

December 2019

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He oranga ngākau
He pikinga waiora.

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

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2019

Hauora Matters

Online magazine of the New Zealand Health Education Association

Kia ora NZHEA members

As we near the end of another year, many of us are reflecting on what we have achieved, how much busier our jobs seem to be, and what we might build upon (or change) for next year. 2019 has likewise been a busy year for NZHEA as an organisation as we strive to support members the best we can. At times, this involves being responsive to individual teachers' needs through our Networks of Expertise funding. We would like to thank Debbie Jones for her on-going work with teachers as part of this project.

We end the year here with an information-packed issue of 'Hauora Matters'. Thank you to the teachers who contributed articles, and to Jenny Robertson for writing a number of important pieces.

- Showcasing health education teaching and learning we have articles from Lisa Williams (health promotion), and Jonathan O'Neill & Kiera Pennell (integration of health with media studies).
- Jenny has written a timely resource on vaping – including some useful links to background information.
- Jenny has also prepared an article focusing on the question where does health education fit when promoting wellbeing in schools? This piece is supported by a larger resource, which is an NZHEA position statement on mental health education in the NZC. This position statement has just been uploaded to the 'resources' section of our website. It was prepared in response to some of the misunderstandings about the purpose and outcomes of mental health education in HPE in the NZC.
- Debbie's 'kaiārahi news' includes a number of prompts that could be useful as you reflect on the year.
- We also include a list of PLD opportunities in 2020 that we are (or might be) offering or are involved in. We are pleased to announce that we will once again run a TRCC course in October 2020 – details about the course are included inside this issue.

Have a restful break,

Rachael, Vicki and the NZHEA executive.

Planning your PLD budget in 2020

2020 is looking like a busy year in education with many new developments gaining momentum. These are both HPE specific and across the sector. For example, the new PLD priorities from the MoE are about developing cultural capability, local curriculum design, assessment for learning, and continuing to develop students' digital fluency

<http://services.education.govt.nz/pld/news/announcing-the-new-pld-priorities/>

The HPE learning area will be rich with PLD opportunities so it will be essential for middle leaders to think about how their PLD budget for conferences and courses is to be allocated this coming year. Keep checking the website of each hosting organisation noted below. Further details will be notified as they become available.

Summit to celebrate the successes of the Tūturu project 18-19 March Wellington

The committee is aiming to make this a very low cost event (approx \$100)

'Strengthening students' critical thinking so they can make healthy decisions in world where alcohol and other drugs exist.' The summit will showcase how the Tūturu whole school approach to AoD education contributes to the promotion of wellbeing. Participating schools involved in the project will be sharing their learning and successes to date.

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New Zealand Primary School Teachers' Conference (NZPTC) 16-17 April Auckland

(Mid-April School holidays – note that Easter and Anzac weekend are at either end of these school holidays in 2020)

Expect the earlybird fee to be similar to previous years

NZHEA will have representation at this conference – if you teach health education in a primary school, or contribute to primary school health education in other ways, consider putting in an abstract for this conference. <https://portal.penz.org.nz/>

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PENZ NZHEA EONZ Conference 6-8 July Christchurch

(First week of July school holidays)

Expect the earlybird fee to be similar to previous years

NZHEA encourages any health education teachers who have an aspect of their HPE practice that they would like to share to put in an abstract for the annual conference. Depending on our 2020 funding, NZHEA may be able to offer support for teachers presenting a paper or facilitating workshops. <https://portal.penz.org.nz/>

Planning your PLD budget in 2020 continued...

NZHEA TRCC

"Building adaptive expertise for teaching health education"

28-29 September Auckland

(First week of October school holidays)

TRCC are able to fund travel for this course.

Expect the earlybird fee for this course to be between \$300 and \$350

NZHEA is one of 12 associations approved for a 2-day course in 2020. Note that as a 'course' - 2 day workshop (and not a conference) - this will be a different approach to TRCC to what we did two years ago. 'Adaptive expertise' deserves detailed explanation but in short it's about the 'deep' knowledge of our teaching practice. It's about our ability to know what we do and why we do it as we engage in inquiry-based change processes. It's about how we problem solve in new situations and respond flexibly, efficiently and effectively to our complex health education environments where there could be multiple issues that require addressing. To give focus to building adaptive expertise we are responding to the 2020 PLD priorities which are about developing cultural capability, local curriculum design, and assessment for learning. All of these ideas will be woven in, through and around our topic specific health education knowledge and practice. More details to follow in the new year.



