



Hauora Matters

Online magazine for New Zealand Health Education Association

July 2020

He oranga ngākau
He pikinga waiora.

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

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Kia ora NZHEA members

We hope that you have had a chance to relax over the school holidays, and perhaps travel within our beautiful country. At this time of the year we would typically be reporting back on the highlights of the annual HPE conference. However, as events this year have required us to provide support for teachers differently, in this newsletter we take the opportunity to look at professional learning and development from a range of perspectives.

Like many subject associations and networks, we are pleased that our Ministry of Education Networks of Expertise funding has been extended until the end of 2020. It is therefore timely that we offer some added insights into aspects of the support we have provided with this funding.

Our positive profile as a subject association means that we have access to some knowledge of the many wellbeing related developments (curriculum specific and whole school) taking shape at the Ministry of Education. It has become apparent that the interruption of the COVID-19 situation has given added impetus and focus for many of these initiatives, and resulted in some redirection and redevelopment. For example, the announcement by the Hon Tracey Martin in June about the appointment of 40 Ministry of Education Curriculum Leads to support the teaching of mental health and healthy relationships, would seem to be consolidating some of this work, and will be an interesting development to follow.

Our ad hoc Zoom PLD sessions offering senior secondary support have been very well attended and received positive feedback. Although we suspect, despite the convenience of them, your enthusiasm (like ours) for yet-another-Zoom-meeting is wearing thin.

Guidance from the MoE and other sectors during lockdown, and still now, are awash with ideas about 'wellbeing'. Much of this focuses on the broader considerations of supporting and maintaining wellbeing for ourselves and others. Seldom is this information about purposeful learning of knowledge and skills and developing deep understanding, well beyond what can be gleaned from a health promotion advertisement, or a social media post.

Viewing these materials we are reminded yet again about the distinction between health education - that is learning 'about' wellbeing and the learning outcomes we are accountable for as teachers - and health or wellbeing promotion 'for' wellbeing and the collective responsibilities of all leaders and teachers and the need for highly effective school systems that support this. All teachers, regardless of the year level or subject matter they teach, are responsible for promoting student wellbeing as a requirement in Our Code Our Standards (Teaching Council NZ), and although these actions do not usually include deliberate acts of teaching, ideally they should complement teaching and learning in health education.

It appears that as we returned to a version of 'normal' or 'regular' teaching last term, it was mostly about resuming a routine and keeping things stable. However, we've heard some of you describe as 'manic' what lies ahead for the remainder of the year. What opportunities (or simply time) there will be for engaging in health education PLD for the rest of the year remains to be seen. We trust that we will continue to connect with you in a range of ways, respond to your immediate PLD needs, and be thinking about and laying some groundwork for the substantial changes that lie ahead.

With all of these considerations in mind, we have chosen to focus on PLD for this edition of Hauora Matters, not only to provide you with some updated information, but also to engage you in some reflective thought around what is effective PLD for you as a teacher of health education, and to be thinking about what we expect of those in specialised roles that support our PLD.

All the very best for a productive, happy and safe term,

Rachael, Vicki and the NZHEA executive.

Notice of NZHEA Annual General Meeting

Our NZHEA AGM 2020 will be online. All are welcome to attend.

At our AGM we will:

- Confirm the minutes from the 2019 AGM
- Present our annual report including financial statements and audit findings
- Offer members opportunity to raise other business.

Date: Monday 24 August Time: 7pm

Zoom link: <https://canterbury.zoom.us/j/99043909754>

Spotlight on professional learning and development

1. Our Networks of Expertise (NEX) funding - providing support for health education teachers

Our NZHEA NEX funding, as quite a few of you know, is the modest sum of money that the Ministry of Education currently provides for over 40 subject associations and other teacher networks. The fund is intended to pay for time and resources to support teachers in 'expert' areas, with subject associations being the most common form of these. NEX funds allow us to maintain our kaiārahi role, develop resources (and to give you 'free' resources), provide PLD sessions by Zoom, local area cluster meetings and/or workshops, and on occasion deliver an in-school in response to specific PLD needs.

Our NEX commitments for the remainder of this year:

1. Our kaiārahi role will be maintained. Feedback provided to Debbie Jones from a selection of teachers she has supported follows as an illustration of the type of support offered and what teachers gain from it.
2. We plan to keep the ad hoc mass-audience Zoom meetings going in response to identified areas of professional learning need. Although we don't think they are the most effective form of PLD, given the one-sided nature of them and the rather stilted conversation when there's lots of us online together, they are quick and easy to organise, and offer a 'just-in-time' response for people across the country. They offer a pragmatic professional learning solution although the 'professional development' aspects are more difficult to achieve in this environment.
3. Digital resource development responding to identified areas of need will continue and there are several projects in planning and development to complement future changes (such as the review of standards).
4. Our communications with you through newsletters and Facebook will continue.
5. And behind the scenes, a number of the NZHEA executive are involved – because of their NZHEA role and not as a matter of their employment – in a range of networking and advocacy roles as part of projects that will have implications for teachers.

2. Professional learning and development as a matter of teacher practice

We are framing this review and reflection with some foundation ideas about PLD.

- **Professional learning** focuses more on the learning of new knowledge (content, concepts, and contextual knowledge related to subject matter, teacher pedagogy, and leadership, for example).
- **Professional development** focuses more on how we give effect to (implement or operationalise) that learned knowledge in our teaching and/or leadership practice.

