference. Vicki Nicolson was involved in the planning and preparation for this conference which was held 15 and 16 April 2019 in Wellington. Health was strongly represented and delivered six well-attended workshops.
- Our social media engagement has continued to increase in the past year. We have over 700 'likes' on our NZHEA Facebook page and over 800 members in our NZHEA Secondary Facebook Group (an increase of 100 and 200 respectively since late 2018). We have over 400 followers on Twitter. The Secondary Facebook group continues to be a very active and supportive community, with many different members asking questions and offering advice to each other.

Rachael Dixon and Vicki Nicolson.

Engaging with the Community

Debbie Jones

During term 2, I led an engagement evening for parents and caregivers of our Year 9 & 10 school community, with several other health teachers, and a member of our senior leadership team.

The aims of the evening were to develop links with our school community members, increase their understanding of health education and sexuality education and model for them some typical activities that their children might explore whilst learning in the subject.

We had not been asked to do this or guided to do this as such. I had previously ran an evening around four years ago, which involved the school counsellor, the Police Education Officer, a representative from Family Planning, and me - teacher in charge of Health Education. The purpose of the earlier event was to engage to the junior school parents of our community around our programmes and sexuality education.

This year, I thought I would engage with a twist and aimed for the evening to model more of what a typical health education lesson could look like. After a brief introduction I began the evening with asking the parents in the room in turn to think about the type of health or sexuality education that they had received when they were at school, what it looked like, felt like and sounded like. I then asked them to turn to the person next to them and introduce themselves and share their memories. It did need a little prompting but after reassuring them that my Year 9 class was never this quiet and circulating round the room, the conversations built up.



Engaging with the Community, continued...

It was interesting to hear their experiences - for example: A one-off session, separating boys and girls, feelings of this was something big, what we were discussing or being told was very much taboo, things not to talk to parents about etc. So, with that in mind, I posed the question as to why they came to attend this evening. Why were they so curious to know what was going on in health education? The assumption I made and expressed was that if they were in attendance, they wanted their child to talk to them and they wanted to be able to talk to them hence their attendance. They agreed and we moved on.

Next a brief introduction as to what health education offers. This was focusing on how our programmes are run, who teaches them and why. Before I really got into the curriculum concepts two questions were asked. The first "do we teach pornography?" and the second "do we teach consent?". I reassured them we didn't "teach" pornography, but our curriculum highly lent itself to developing skills to managing both these contexts. Therefore, pornography and consent could very much be discussed in a health education classroom. Again, this was an opportunity to express a bit more about the health education environment, such as not always being able to control what students might say, duty of a teacher to answer questions etc...

Then it was time to explore what we do. The parents were split into groups and moved around different stations. We chose a variety of activities from the key areas of learning and led them through them. Conversations at the stations with the parents reassured us that they could now see the benefits of health education. It also highlighted for them as a parent that they may need to start thinking differently; and made them aware about how different their values around such issues as sexuality or drinking alcohol may differ from their partners and others. They could relate to the curriculum concepts and began to understand what and why we teach health education.

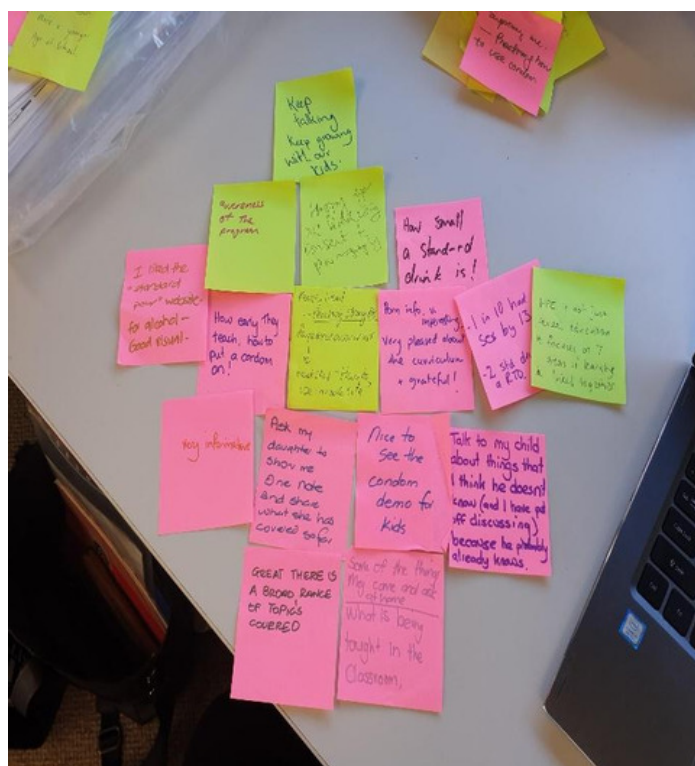
A favourite activity was around sexuality. The introductory activity from the Sexuality Road (Hei Huarahi, Family Planning), which allows students to recognise where they have been, what they are going through, near future and distant future. We asked them to place the cards where they think their child was at. This seemed to generate much discussion about knowing their children and again what was okay with them in accordance to their expectations and values. It did also allow them to think about what they thought was age appropriate.