NCEA Review of Standards workshops

Dates TBC

With no shareable materials yet developed from the RAS project, the timing of teacher workshops to support the changes ahead are difficult to schedule. We will keep you informed of developments as they happen.



Regional cluster meeting and events

Dates TBD by local networks

No specific costs

Make sure you know and are in contact with your local network of teachers. NZHEA will support you as far as our resources allow us.



Family Planning PLD

For courses in Northland, Auckland, Hamilton, Tauranga, Rotorua, New Plymouth and Hawera:

https://www.familyplanning.org.nz/media/304232/hp_pd_calendars-2020_nth-mid.pdf

For courses in Gisborne, Hawkes Bay, Whanganui, Palmerston North, Wellington, Blenheim, Christchurch and Dunedin:

https://www.familyplanning.org.nz/media/304233/hp_pd_calendars-2020_sth-cen.pdf

Where does health education 'fit' when promoting wellbeing in schools?

Comment by Jenny Robertson, PLD facilitator.

With considerations of 'wellbeing' now ubiquitous, how many health education teachers have been able to take a critical look at how their health education programme contributes something deliberate and meaningful to the way their school promotes student wellbeing?

Promoting wellbeing rather than 'health'

Defining 'health', 'wellbeing', 'health promotion' and the 'promotion of wellbeing', remains a highly problematic task as there are many interpretations nationally and internationally. Many New Zealand schools may look to the familiar whare tapa whā model of hauora developed by Mason Durie to describe health and wellbeing. However, are all of our efforts to promote wellbeing in school as holistic as this model describes? Do we need a more refined definition to complement te whare tapa whā to give a more specific focus to what seems to be mostly mental health promotion? Also, te whare tapa whā is not a model for health promotion (like Te Pae Mahutonga) as there are no processes involved which means additional models that provide a set of principles, protocols or processes about how to act to promote wellbeing, are also required.

In addition to te whare tapa whā, which definitions of wellbeing and the promotion of wellbeing, do you consider to be better aligned with the purpose and priorities of NZ education, and your job as a teacher? Consider these few examples. Which other definitions and models would you add to best reflect the diversity of your community (other cultural and indigenous models for example)?

The World Health Organisation

Health promotion enables people to increase control over their own health. It covers a wide range of social and environmental interventions that are designed to benefit and protect individual people's health and quality of life by addressing and preventing the root causes of ill health, not just focusing on treatment and cure.

<https://www.who.int/features/qa/health-promotion/en/>

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

https://www.who.int/features/factfiles/mental_health/en/

Where does health education 'fit' when promoting wellbeing in schools? continued...

Centers for Disease Control (CDC)

<https://www.cdc.gov/hrqol/wellbeing.htm#two>

How does wellbeing relate to health promotion?

Health is more than the absence of disease; it is a resource that allows people to realize their aspirations, satisfy their needs and to cope with the environment in order to live a long, productive, and fruitful life. In this sense, health enables social, economic and personal development fundamental to wellbeing. Health promotion is the process of enabling people to increase control over, and to improve their health. Environmental and social resources for health can include: peace, economic security, a stable ecosystem, and safe housing. Individual resources for health can include: physical activity, healthful diet, social ties, resiliency, positive emotions, and autonomy. Health promotion activities aimed at strengthening such individual, environmental and social resources may ultimately improve well-being.

How is wellbeing defined?

There is no consensus around a single definition of wellbeing, but there is general agreement that at minimum, well-being includes the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g. depression, anxiety), satisfaction with life, fulfilment and positive functioning. In simple terms, wellbeing can be described as judging life positively and feeling good. For public health purposes, physical well-being (e.g., feeling very healthy and full of energy) is also viewed as critical to overall wellbeing.