Although PLD in secondary schools is very under-researched, the idea of PLD is not new (obviously) and it is worth revisiting **Teacher Professional Learning and Development: Best Evidence Synthesis Iteration** (BES) by H. Timperley, A. Wilson, H. Barrar and I. Fung (2007). There should still be copies of this in schools or download it from <https://www.educationcounts.govt.nz/publications/series/2515/15341>. This document contains a comprehensive account of the nature of effective PLD and a range of examples of New Zealand research.

The professional learning expectations of teachers, regardless of the year levels or subject matter we teach, is framed by the Teaching Council Our Code Our Standards <https://teachingcouncil.nz/content/our-code-our-standards>



Standards for the Teaching Profession

On the matter of **professional learning** the **Standards for the Teaching Profession** state the following:

Professional Learning Standard: Use inquiry, collaborative problem solving and professional learning

The elaboration of the standard describes what this standard is intended to mean. Effective teachers can:

- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- Critically examine how their own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
- Engage in professional learning and adaptively apply this learning in practice.
- Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.
- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.

Thinking about your own teaching practice in health education (and if you are a middle leader, the teaching practices of the teachers in your department or faculty):

What data do you collect and use as **evidence identify your PLD needs**? For example, how do you use the following?

- Student achievement and progress data
- Student voice
- Observations of teacher (and leader) practice

What data do you collect to use as **evidence to show that PLD has been effective**? That is, the PLD results in more effective teaching or leadership practice – which includes improved outcomes for students.

How do you decide which is the **most relevant literature, research** etc to take notice of given the many competing offerings available?

How do you engage **collaboratively to share practice** with colleagues in your department? In your school? In other schools or educational institutions/organisations?

How do you/ your department contextualise and incorporate PLD provided **internally at school** (usually related to school goals and broader education priorities) **within health education**? How do you/ your department attend to your health education specific PLD needs within the resources and expertise at your school?

What factors decide your access to **externally provided PLD**?

Thinking further about externally provided PLD for teachers of health education and HPE leaders (noting this does not mean externally provided programmes and services delivered to students), what are the strengths and limitations of PLD you access from the likes of:

- NZHEA?
- Organisations like Family Planning?
- Subject specific teacher conferences?
- Broader wellbeing focused conferences (or workshops)?
- Post-graduate study?
- Other?

Overall, what does externally provided PLD offer that PLD internal to school cannot or does not?

Can you always access the externally provided support you need? If not, why not? If yes, what enables this?

3. Snapshots of NZHEA members' PLD practice

To illustrate and showcase the different PLD provision of some NZHEA members, this section of Hauora Matters provides:

(a) Anonymised and adapted feedback from four teachers in different parts of the country that we used as part of our last NEX Milestone reporting to the Ministry of Education. This is both a showcase of the work as well as a thinly disguised advertisement for Debbie's services!

(b) An overview of the role and work carried out by a Kahui Ako across-school teacher responsible for the wellbeing-related aspects of the achievement challenges in her community of learning.

(a) The kaiārahi role

Four teachers from around the country have given us permission to use an adapted version of their feedback, describing the nature of the kaiārahi support and the professional learning gained from these sessions.

Teacher 1. In my role as Teacher in Charge of health education in a South Island school I support between 3-5 other teachers who teach a combination of junior and senior health. As well as classroom teaching, my job is to ensure our health education programme is running smoothly, to create and organise resources for teachers, inform teachers and wider staff around issues related to health and wellness and run health promotion events within the school.

The kaiārahi role is a lifeline for me. Debbie has helped me organise my thoughts, sharing with me what might be going on in other schools and generally helping me feel confident about the choices I am making. I originally contacted Debbie because I felt like I needed professional support and I have previously realised the value of having someone outside of my department to bounce ideas off. It is especially useful that she has cutting edge knowledge of what is going on in schools nationwide. As I'm in charge of updating our health education programmes and resources, I often need a 'sounding board' for my ideas and to provide professional direction. This knowledge is then shared with colleagues in my school. We communicated using Zoom which was convenient as I could do it from home during lockdown.

My conversations with Debbie focused on things that will help me ensure that our teaching programmes are topical and relevant. She discussed with me a range of options and resources that may be useful to use throughout the lockdown period. As a result of these conversations I've been able to think more clearly about what topics will be best to cover in our junior health education programme. I've also been able to make changes where the need to do so had been identified, and I've been put in touch with resources to help with this process. I have developed the confidence to either trust my instincts, or tune into the needs of our student community and create learning experiences that meet these needs.

It is great to be able to access the support of someone outside of my school who has the knowledge and experience to be able to support me with teaching ideas and resources for the daily task of teaching, but also to be able to support me to grow personally. Students in our school will benefit from the professional development and support I've received and I fully intend to maintain contact and have done so in the past few years.

Since our conversations I have made many changes to the health education programme at our school. Teachers are supportive of the changes made and are commenting that it's nice to see things changing and progressing within the Health department and that assessment tasks I've chosen are more positive than those that have been done in the past.

As I mentioned the kaiārahi role is a lifeline for me. It is not always easy to over-burden other local experienced health education teachers with 100 different questions about best practice. They are often too busy for those conversations and it is sometimes awkward as you feel like you are adding yet another meeting to their already busy day when you want to meet to have these sorts of conversations. I was relieved to see this option available because it instantly puts you into a professional forum for discussing best practice. There will always be a need for this sort of professional support. I absolutely plan to be back in touch with Debbie. There are a number of changes and updates I can see will be necessary to our assessment procedures and I expect her support and input here will be invaluable.

Teacher 2.