Other activities involved physical continuums, mix and match cards, standard alcohol drink pouring and then following it up with types of behaviours and scenario-based activities, character strengths, practicing putting on condoms (which was a hoot and caused lots of laughs and questions!), and digital technology activities.

The evening concluded with them completing an exit pass to give us an idea of what they would take away from the evening (again another opportunity to show how we prepare our lessons and seek understanding from our students). We also had some free handouts from Family Planning and a little sheet comprised of some useful websites for them.

A few weeks after this evening, our school held their annual open evening. Here, parents approached us whilst there with their younger children to personally thank us for the evening. They went on to tell us that they as the parents have had some quite robust conversations at home and how informed they felt, as well as reassured that their child did have a space to be able to discuss some of the content that we explored on the night.

So as daunting as it sometimes feels to speak to a crowd, we urge you to try it. Get a team from your department and bring your community into your health education learning environment. You might be surprised!



Conference Reflections

In July, NZHEA joined PENZ and EONZ at the conference at Queen Margaret College, Wellington. The conference was well-attended by teachers across the HPE learning area, and speakers with relevance to health education. The workshops were of a high calibre and Kata O'Donnell, Tamaki College in Auckland, represented our subject superbly in the closing teacher panel. Thanks to the Health Promotion Agency, NZHEA was able to partially fund nine teachers to attend. Below are some of those teachers' reflections on the conference.

Emma Don, Oxford Area School

For me being a new HOD of a small rural school, conference is an opportunity to get out of my wee bubble of teaching and learning, speak and meet with like minded colleagues and share thoughts, ideas and new ways of enhancing or growing our practice. Conference challenged me to step outside of my comfort zone and also reaffirmed what I am doing as I am working hard to implement change within my learning area at my school.

I really enjoyed the chance to clarify questions I have around particular Health and PE standards, also to meet other Outdoor Ed teachers and clarify some of the unit standards of work with them and bounce ideas around.

I loved the key note speakers and took a little something away from each of them to add to my classroom toolkit e.g. brain breaks and how I can be the teacher my learners need me to be, how do I communicate with my students - is it mana enhancing?

I also liked the chance to be active and complete some practical workshops - learning through actually playing the games was a neat opportunity and something different from the day to day that we find ourselves in when we are busy.

I presented on my wellbeing initiative, Feel Good Friday - something I have started running in staff briefing on a Friday to help develop our staff and our local communities understanding of wellbeing - I feel that it went well, I had a small group and it was lovely to hear some of the ways they develop wellbeing in their schools. It also allowed me to share resources and tools we have in the Canterbury region with others from around NZ such as **AllRight?** and **Sparklers**.

I stepped outside of my comfort zone presenting but I am glad that I did and it was a nice chance to reflect on what I am running for staff at school and how it is positively impacting their wellbeing, the wellbeing of our learners and our whānau.



Conference Reflections continued...



Daniel Smith, Ellesmere College

The whole conference was such an eye-opener for me as a first-year teacher. It allowed me to hear from many different teachers on what they are doing and achieving within their respective schools. With this, I was able to take things which I thought could be beneficial in my department to implement within the program. With the school rapidly changing with a rebuild in planning, the conference also gave me an opportunity to hear and see what other schools were doing in their programs. It opened my eyes to the possibilities we could bring into our program once we have a change in space and resources. Lastly, over the three days of the conference, I met many different people from all over the country. I was able to listen to some of their journeys to get to where they are, learn from things they would change and most importantly build links of support between different schools for when it may be needed.