NZ Government Inquiry into Mental Health and Addiction

People are unlikely to experience wellbeing if their basic needs – adequate food, safe environments free from abuse and violence, warm and secure homes, jobs and income – are not met. The stress and trauma that people experience from lack of appropriate housing, poverty, cultural alienation, family violence, racism and the impact of colonisation cannot, and should not, be addressed by mental health and addiction interventions alone. While we need to intensify interventions that target mental wellbeing, such as measures to counter stigma or promote resilience, mindfulness and self-care, these interventions are not sufficient on their own.

<https://mentalhealth.inquiry.govt.nz/inquiry-report/he-ara-oranga/chapter-7-wellbeing-promotion-and-prevention/7-1-whole-of-government-approach-to-wellbeing-prevention-and-social-determinants/>

Where does health education 'fit' when promoting wellbeing in schools? continued...

NZ Mental Health Foundation

The Mental Health Foundation defines mental health as the capacity to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual wellbeing that respects the importance of culture, equity, social justice and personal dignity.

Our Code Our Standards Code of Professional Responsibility and Standards for the Teaching Profession

How confident are you in your knowledge about the way your school's student support systems work? Do you know how you are expected to respond when students are experiencing health and wellbeing issues that go beyond what it means to 'promote' student wellbeing in your school?

The promotion of student wellbeing is an expected part of a teacher's role and professional responsibilities. These practices apply to all teachers – primary and secondary, and regardless of the subject(s) they teach. However, promoting student wellbeing is not the same as purposefully designed and taught learning programmes in health education. What we teach in health education about wellbeing may contribute specific knowledge and skills to the promotion of student wellbeing, but by itself it doesn't satisfy the intent of the promotion of student wellbeing. Conversely, just teaching about health and wellbeing matters doesn't constitute the promotion of wellbeing, without all of the systems level support that needs to wrap around this.

The code of professional responsibility states that as part of their commitment to learners, teachers will work in the best interests of learners by (2.1) **'promoting the wellbeing of learners and protecting them from harm'**. (p10)

Harm is defined as any detrimental effect on the learner's (physical, emotional, social, intellectual or spiritual) wellbeing. This includes neglect, deprivation, abuse, discrimination, exclusion, threats of physical harm and harassment. It does not include accidental harm that does not involve negligence or misconduct.

Our teachers' code also requires us to 'meet relevant regulatory, statutory and professional requirements'. When extended to consider student health and wellbeing this means we need to know how regulatory systems work in our school, and that we know how we are expected to respond to these regulations. That is, we protect the teacher-learner relationship. We do not take students personal health and wellbeing matters into our own hands as to do so may lead to added harm because we do not have the qualifications and professional authority to act as someone other than a teacher. Instead, we seek the support of those leaders in the school who do have the authority to act on matters involving student health and wellbeing (usually the school guidance counsellor or other designated member of the schools pastoral care team).

Where does health education 'fit' when promoting wellbeing in schools? continued...

School goals and achievement challenges that focus on wellbeing

If your school has a wellbeing goal as part of your annual school goals, or as part of a Community of Learning/Kahui Ako achievement challenge, ask yourself these questions:

- What is your school's understanding of 'wellbeing' (as distinct from biomedical 'health' for example)? How does your school define it? How would you and your students know what wellbeing is (and is not) when you 'saw' it? 'Heard' it? 'Felt' it? When you have to decide which aspects of wellbeing need to be improved, and then evaluate what has improved as a result of your actions, what does your definition of wellbeing tell you about the type of data to be collected?
- Likewise, what does it mean to promote wellbeing for all students, as distinct from responding to individual students with specific health and wellbeing needs?
- What different types of data did your school use to as evidence to decide the focus for your goal or achievement challenge? Which data identified the students' wellbeing needs? Which data identified what needed to change and be improved to promote student wellbeing?
- Did the data collection process consider students' learning achievement in health education?
- (How) Was the HPE department part of the data collection and decision making process?
- What is the plan for implementing the goal? In particular, what PLD was/is there for teachers to learn how to do things differently – either in their own classroom practice and/or as their contribution to school wide systems?
- What is the plan for students to learn new knowledge and skills related to the wellbeing promotion goal? **In other words - where does your health education teaching and learning programme fit into these whole school considerations?**
- Are the services of external providers, or resources developed outside of the school, being used as part of the process for promoting student wellbeing? What decided that these were a 'good fit' for your school?
- How will the process and impact of the actions be evaluated? What will the evidence of improved wellbeing actually show – and how will these data be collected?