I am the TIC of health at my school in a provincial North Island town. I contacted Debbie as I was newly promoted to the position in the school. I am PE and health trained and had not yet taught year 13 health. Debbie and I had a Zoom session and chatted about creating a good ‘flow’ with our internal assessments at both year 11 and 13. She broke down the internal standards at level 3 for me to help me get my head around them, and gave me good starting points. I felt a lot more comfortable after this discussion and I was very grateful I had someone experienced to talk with. She also sent me some resources to get me started.

The next time I contacted Debbie was to check mark and give feedback around my level 3 contemporary issue assessment. This was very beneficial and followed up with a Zoom session outlining where I can go from here and potentially cleaning up my version of the assessment to better guide the students.

With an additional Geography background I have also taken on board the year 11 social studies social action internally assessed standard and I can see clear cross curricular links as to how I can incorporate this standard to align with 1.5 promoting sexuality.

I enjoy the [NZHEA secondary schools Facebook group](#) where I also get support and ideas. I feel this position that Debbie does is a fantastic support for teachers starting out. Health education is a developing subject in terms of its popularity. More schools are undertaking health education programmes and we need to ensure teachers are getting as much support and guidance as possible, with the right knowledge and from passionate educators.

I appreciate the time that Debbie has put into helping me out.



Teacher 3.

I am the senior health education teacher at the only college in a provincial North Island town. We have one other health teacher who is a first year teacher teaching Level 1 health education this year and I have been helping her with her planning for this course.

Due to lockdown I had to quickly change my health education programme and swap AS2.3 (health promotion) with AS2.5 Analyse issues related to sexuality and gender. As a teacher new to Level 2, and not having another senior health education teacher to bounce ideas off, I felt very fortunate to be able to ask Debbie for help. I had a Zoom meeting with Debbie who gave me an overview of the standard and provided key background information, including strategies for addressing the issues.

Before the meeting I was feeling quite overwhelmed with the standard and the prospect of changing to a new unit of work with a week's notice. After talking with Debbie I was away. I was able to plan my assessment and unit plan over the next couple of days and am now feeling really confident with 2.5. It is nice being able to check in with someone who is experienced in teaching health and to know that I am now on the right track. Going forward, this will help with planning my other Level 2 and 3 units. Debbie also gave me some helpful feedback on the layout of my assessment task which I will apply to my assessments in other year levels.

Having the opportunity to both Zoom and email has been great for developing understanding of the standard overall and discussing ways for making assessments clearer for the students, and as well as pedagogical approaches to support student learning. Health teachers in smaller schools there are often only one teaching the subject, or like me may have one other (new) teacher. Having Debbie as a port of call is particularly helpful, especially when there isn't someone at my school that I can ask or bounce ideas off. I think one of the strengths of the health education community is collaboration. I think that Debbie's role is really important because as teachers we are really busy with our own workloads and I know Debbie spent quite a lot of time with the Zoom call and looking over my assessment task. It would have taken a few hours of her time. If she wasn't in the kaiārahi role I don't think she would be able to put so much time in. She is very generous with her time, she doesn't just give you a quick email reply. She actually puts a lot of thought into her answers and being as helpful as she can.

Once again I am very grateful for Debbie and the help she has given me over the past two years. She does a fabulous job and should be commended for the effort and work that she puts into her role.

Teacher 4.

I am in charge of the Health curriculum at our college. Historically, we have not offered NCEA health education and I have had to fight for it. This year is my first year teaching and Debbie has provided a wealth of information and knowledge for me. She has helped me to organise the actual course and choosing the standards that best fit the students at my school and for me as a teacher. Debbie was able to share information and assessments, hold Zoom meets and help with moderation. Following our sessions, I am much more confident in how I will go forward and she has given me the direction I have needed as an experienced teacher teaching the course for the first time. More than ever, what we deliver in our health education curriculum is pertinent to the young people of Aotearoa. I believe it is essential in developing lifelong learners and well-rounded students who are able to not only understand, but apply challenging life skills in and beyond the classroom.

Debbie has also been an incredible resource for me and my school when planning and delivering the community consultation. Her support has been invaluable.

NZHEA thanks to Debbie for her willingness to share the feedback about her practice with us.

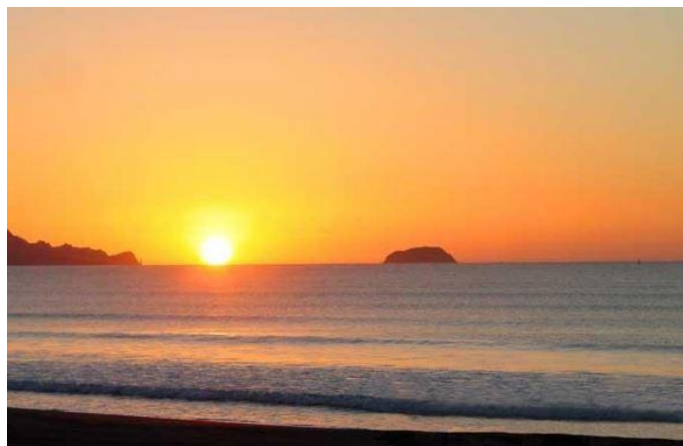
Health education teachers can contact the NZHEA kaiārahi, Debbie Jones at kaiarahi@healtheducation.org.nz



b) Kahui Ako Across School Teacher (ACT) role

Shelley Hunt is an NZHEA executive member and Head of Faculty, Health and Physical Education, at Gisborne Girls' High School. She is also an Across School Teacher (ACT) for the Turanganui a Kiwa Kahui Ako (Gisborne). The Ministry of Education agreed to a type of 'super-CoL' in the Gisborne region covering 24 schools and Shelley is responsible for leading the planning and implementation of actions related to the wellbeing aspects of the community's achievement challenges. Shelley is an accredited PLD facilitator and has previously worked as a HPE facilitator on large scale MoE PLD contracts.