We presented on 'blokes who love health', or being a male health education teacher. When people began to file into the classroom we were beginning to become surprised by the number of people coming into the classroom. The room eventually filled and more with people having to sit on the floor. This instantly showed us how important it was to give teachers an opportunity to talk about health education and how we can all work together to strengthen our programs. Our presentation looked at how a quality Health education program could be built from year 7-13, some ways we can break stereotypes of just being a Physed teacher and we shared our experiences on teaching tricky subjects like pornography. We think that the presentation went really well in that those that came got a really good opportunity to discuss their current programs with other people. This gave them opportunities to hear different ways of doing things and may have also given some solutions to problems they could have been having. As a result, the discussions which were happening meant we walked away feeling positive with how the presentation went.



Conference Reflections continued...

Hannah Gifford, Waihi College

I enjoyed just sitting and listening to a variety of different people from a range of school, organisations etc. Some highlights for me were:

- The brain breaks presentation as it showed us what the rest of the world is up to.
- “Feel good Friday” as it important to have happy staff too!
- The Health and PE trip to Vanuatu – this is something to put in the budget for the future!
- The talks about different genders/sexualities – how to not gender stereotype in PE.
- Learning to play the Health game PYBC – this is a great resource
- I liked listening to how I can combine Home Ec and PE/ODE and will try this next year!

Lana Parkinson – Otamatea Area School

My name is Lana Parkinson and I was lucky enough to gain a NZHEA scholarship to co-present at conference. My workshop was about adding practical activities into senior health. I thoroughly enjoyed the experience and recommended it to anyone who is up for a challenge and is keen to share ideas with fellow teachers.

The conference was an awesome experience and I've used tons of ideas and activities into my teaching practice (e.g. making poi toa - thanks Rachel Dickinson)!

Raukura Ellison - Tereora College (Cook Islands)

My conference highlight was definitely being around like-minded, passionate HPE teachers. It can be very isolating here in the Cooks away from all the 'current' practices/approaches so it's great to keep up to date with things.

Another highlight was around meeting people and feeding off their ideas. I didn't get a chance to speak, however I would definitely be up for it if the opportunity ever arose again. I am very keen on coming next year and will bring a second person so that we can make the most of all the different workshops that were offered. Overall it was just one huge learning experience and really has motivated me to make some changes not only in my own teaching practices but also within my HPE department here in the Cooks.

Conference Reflections continued...

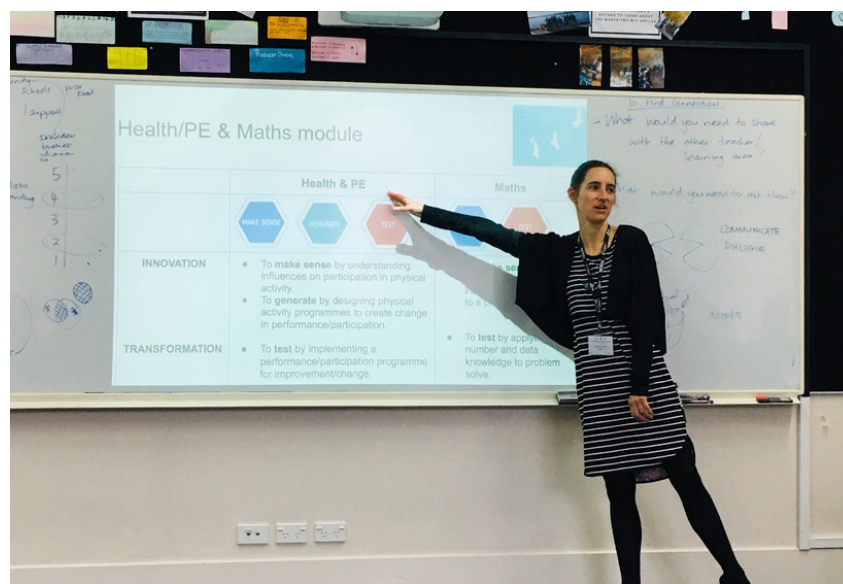
Natasha Low, Hobsonville Point Secondary School

Conference highlights for me were the quality of the presentations, the community vibe, hearing that new teachers feel this too - whanaungatanga. Health teacher, Kata O'Donnell's speech on the last day was powerful. I tweeted:

Kata O'Donnell: we need to create sacred spaces of connection #nzhpe2019 - answering what do students need from their health teacher.

It reminded me of power of teachers, having (and keeping) the right people in the job, the important work we do caring for our young people and having a positive impact on their lives). I also loved the RSHS workshop with Anne McKay and Kylie Thompson on threshold concepts. It's something I've been wondering about and now I feel that it's a good next step, to layer on our school's existing HPE curriculum.