Teacher wellbeing

Promotion of staff wellbeing is an employment issue under the Health and Safety Act and applies to all work places. Although considerations of staff wellbeing may be included alongside the promotion of student wellbeing, in a schooling improvement context it is the improved outcomes for students that are key, along with evidence of the changes to teacher and leader practice that contributed to these improvements. See:

<https://www.education.govt.nz/school/health-safety-and-wellbeing/student-and-staff-health/staff-wellbeing/>

Where does health education 'fit' when promoting wellbeing in schools? continued...

What are the measurable outcomes of the promotion of student wellbeing?

Measuring the outcomes of wellbeing promotion remains a highly problematic area for schools. To ethically collect data about student wellbeing – without straying into 'health' data - relies a lot on self-report measures, and perhaps indicators like reduced levels of reported bullying and other incidences, reduced stand downs and suspensions, and so on.

For guidance around wellbeing indicators (and what schools could 'measure') see the Education Review Office publication *Wellbeing for success: a resource for schools*. (2016). Also, the NZCER report *Making a difference to student wellbeing—a data exploration* (2018) provides a range of ideas for the type of wellbeing-related data schools could collect and use.

- Education Review Office (2016). *Wellbeing for success: a resource for schools*. NZ: Crown. <https://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/>
- Lawes, E. and Boyd, S. (2018). *Making a difference to student wellbeing—a data exploration*. NZ: Crown. <https://www.nzcer.org.nz/research/publications/making-difference-student-wellbeing-data-exploration>
- For an example of a Whole School Approach to the promotion of wellbeing (alcohol and other drugs), see the Tūturu website <https://www.tuturu.org.nz/>
- Extra reading: An accessible online article about the impact on wellbeing of whole school approaches is by Goldberg, J.M., Sklad, M., Elfrink T.R. Schreurs, K.M.G. Bohlmeijer, E.T. & Clarke, A.M. (2019). Effectiveness of interventions adopting a whole school approach to enhancing social and emotional development: a meta-analysis. *European Journal of Psychology of Education*, 34(4), 755–782. Open access to this article is at <https://link.springer.com/article/10.1007/s10212-018-0406-9>

See the new NZHEA resource in the resources section of the NZHEA website <https://healtheducation.org.nz/resources/>

Mental health education in The New Zealand Curriculum: NZHEA position statement (November, 2019)

This position statement has been prepared in response to some of the misunderstandings about the purpose and outcomes of mental health education in HPE in The New Zealand Curriculum, and extends the discussion started in this article.

Vaping

A framework of ideas to guide teaching and learning about vaping

By Jenny Robertson

Seldom do we see health and wellbeing issues emerge and spread as quickly as we have with the use of vaping products by young people. Many of you have been posting about this on the NZHEA Facebook page and local news media regularly feature items about the behaviour. The overseas research tracking this phenomenon (where the observed behaviours have been ahead of what we're now seeing in New Zealand) squarely focus on the way e-cigarettes, developed as a smoking cessation aid, have been actively marketed to young people as a lifestyle product. Many of the companies producing these vaping products are tobacco companies, who, faced with dropping tobacco sales and pressure to reduce health risks from tobacco smoking, are exploiting new markets.

Research and information

Two useful recent videos summarising this research come from Rescue (a North American behaviour change agency):

- Part 1. The Dual Trends of Teen Vaping Rescue Agency (22minutes)
https://www.youtube.com/watch?v=dTnkt9_NSlk
- Part 2. Teen Vaping Prevention Messages That Work (34 minutes)
<https://www.youtube.com/watch?v=fCLSmzn77fw>

At present, the New Zealand Ministry of Health still promote the use of e-cigarettes as a smoking cessation product as part of the strategy to have New Zealand smokefree by 2025. See the MoH statement at <https://www.health.govt.nz/our-work/preventative-health-wellness/tobacco-control/vaping-and-smokeless-tobacco>

The NZ group ASH has been campaigning since 1983 to eliminate the death and harm caused by tobacco. They reported low levels of the use of vaping products among year 10 students in their 2018 survey. Anecdotal evidence would suggest this has now changed considerably https://www.ash.org.nz/ash_year_10

The Facts of Vaping is a Health Promotion Agency (HPA), Ministry of Health, and auahikore Aotearoa New Zealand 2025 (smokefree NZ) sponsored website
<https://vapingfacts.health.nz/the-facts-of-vaping/>

At present (November 2019) this website contains information about: What is vaping?; Risks of vaping; Vaping law and policy; Side effects of vaping; Vaping and pregnancy; A quiz to find out about the myths of vaping.