Achievement challenge proposals accepted by the MoE with the establishment of Kahui Ako (or Communities of Learning) are a matter of public record and the Turanganui a Kiwa Kahui Ako document can be sourced at <https://www.education.govt.nz/assets/Documents/Ministry/Investing-in-Educational-Success/Communities-of-Schools/AC/99083-ACHCHA.pdf>



Now that she has been in the role for over two years, we thought it timely that we catch up with Shelley to find out more about the role, and her successes and challenges.

Interviewer: Shelley, tell us what the across school teacher role actually entails. What you actually do when you're in schools or trying to get things happening? Who you work with and what sorts of things you do with these people?

Shelley: An Across School Teacher (ACT) is the on ground connector between schools, the Kahui Ako lead team, and variety of other stakeholders and PLD providers. There are four main aspects to the role:

- In school liaison with principals, WSTs [Kahui Ako Within School Teachers] and teachers;
- Organising collaborative focus groups;
- Organising PLD (;often with external providers); and
- Creating connections between schools, the wider whānau group, NGOs, iwi organisations, and PLD providers.

The **liaison job** is working with schools to find commonalities between the schools strategic goals and those of the Kahui Ako. I am the school liaison ACT for 5 schools so I spend more time with these schools than the other 19. They are also a great place to observe practice that the school is proud of, and create opportunities to share best practice with other schools. An example is at a local primary school who have a whole school approach to wellbeing and where they have invested time teaching students strategies to manage their mental wellbeing and their relationships with others. One teacher has taken on this role and uses positive psychology strategies, mindfulness, and empathy activities. She teaches all students and blends in local stories to do so, such as waka breathing using local waka paper boats. I worked with this teacher to create focus group agendas that would have a range of mental health activities at the appropriate levels for both primary and secondary, as well as explore the why and how of introducing more mental health teaching in schools. This has helped make the group safe and courageous. Teachers are now all bringing ideas, activities and readings to meetings.

Supporting teacher inquiries, normally with the WSTs, is useful with such a variety of contexts. Having knowledge of an effective inquiry model is essential and most schools here are using the spiral of inquiry. Teachers I worked with had improving engagement and success in year 1-3 maths, using whole school drama productions to increase inclusiveness, developing more culturally responsive PE lessons, and improving evidence gathering from inquiry processes.

The second part of the job is creating connections across schools and our Kahui decided, after scoping our schools, that **focus groups** would be developed where the Kahui Ako strategic drivers aligned with a number of schools annual plans. A clear link was improving achievement and wellbeing of staff and students. As mindfulness was topical, our Hauora group looked at mindfulness initially as a tool to improve student behaviour and to settle students to learning. Firstly we worked with a group of 12-15 teachers and the RTLB team who were also looking at mindfulness to help students. We followed this with the whole school wellbeing examples of 'Learn It, Live it, Teach it, Embed it'. Starting with staff, a group of 21 teachers began a six week mindfulness course with Stephen Archer from Mindfulness Training NZ. Once a week we learned the skills of meditating along with the science that supports this as a strategy. It was about the teacher and their personal practice, and this was transformative for many. These teachers have reflected on the improvement to their wellbeing, along with working with a statistician using her app Riposte to measure change in attitudes over time. Such a valuable addition to have data to measure impact.

Alongside this, regular meetings were held and they became a real source of discussion, trialling, learning, and reflection. We worked with Jase Te Patu's 'Mindfulness, meditation, movement' videos and trialled these with groups of early primary, special needs students, who absolutely engaged with the activities and, being videos, could be used often and when appropriate. Even the Year 9 classes enjoyed the activities as warm up activities in our Ngā Taonga Tākaro unit. We had input from a local kura who had engaged with "Pause, breath, smile", while others took an in depth look at the Australian 'Smiling Minds, Still Quiet Place', and for older students we used 'Head Space'.

What emerged was an understanding that the group recognised that they needed to look at the wellbeing of the children and wanted to continue to build a curriculum from Year 1-13, with common wellbeing language that supported students social and emotional learning in a way that is unique to our Kahui Ako schools. As all of our schools have over 50% Māori students, Hauora as a model of wellbeing is embedded in our schools.

This work is fun and with 12 schools attending regularly, and often 25-30 people at a meeting, the work is gaining traction. Our meetings are now very collaborative, to the extent that a year 2 teacher can bring a practice they use, and a year 9 teacher adjusts this and uses it in their classes. The leadership of our meetings is shared with the next agenda organised before we end the current one.

Working with PLD providers is the third part of the role, and where having facilitator experience and knowing a range of people, has been useful. An example is schools indicating, under the wellbeing umbrella, that they needed more culturally responsive ways to engage children in physical activity, which reflected a Māori world view, and the values they were teaching in games play. By knowing and having experience in the value of Harko Brown's workshops I could organise Harko to visit and teach teachers, iwi providers, sports coordinators and student leaders. This proved to be a highlight with 37 teachers and iwi providers present. Such a fun learning day. Since then a focus group meeting has been held, there has been the collection and loaning the artefacts required for activities, and I supported the teaching an 'at risk' group at my own school on why culture is important in physical activity. So many have further developed their practice by collecting rakau sticks, and working with a couple of schools to make manu. You knew you had made a difference by the number and detail in emails and requests for follow up visits.