Conference reminded me that our HPE community is willing to keep learning and changing to become what our learners need. People are looking to grow, to go beyond what they've usually done and it seems people are more willing to ask questions, listen and to share with each other, within and even outside of our HPE community.



I facilitated a responsive workshop about how we might integrate (connect) learning areas. I shared how we connect learning areas with our two year Foundation programme (year 9-10 combined) students (within semester modules), ensuring learning area coverage and preparing students for further learning in the Qualification years and beyond. We discussed the importance of having a clear purpose to start from and co-designing learning by using clear communication and a mindset for innovation. With a clear WHY we can be flexible in HOW we might design learning that's worthwhile, authentic and meaningful for the students.

Conference Reflections continued...

Jodie Wendt and Nicky Howes, Whangarei Girls' High School

Highlights for us were:

- Some great workshops that challenged our teaching practice and has created opportunity to bring ideas back to our department and change our programmes for the better.
- Practical health activities workshop was great for me
- PYBC workshop - great to have a working resource and see how to better implement this into our classes.
- Great opportunity to network with other teachers/schools across NZ
- Kata's amazing speech!

We ran a workshop about our change at WGHS this year - which was to stop delivering NCEA Level 1 and changing our courses to 6 month health and PE courses. We explored what our process was, why we made the change, the outcomes, staff and student feedback and the future for us. It went well - we were happy with the turnout and it seems as though a lot of schools are thinking about making this same change. Some good feedback from other schools and several schools have contacted us for further information.



Review of Achievement Standards Reference Group

Key messages from meeting 8 August 2019

The Ministry of Education convened a third meeting of the Review of Achievement Standards (RAS) Reference Group in Wellington on 8 August. The purpose of this group is to test the products and processes to inform the Ministry's design and implementation of the RAS Operating Framework. This meeting focussed on sharing detail of the trial and pilot process, gathering feedback on the design of achievement standards and supporting documents, considering the implications for learner pathways, and exploring implications of RAS for ākonga Māori.

Trial and Pilot phase

From late September, the Ministry will be commencing the trial and pilot phase of the review. The purpose of this phase is to test and refine the process for developing achievement standards and supports and to ensure the templates, tools, and training are fit for purpose.

Trial: Science has been confirmed as the trial subject. Science will be running through a condensed and truncated writing process to develop a draft matrix, level 1 standards, and sample assessment tasks by the end of November. These drafts will be revisited and re-developed where necessary from early 2020. Please note the trialling of the new Level 1 Science achievement standards in schools will occur along with the other Level 1 subjects in 2021.

Pilot: English, visual arts, and religious studies have been confirmed as the pilot subjects. These subjects will undergo the full writing process, but will start earlier than all other subjects so other subjects can learn from their experiences.

The subject expert groups for these four subjects are currently being formed. An [Expression of Interest \(EOI\) invitation](#) was published in the Education Gazette on 29 July. Information about an EOI for subject expert groups for remaining subjects will be available by the end of this year.

Re-building the Assessment Package

We are currently reviewing and redeveloping the templates, tools, and training programmes that will support the writing of the new matrices, achievement standards, sample assessment tasks and other supporting material. We sought advice from the Reference Group on the draft templates and will be further testing and refining them during the trial and pilot phased.

The Ministry will also be developing a new senior secondary website to provide a single access point for all NCEA material as it is reviewed. We will be testing this site with the Reference Group and other user groups in the first half of 2020.

Exploring progressions and step-ups

As part of revising our guidance for writers of achievement standards, the Ministry is currently exploring options for describing *progression* – the differences between curriculum levels and NCEA levels 1, 2, and 3 – and *step-ups* – the differences between Achieved, Merit, and Excellence. We sought advice from the Reference Group and will be using this to inform our approach.

Exploring implications of RAS for ākonga Māori

We are currently working together with kaiako from kura auraki and kura kaupapa Māori. This is to support mana ōrite mō te mātauranga Māori across diverse settings for ākonga Māori.

This group will also meet as a collective and in their respective settings outside of the Reference Group hui to discuss the focus and goals for ākonga Māori, Mātauranga Māori and Te ao Māori and how to align that vision for ākonga Māori in EM settings.

Upcoming RAS Reference Group meetings	
12 December	<p>Final operating framework, including:</p> <ol style="list-style-type: none">1. The Terms of Reference including framing principles and background2. The RAS process3. The parameters and guidance for achievement standards, resources and other material.