Vaping continued...

Use this information in conjunction with international data from reputable organisations like:

- North American Centers for Disease Control (CDC)
https://www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm
- Johns Hopkins Medicine <https://www.hopkinsmedicine.org/health/wellness-and-prevention/5-truths-you-need-to-know-about-vaping>
- World Health Organisation – Bulletin article written by NZ doctors (this contains links to other research) <https://www.who.int/bulletin/volumes/95/7/16-186536/en/>
- The New England Journal of Medicine – this link contains a curated collection of articles about vaping <https://www.nejm.org/vaping> (see for example the article about Trends in Adolescent Vaping, 2017–2019)



Schools

Many schools are having to confront the issue of the use of vaping products by young people at school. At present, current regulations can make this problematic.

On vaping law and policy **The Facts of Vaping** website states:

- It is an offence to sell **nicotine vaping products** to young people aged under 18.
- There are **no legal restrictions on where people can vape**.
- Vape devices and e-liquids are regulated under the Smoke-free Environments Act 1990. However, this wasn't designed for vaping and there are **no safety standards on what can be sold**.
- Flavours are regulated under the Australia New Zealand Food Standards Code.
- **The government has indicated they want New Zealand to have vaping-specific laws and regulations. These are currently being drafted.**
- It is up to each school and early childhood centre to decide if they wish to include vaping in their smokefree policy. Many schools have decided to not allow vaping on school grounds.

Vaping... continued

Health Education

Many health education teachers are responding to the rapid rise in the use of these substances by including lessons about reducing harms from the use of vaping products. As a nicotine containing substance, we can treat vaping products much like any other substance that would be included in teaching and learning programmes focused on reducing harm from the use of alcohol and/or other drugs. That is, we can use the same sorts of activities that are used for learning about AoD, and swap AoD for vaping products.

The added emphasis however is to engage students in thinking critically about the ways they are currently being aggressively marketed to by the companies making these products. It would appear that without the marketing and deliberate design of many vaping products and merchandise as lifestyle products, that the issue would not have grown as quickly – if at all (given e-cigarettes have been around as smoking cessation aids for some time.)

The follow table lists some ideas for teaching and learning activities. These are not fully developed as activities and teachers are directed to resources like those listed below for details about the teaching and learning process:

- *Alcohol and other drugs: A resource of teaching and learning activities for teachers of students in Years 9-11 in the NZC.* NZHEA members' only resource section of the NZHEA website <https://healtheducation.org.nz/resources/>
- *Thinking critically about energy drinks* on the Tūturu website <https://www.tuturu.org.nz/resource-hub/>

An overview of ideas for teaching and learning about vaping for junior secondary students or where only a small amount of teaching and learning time is available:

What's the health and wellbeing concern about vaping?

- Use te whare tapa whā to unpack why the harms from vaping are cause for concern.
- Include some brief consideration of what vaping is and how an e-cigarette works (and why they were first developed).

Why has the use of vaping products by young people increased so dramatically in the past year?

- Analysis of advertising online, on TV and radio, in dairies and service stations (etc), placement of vaping product shops near the school/in local shopping areas etc.
- What does the imagery and the advertising messaging suggest about who these products are being marketed to, and for what purpose?

Vaping continued...

Vaping laws and regulations

- Use the NZ 'The Facts of Vaping' website to find out about current NZ laws and regulations.
- What are your school's regulations?
- How well are these current regulations enforced?
- What's your evidence for this?

Reducing harm

What action can we take?

- Personally? (e.g. our own values and beliefs about substance use, our knowledge and skills for managing stress, reducing harm, and supporting our own health and wellbeing)
- Interpersonally? (e.g. how we communicate with and support friends and others)
- As a community/society? (e.g. laws and policies, support systems, promotion of attitudes and practices that support wellbeing)
- Critique 'The Facts of Vaping' website and its usefulness for young people in NZ.