Working with **Family Planning** to change the perception of what sexuality and relationship education is in 2020. Family Planning struggle to get schools engaged in their workshops or take up the resources. Therefore we have developed a collaborative relationship between the Kahui Ako and Family Planning. We have worked hard to get schools to look at the resources and join workshops. This has paid off and more are attending workshops, and teachers are realising they did not actually understand what teaching and learning was involved in this area. In order to spread this knowledge, the family planning educator and I have organised a community wide hui from 7-8.30pm in a school hall. We have teachers who are newly using the resources at tables to have whānau engage in activities across the year groups. So we have a year 1-2, and year 3-4, special needs tables, etc. The local paper was very supportive of this although our first attempt was thwarted by COVID. The rescheduled event is planned for August. We are hoping that when whānau and the community realise what is included in the curriculum content, they will see the reason for the inclusion.

In 2019 the Kahui Ako introduced Growth Coaching PLD at an introductory level, and as teachers felt their wellbeing had improved when they were working with a coach, extending and spreading this has come under my umbrella. We are about to undertake yearlong PLD with four small groups, meeting twice a term with an external facilitator, to teach and embed the practice of coaching for professional learning. The intention is that groups will work cooperatively and with the responsibility to practice coaching between meetings. This will hopefully impact on both wellbeing and student achievement.

This work is not a sprint but a journey over time. It is responsive to our schools and kura and, as everyone has discovered, it is surfacing the level of inequity in our community. Discussions are becoming deeper and plans are being made, actions are trialled and adjusted. Over time I see the Kahui Ako achieving the three goals of:

- Akoranga - Teaching and Learning: Growing capabilities to deliver positive impact in achievement and wellbeing.
- Mahi tahi - Collaboration: Growing Powerful relationships through purposeful collaboration.
- Marautanga – Curriculum: Growing an identity, building local curriculum.

Interviewer: What knowledge, skills, expertise, and experience you draw on to do this job?

Shelley: The job is so multi-faceted that you draw on a wide range of skills and it is essential to be open to new learning. For the Kahui Ako to work it needs ACTs who have creativity, pedagogical expertise, and problem solving as primary traits. It is important that an ACT is confident in their understanding of researched strategies that support school improvement, and then adapting to meet the needs of your schools and Kahui. With this is a 'let's give it a go' mentality and the skills to take others along with you.

Experience as a facilitator has been invaluable as it taught me a range of skills from working with an individual teacher to working with a larger group, to listen effectively and ask questions to surface people's thoughts and beliefs. I believe the 'Open to Learning' PLD from The University of Auckland is imperative as in each school you are trying to understand the culture and philosophy of the school as these need preserving, while at the same time finding ways to collaborate across the bigger entity of the Kahui Ako.

You do need to be able to see good practice and support teachers to speak up and share.

Finally you do need to believe in your work as in a journey like this without a map or signposts to say you are getting there it is not always apparent to the community that shift is happening.

Interviewer: And can you briefly tell us about some of the practical things, like the time allocation for the job, the travel to local schools, etc.?

Shelley: The job time allocation is 10 hours a week although this works differently between primary ACTs who have two days for Kahui Ako work, and secondary who have piecemeal hours across the week. It is important to have good forms of communication across each of the levels. Having a newsletter and new a website has been good as the Kahui Ako is now visible. People are reading these and emailing with questions on events and opportunities. Each ACT has subpages to keep all informed and provide links to resources.

Travel to schools can be up to 45 minutes each way for the more distant schools although most can be reached in 15 minutes.

Spaces for meetings are mostly in schools which is positive as normally the host school shows others around their school which is creating conversations and the breaking down of walls.

Interviewer: You've mentioned a few of these already, are there any other local opportunities for helping the Kahui Ako reach its goals?

Shelley: The Kahui Ako has lots happening PLD-wise with an increasing level sharing between schools. Initially teachers were reluctant to go to PLD that was run by a Gisborne educator, but this barrier is disappearing and we have locally registered PLD facilitators now being used by schools. Plus the ACT role is being recognised more as a leadership role as we become more visible in schools.

Interviewer: So to date, what would you say your main successes have been - in relation to the achievement challenge goals?

Shelley: To work in PLD across schools requires you to know where to access resources that work and how to model these.

To get involved with local organisations such as TSHAG, the Tairāwhiti Sexual Health Group, run by the TDH board, Sport Gisborne, iwi health providers, and others, as this gives you an insight into who is in schools with a health promotion lens, and not just an education one.

Interviewer: So to date, what would you say your main challenges have been - in relation to the achievement challenge goals?

Shelley: Measuring success is difficult and definitely a work in progress.

Interviewer: Finally, do you have any further personal reflections on the value of providing PLD to a community of schools like this – as someone who knows the community but – apart from your GGHS role – you’re not an employee of each school?

Shelley: The value of working for the Kahui Ako is not immediately visible and it may be quite frustrating at the start. Many schools do not value or believe in teachers teaching teachers as the primary schools are very set in large contract PLD run by the big organisations.

Over time you find your opening and then change happens but it’s often one conversation at a time.

NZHEA extends our thanks to Shelley for her generosity and sharing these details of her ACT practice with us.

Reflective questions: The PLD for high quality teaching and learning is framed by the Education Council Standards for the teaching profession. However, leading a whole school approach or taking on an across school role to promote wellbeing requires FAR more knowledge and understanding, and a skill set quite different (and in addition to) being an effective teacher.

If across school leadership or whole school approaches (WSA) to the promotion of wellbeing is something you are interested in, **reflecting on Shelley’s account of her ACT role**, what insights are gained into what you need to know, and know how to do, to fulfil this role effectively? – and therefore the PLD required for the role. **The following questions offer some prompts for this reflective activity.**

- What do you understand about the nature pedagogical (or instructional) leadership and the knowledge, skills and dispositions required for such a role?
- How and why are roles coordinating WSA for the promotion of wellbeing fundamentally educational leadership roles?
- What is your understanding of the ways wellbeing can be ethically and effectively promoted in school communities?
- What do you know about the many interconnected education policy and strategy statements that have relevance for all matters to do with wellbeing in schools?
- How well do you understand the complexity of school systems and procedures?
- What knowledge, skills, and dispositions are required for being a facilitator of learning for other (adult) education professionals?
- How adept are you at supporting teachers to engage in genuine inquiry based processes to improve outcomes for students, and build evaluative capability so they can determine what has actually improved?
- How well developed is your knowledge and skills for digital citizenship and digital fluency e.g. for efficiently searching finding all manner of locally relevant materials, resources and people, and communicating in different ways across communities?
- How well do you know your school and your school community – and how do you know this? How adaptive are you – and how do you know this?
- How good a critical thinker and problem solver are you – and how do you know this?
- How effective a communicator (and listener) are you – and how do you know this?
- How culturally responsive is your practice – and how do you know this?

4. Facilitating a workshop or cluster meeting

Evidence suggests that workshops are not necessarily the most effective form of PLD but they still have value for networking with other teachers with similar needs and interests, and they establish the groundwork to which further PLD actions may be added.

Any teacher who has facilitated a workshop with their adult peers or professional colleagues will know it requires consideration of many different factors to what we are used to when teaching students in schools. And it can be quite scary and intimidating!

As part of the earlier Tūturu work a 'Workshop Facilitation Guide' was produced for just this purpose. The context is specifically alcohol and other drugs but the principles are the much the same across any health education context. If you are interested in developing your PLD workshop facilitation skills, you may like to check out this resource. It's not an all-encompassing-everything covered resource, but it does include quite a few considerations for planning, delivering, and following up after PLD sessions.

Link: <https://www.tuturu.org.nz/assets/uploads/Facilitating-safe-discussions-around-AoD-contexts-updated-working-document.pdf>

tūturu.

Workshop Facilitation Guide
Introduction to Alcohol and other Drugs

This facilitation guide provides a structure and resources for alcohol and other drug professionals to deliver an introduction workshop.





The Ministry of Education also offer some guidance around ‘facilitating professional learning’ as part of the suite of resources in the ‘inclusive practices’ section of the TKI website.

Find these materials at <https://nzcurriculum.tki.org.nz/Inclusive-practices/Facilitating-professional-learning>

5. Thinking ahead to what the new Ministry of Education Curriculum Lead roles might be

On June 19, 2020 the Hon Tracey Martin gave a press release notifying the education and other social sectors of the plan to develop 40 new Curriculum Lead roles to work with principals and teachers to deliver a high quality Health and Physical Education and Hauora local curriculum. At the time we were compiling this newsletter, the roles and responsibilities, job descriptions, recruitment, and service delivery model for these was still in early development. As presented it would suggest they will need to be PLD facilitation roles, regardless of the job title.

Bear in mind there are 10 regional Ministry of Education offices around the country, about 400 secondary schools, 2000 primary schools, and over 5000 ECE (teacher or parent led services) in NZ. It is worth noting that although most of our NZHEA community are secondary school teachers, a lot of this work will need to be in ECE and primary schools, and across Māori and English medium kura and schools. These 40 roles will be spread pretty thinly by the time all of that expertise is factored into the roles.

Reflective activity: After (re)reading the press release from the Beehive below, think about the knowledge and skills you would want these Curriculum Leads to have if they were to work with the principal and teachers in your school ‘to deliver a high quality Health and Physical Education and Hauora local curriculum, including the refreshed Relationship and Sexuality Education Guidelines and the Wellbeing and Mental Health Guidelines.’

New roles to help health and healthy relationship teaching

HON TRACEY MARTIN, 19 June, 2020

New frontline support for **high quality teaching** that promotes the mental health and wellbeing of children and young people was announced by Associate Minister of Education Tracey Martin today.

“We are funding up to **40 Curriculum Leads** who will **work directly with schools, kura, early learning services and kōhanga reo** to support the teaching of mental health and healthy relationships and promote the wellbeing of learners,” Minister Martin said.

“For too long, as identified in the last two ERO reports, a number of schools have struggled in this area of teaching. The Curriculum Leads, a new type of role based in regional Ministry of Education offices, will provide the specialist support that primary and secondary schools have been wanting and need in this area.”

The new roles are funded from a \$32.8 million programme that will be delivered over four years and are the first part of a comprehensive wellbeing support package for the entire education sector. The programme funding also provides for resources for parents and whānau that will support their understanding of the importance of teaching and learning about mental health and healthy relationships. This will enable families to provide support to their children at home.

“It’s predicted that COVID-19 will have long-lasting impacts on the mental health and wellbeing of children and young people,” Mrs Martin said.

“These Curriculum Leads will **provide frontline support** that will be **tailored to local needs**. This will strengthen the sector’s ability to promote and support the wellbeing of all learners in the medium and long term.