The consequences of no action

- What do students see will be the consequences for wellbeing if no action is taken against the use of vaping products as lifestyle products? E.g. overseas research shows that vaping is turning some young people back to tobacco smoking.

With more time, or stepping the learning up to senior levels:

What's the health and wellbeing concern about vaping?

- Access up to date research from reputable online sources (see previous lists) to check out myths about vaping harms and benefits, and what effects are supported by research.
- Consider including information about the claimed benefits of e-cigarettes as smoking cessation aids.
- Review NZ and international data about the rates of vaping product use by young people.
- Critique the NZ Ministry of health statement about vaping in consideration of the issue that has emerged in relation to young people.
- Conduct own school survey about the use of vaping products, students attitudes to vaping, and if they use vaping products, why do they use them?

Vaping... continued

Why has the use of vaping products by young people increased so dramatically in the past year?

- Critical thinking activities to investigate how vaping products are being marketed to young people – *a Tūturu resource to parallel the energy drinks resource is in development for this.*
- Investigate who owns the companies producing vaping products (it's often the tobacco companies – why are they producing vaping products?)
- Add to the survey (noted above) questions about vaping advertising that the students are aware of, where they see advertising, and if they use vaping products, where they buy them.

Vaping laws and regulations

- Find out about the proposed law changes in NZ.
- How easy do you think it will be to reverse the trend of vaping among young people in NZ? Why?
- Why can making new laws become complicated? See for example 'The Facts of Vaping' website section on vaping law and policy and the variety of factors that need to be considered (and bearing in mind that e-cigarettes are also a smoking cessation aid to support NZ becoming smokefree).
- If new laws are about supporting people's health and wellbeing, what do you think a revised law should say about vaping products? Why?

Reducing harm

- Design, plan, and implement a health promotion process for your school that includes a range of activities involving all students, as well as specific support for some students. Overall the aim is empower all students to take a stand against the use of vaping products (as lifestyle products) so they can take action personally and in their relationships with others, and to reduce the number of students currently using vaping products.

The consequences of no action

Thinking about the bigger picture of substance use and misuse (which may lead to harm) – that is, all AoD use - discuss or debate:

- Why is it that communities or societies seldom, if ever, manage to sustainably reduce (or eliminate completely) substance abuse issues?
- Debate who is 'at fault'. Individual people? The law? The people who produce and market alcohol and other drug products? Others?
- Is the issue a legal matter or a health and wellbeing matter?

As this is an evolving and changing issue be sure to check out the latest legal information on NZ websites and health-related information from reputable NZ and international websites, when planning to include consideration of vaping in your teaching and learning programme.

The Toilet Door Project



Lisa Williams, St. Margaret's College, Christchurch

Health promotion projects are always a challenge with our Year 12 classes. We all want to do something meaningful and over the years I have used a variety of different ways to motivate our students to make a difference. I have used a variety of approaches depending on the cohort of students, numbers and what else is going on within the community. Sometimes I leave the target group for the health promotion action open for students, while at other times I stipulate whether it is a group within the school or in the community. Our projects are sometimes completed as a class, while at other times they are in smaller groups.

This year with a smaller class I decided to role model a project at the same time the students were completing their project. I invited other members of the faculty to join me. Our 'why' behind the project was centred around the impact images have on the wellbeing of the girls we teach (we are a single-sex school). These images in magazines and social media override their thinking regardless of what we do in our health programmes. Girls use toilets VERY regularly so we decided this was the area to target.

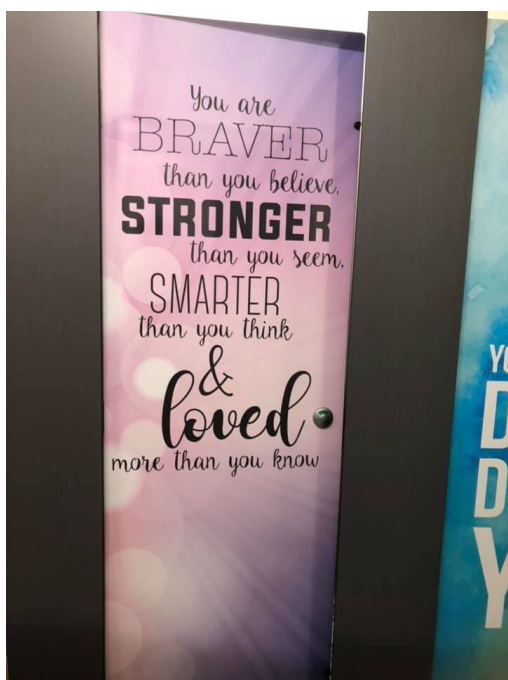
This is the process we went through, which could easily be adapted for a class.