“The leads will **work with principals and teachers to deliver a high quality Health and Physical Education and Hauora local curriculum**, including the **refreshed Relationship and Sexuality Education Guidelines** and the **Wellbeing and Mental Health Guidelines**. They will also support School Boards to undertake quality engagement with their local communities on the health and physical education curriculum and promote positive school and kura environments,” the Minister said.

“For the last 13 years, ERO reports have found weaknesses in this area so I am exceptionally pleased that our government has addressed this and provided this much needed support.”

Source: <https://www.beehive.govt.nz/release/new-roles-help-health-and-healthy-relationship-teaching>

Relationship and Sexuality Education Guidelines and the Wellbeing and Mental Health Guidelines

Since late last year the Sexuality Education Guidelines have been undergoing a 'refresh'. Needless to say the lockdown period has delayed progress on this, but the work has now resumed. Planned changes include:

- A separate primary and secondary guide.
- A renaming to include 'relationships' in the title.

We will notify you of these revised guidelines when they are available and any support NZHEA will be providing in response to these revisions.

Reflective activity: In addition to the current Sexuality education: a guide for principals, boards of trustees, and teachers (2015) how familiar are you with some of these other wellbeing and mental health guides?

Links

- **Sexuality education:** a guide for principals, boards of trustees, and teachers (2015 – to be updated) <https://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>
- **Relationship Education Programmes:** Guide for Schools (2015) <https://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Relationship-Education-Programmes-Guide-for-Schools>
- Not named as a guideline document as such but it contains a lot of guidance on the matter: **Preventing and responding to suicide:** Resource kit for schools (updated 2019) <https://education.govt.nz/assets/Documents/School/Traumatic-incidents-and-emergencies/MOE-Suicide-Prevention-toolkit-for-schools-updated-2019.pdf>





MoE Inclusive Education guides <https://www.inclusive.tki.org.nz/guides/> – there are now 29 of these that apply across all schooling. They are not subject or primary/secondary sector specific and many are related to providing an inclusive environment and support specifically for students with physical health and learning impairment conditions. However, some look to whole school considerations of inclusive practice. In particular check out the following (but don't be limited only to these guides):

- **Inclusive classroom culture**

<https://www.inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/>

- **Leading inclusive schools**

<https://www.inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/>

- **LGBTQIA+ students**

<https://www.inclusive.tki.org.nz/guides/supporting-lgbtqa-students/>

- **Positive peer relationships**

<https://www.inclusive.tki.org.nz/guides/supporting-positive-peer-relationships/>

- **Transitioning – managing times of change**

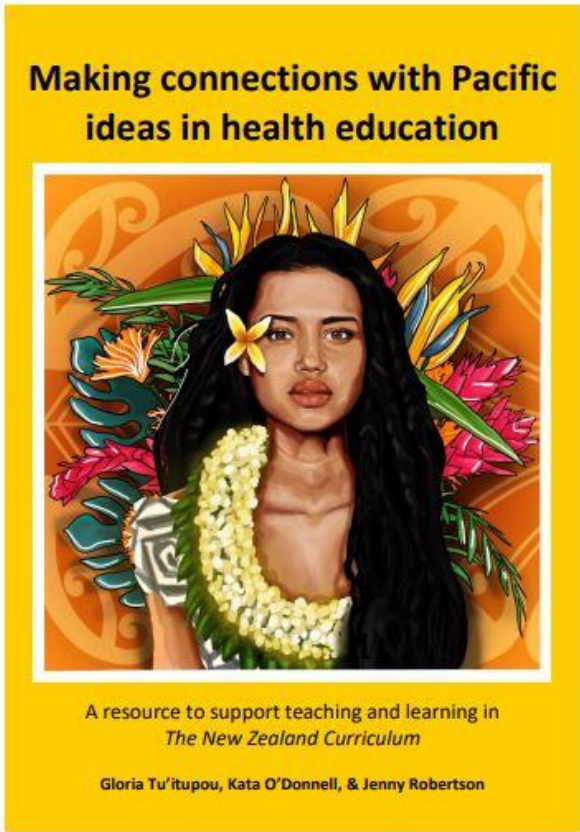
<https://www.inclusive.tki.org.nz/guides/transitions-managing-times-of-change/>

Although more policy and strategy focused, the **Ministry of Education Wellbeing in education website** contains a range of useful and important material related to student wellbeing considerations <https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/>

It is not known at this time if any new guidelines titles are planned, however the work on Healthy Relationships Education (aka Sexual Violence Prevention) – the survey that many of you responded to earlier in the year – is about to be completed and, depending on some high level decisions, may influence aspects of this work in schools. For the moment the implications seem to be more for external providers.



What's New?



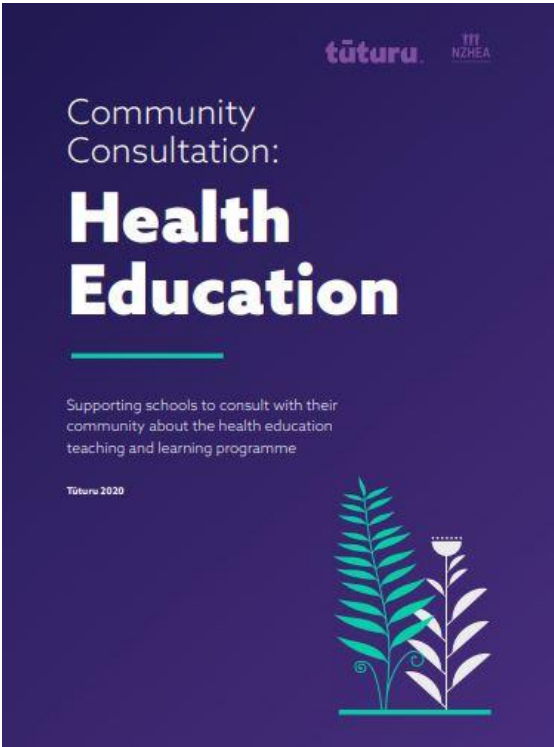
Making connections with Pacific ideas in health education: A resource to support teaching and learning in The New Zealand Curriculum (2020) by, Gloria Tu'itupou, Kata O'Donnell, and Jenny Robertson is freely available for anyone to download and use from the NZHEA website along with a file of the copy templates for the activities <https://healtheducation.org.nz/resources>

One of the features of the NZHEA NEX work has been the development of a range of resources to support teachers as they respond to changing and emerging health and wellbeing situations. The opportunity to develop a Pacific themed resource came when Tamaki College student Gloria Tu'itupou gained the award for Health and Physical Education Top Scholar in 2019. Working with her teacher Kata O'Donnell, we developed a collection of activities bringing together established health education content knowledge and pedagogy, with Pacific ideas and the cultural competencies from Tapasā. The artwork was provided by another Tamaki College student, Vaifoa Lam Sam.

A reminder about the **Tūturu community consultation resource** – this came out just prior to lockdown and queries about community consultation would suggest many of you haven't yet seen it.

Although the Tūturu project is AoD focused, this community consultation resource applies to all of health education.

This went through quite a rigorous review process so we would like to think the advice it contains is well up to date. It will hopefully dispel some of the old ideas about community consultation that have persisted since the 1980s when changes to the Education Act first required this process to be undertaken. Source the manual and the 5 minute video that can be used as part of consultation at <https://www.tuturu.org.nz/healthconsultation/>



We've also uploaded to our website a short resource to support teaching, learning and assessment in health promotion in the NCEA standards: 1.1, 2.3 and 3.5.

What's ahead?

NZHEA NEX opportunities

NZHEA is keen to keep supporting you online and face to face.

- For kaiārahi support contact Debbie Jones at kaiarahi@healtheducation.org.nz
- If you would like to organise a regional cluster meeting or workshop – either with NZHEA facilitation support, and/or using your own expertise (but with the support of some NEX funding), please contact us through the NZHEA website <https://healtheducation.org.nz/contact-us/>
- Or if you've got an idea for a Zoom PLD meeting that a group of teachers might be interested in, similarly contact us at <https://healtheducation.org.nz/contact-us/> e.g. NCEA external assessments, last minute Scholarship support, an emerging topic or issue you want to explore in preparation for 2021 ...

Relationships and sexuality education guidelines refresh

- See previous section.

Support for using the Mental Health Education & Hauora resource

- The Ministry of Education has a hard copy of the NZCER Mental Health Education and Hauora resource for all schools with students in years 7-13. They plan to distribute these texts soon along with a series of communications about their use. We'll keep you posted about this.

Youth 2019 data

- To be released in August. Keep an eye out at <https://www.youth19.ac.nz/>
- NZHEA will look at some resource development to present some of the data in a useable, student friendly format and in context of some topic based activities.

The NZHEA TRCC

- The NZHEA TRCC is postponed until the April school holidays 2021 when we hope some of the new developments that were to feature in the course will be back on track.
- Revised information available late 2020/early 2021.

Wellbeing in Education NZ

- One of the few wellbeing-related conferences still going ahead this year, with revised dates and programme, is the WENZ Conference (Wellbeing in Education NZ) – see the website for details <https://www.wenzconference.nz/>



**Navigating the journey: Sexuality education Te takahi i te ara:
Whakaakoranga hōkakatanga**

A full digital suite of Relationship and Sexuality Education (RSE) resources developed for teachers of students from Years 1 to 10 in Aotearoa New Zealand.

Developed by Family Planning, across 2018 and 2019, these RSE resources are holistic and have a strong focus on te ao Māori perspectives, inclusiveness, consent, celebrating diversity, and wellness, as well as tools to build skills to manage healthy and positive relationships.

Throughout the suite, learning opportunities are explored within five themes:

- 1. Establishing a positive learning environment: Te whakarite i tētahi ao ako huapai
- 2. Who am I? Ko wai au?
- 3. Relationships: Ngā whanaungatanga
- 4. Growing and changing: Te tipu me te huri o te tangata
- 5. Staying safe: Te noho haumaruru

In addition to ensuring that all of the content required under the sexuality education learning area of The New Zealand Curriculum is included, these resources also provide curriculum aligned learning activities, supplementary teaching materials, extension and alternate year activities. Each resource is just \$5.

Family Planning understands the unique challenges of delivering the RSE curriculum and wants to support teachers to feel confident, comfortable and supported when discussing this part of the curriculum. To assist with this, we offer free professional development and capability building nationally delivered via both face-to-face and digital modes that can be tailored to suit your needs and local environment. Attendees at these free professional development courses also receive a free copy of Navigating the Journey to share with their school community. We can also offer sessions for parents, whānau and caregivers to ensure that young people are receiving the best RSE possible.

If you would like to ask us any questions or discuss how our Health Promotion team can provide your school and community with support in its implementation of these resources, you can contact us directly at either (04) 384 4349 or national@familyplanning.org.nz.

Full details of the resources and the professional development courses can be found on our website www.familyplanning.org.nz