1. Quote for the job - we used a company that the school use for other signwriting.
2. Permission from the senior leadership team for the whole project.
3. Brainstorming possible quotes we could use. We had a Google Doc where we added ideas/images then we all had a vote to determine the eight images we would use. This created great discussion around what we felt was important.
4. Sent eight selected quotes to our design person with possible images (this could easily be done by students as there are always students with excellent design skills)
5. Quotes and designs were approved by principal.
6. Images were sent off to signmaker.
7. Images put in place (this was done by the company and included in our price).

The Toilet Door Project... continued

Other steps for a class:

Fundraising: For a class this would need to come in somewhere in the action steps. There are a range of price options, including students painting directly onto the doors if you have talented art students. I already had funds set aside, so didn't have to include this. The total cost for the 8 doors was \$1400 +GST. This was right up there in the cost options, but we wanted a great finished product.



Survey

Evidence could be gathered before and after the project via surveys/discussion groups. A post-survey getting feedback from the school community could be used to see how wellbeing was impacted for their evaluation. It would be easy to survey different year groups, males/females to see if there was a difference.

Feedback

The feedback we have received from this project has been very positive from students, staff, other members of the community, outsiders that hire our facilities and Facebook groups. The hope is that this will be extended to other toilet doors around the school so that our girls are continually bombarded with positive messages around body image and positive mental health.

Hauraki Plains College Health Magazine 2019

Kiera Pennell (health education) and Jonathan O'Neill (media studies) shared teaching responsibilities for an integrated course, for which students created, published and distributed a wellness magazine.

For the past two years, media studies students had created a magazine, which was sold in a local café. Students wrote about topics they were interested in, but the magazine lacked a clear focus. The idea for the magazine project just stemmed from seeing the crossover between the health contexts taught in 2018 and potential media products. While we discussed products such as documentaries, we decided that pursuing the magazine was more feasible.

HPC runs a semester system now where we have students for 18 weeks per course, and we see our classes one hour a day. We thought this worked really well for our course to build momentum. Students finished all of their coursework by the end of the course, but it did require some following up to get the magazine to print – not unexpectedly. Next year, we will be mindful of building in more time to the course for production.

We started with around 40 students in the course (Year 12 and 13). Even though we did not have a modern learning environment at the time, we had two classrooms side-by-side with a door between them. The beginning of the course was more health education focused to provide students with the health concepts and understandings needed to form the foundations for their research and articles. Kiera supported Jonathan to develop understanding of the health knowledge, and he taught a unit on change/resilience to the Year 12s while Kiera focused on the Year 13s. After the first few weeks, there was a lot more cross-over between teachers and year levels.

We felt that the Year 12 context was more successful than Year 13 – for the resilience unit they interviewed people who had experienced change and they responded well to this. We tried to pack too much into the Year 13 context, so we will reduce this next year.

In the end, students submitted separate pieces of writing to be assessed for media studies and health education (a feature article and essay respectively). These were not all that different from each other, but there were important distinctions – the health essays had a lot more jargon related to key concepts, which needed to be revised for the purpose of a magazine article.

Students completed a four-page layout for their articles using Adobe InDesign, the industry standard for magazine design. Jonathan made video tutorials for the students to help them understand how to use the software. The end cost for the magazine was \$15 per copy, which is pretty good value for a 144 page full-colour magazine. So although we hit some bumps along the way we are definitely excited to do this again in 2020.

Access the full version of Jonathan and Kiera's write up on the magazine (including the specific Achievement Standards assessed and notes about each) here:

<https://drive.google.com/file/d/1Drj1CFxND-a6FEgrNkvgvj8DOhgYPzaK/view?usp=sharing>

Kaiārahi News - Term 4 2019

Tēnā koutou

2019, where have you gone? As I reflect on what a busy and productive year it has been I am struggling to comprehend that we are now in the final weeks of the academic year.

This is the time when we need to work collaboratively in our faculties/departments/syndicates to evaluate our performance, gather evidence about ways to improve the effectiveness of our health education practice, and make preparation for the implementation of new ideas and changes for next year. This helps create a sense of direction and certainty – and enthusiasm - about what is to come in 2020.

All teachers: This time of year is critical for collecting student voice. Student voice is an essential source of data for your ongoing teaching as inquiry processes, reviewing your own professional practice to show that you are meeting the professional standards for teaching, and for departmental review.

How will you collect student voice? As an individual teacher and as a department, how do you analyse, interpret and use student voice?

Ways of collecting student voice:

An anonymous online survey – students could set this up themselves to help them learn about ways to write survey questions, use digital applications, and collect data ethically.

Students, pair up, interview each other using the selected questions as an interview schedule, and audio or video record each other. Post this in a secure area on the school's digital learning platform for the teacher to analyse – and use as evidence for their own professional learning portfolio.

Students complete a graffiti sheet or postbox-type activity using the selected questions.

The teacher facilitates think-pair-share (or group activity), and then whole class discussions, to gather responses to the questions using cooperative and interpersonal communication skills, along with data collation and summarising skills that students have used throughout their learning programme.

Kaiārahi News – Term 4 2019 continued...

Ideas for questions to ask students about their learning – select from this list, adapt, replace with alternatives, or add to these.

- For you, what are the 3 most important things you have learned in health education this year?
- Why these things? What helps you to learn in health education (think of the types of activities you do in health education classes)?
- Was there anything you didn't enjoy in health education? (Think about the topics and the sorts of activities you did.)
- How did your teacher help to create a safe supportive class where you could discuss sensitive topics? (Within what is appropriate to share)
- How have you used an aspect of your health education learning this year in your personal life?
- What other topics or skills would you like to learn about in health education? (For juniors)
- Do you think health education is a topic you would carry on with at senior/NCEA level? Why or why not?
- Do you think it is important that all senior (year 11—13) students have some access to health education - even if they don't take it as an NCEA course? If yes, what sort of information do you think students need access to? Or, if not, why not?

Throughout 2019, feedback from you has regularly reminded us how the part time role (0.2FTE) NZHEA Kaiārahi 'help desk' role has continued to be a successful way to use some of our Networks of Expertise funding from the Ministry of Education. Since the beginning of the year I have managed to connect with approximately 100 teachers across Aotearoa by Zoom, email, or phone calls. NZHEA hopes that this role will be able to be continued beyond our current funding agreement, in order to support you as health education teachers and middle leaders.

Remember:

- Budget \$80 for your annual NZHEA subscription and get your subs in early next year (they come due in March) – you will be notified of this.
- If you have new teachers in your department, encourage them to follow the closed Facebook community page (search for 'NZHEA Secondary' and answer the questions for access). Make sure they know about the NZHEA website – not only, but especially the resources section.

Kaiārahi News – Term 4 2019 continued...

- If you or your teachers feel that they need professional learning support, please get in touch. If you think there is something that I can guide you with, or if you want to talk your way through an idea or a dilemma, or have a kōrero about any health education related matters, please email me at kaiarahi@healtheducation.org.nz
- There are three types of Networks of Expertise support NZHEA can offer you, your schools and regional clusters. For the moment our funding continues until mid-2020 and we are hopeful that the case being made to the Ministry of Education at present on behalf of all subject associations will mean another round of funding is offered beyond that (we'll keep you posted):
<https://healtheducation.org.nz/wp-content/uploads/2018/10/nzhea-noe-supports.pdf>

Thank you to everyone in the NZHEA community for your ongoing support of the association and of other health education teachers. The collaborative and supportive culture of health education teachers for developing our learning area and teacher pedagogy continues to grow. We often receive comments about how generous and giving our community is (sharing resources and practice), so long may that last.

Make good use of the last week(s) of term, and enjoy your summer break doing those things that are important to you and help you stay connected and grounded.

Meri Kirihimete to you all.

Debbie