



NZHEA

April 2021

.....
He oranga ngākau
He pikinga waiora.

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

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Hauora Matters

Online magazine for New Zealand Health Education Association

Tena koutou NZHEA Members

We've had a couple of goes at getting this newsletter together to welcome everyone to the new year ahead, but with two alert level 3 lockdowns in as many months in Auckland, and the ripple effect this then has to the regions, has meant all of our 'day jobs' have had to take priority.

While things are as unsettled as ever, we have grabbed some time to compile a few health education related bits and pieces.

Firstly a belated congratulations to all of your students who were successful in gaining NCEA Achievement Standards in Health Education last year – and to all of you who had the added challenge of supporting your students in unprecedented ways. And congratulations also to Genevieve Kuan at Rangitito College for achieving Top Scholar in HPE Scholarship, as well as the team of staff that supported her and all of their other successful Scholarship students.

For those of you who follow our Secondary Facebook page you will know we had to completely cancel our TRCC event rescheduled from last October. The nervousness around planning large events in Auckland was borne out when we were back in lockdown just days after pulling the plug. But not to be despondent, the programme breaks up well into pieces for delivery through clusters or online, and it will also allow a bit more time for resources and information from much anticipated and long awaited new developments to become available.

At the time of completing this newsletter:

- The first phase of materials for Level 1 Health Education (with Home Economics) Review of Standards materials has just gone online (see feature in this newsletter).
- We have just found out that we have been successful in securing another round of Networks of Expertise funding for the next two and half years. It has many expectations and deliverables built into it so once we've made sense of it all, and confirmed our delivery model, we'll let you know what are plans are to support your professional learning and development.

We are still waiting to hear about the appointments to the [Curriculum Lead positions](#). You may have noticed that the MoE went back to the sector seeking to fill some specifically targeted roles.

And we knew it was coming:

- The timeline for the [‘refresh’ of the curriculum](#) was released in February. The Health and Physical Education learning area is among the last of the curriculum areas to get a refresh in 2023-2024, in time for implementation in 2025

Associate Minister of Education, Jan Tinetti, outlines the benefits of the refresh in this video.



Let’s hope for a more settled year around the country (even if Auckland remains problematic), and that the [HPE conference “Embracing Uncertainty”](#) in Christchurch 11-13 July will be that rare opportunity where we can all congregate and see each other in person.

So a very belated happy new year – and we trust you can find something somewhere in your personal and professional lives to be happy about.

Ngā mihi nui

NZHEA Executive

Health education relevant news

University of Canterbury developed Relationships and Sexuality Education guide materials

The University of Canterbury won the bid to produce a range of materials to help give effect to the revised RSE guide. Led by Rachael Dixon and Tracy Clelland, with NZHEA input, these materials will be available in the second half of the year on the new Wellbeing Curriculum website.

Healthy Active Learning

Our colleagues in the Healthy Active Learning initiative are expanding their delivery.

Article: [Healthy Active Learning programme introduced to more than 300 schools](#)



Access to free period products

In response to period poverty the government announcement that students would have access to free period products in schools.

Article: [The access to period products initiative aims to provide free period products to children and young people in all state and state-integrated schools and kura across New Zealand during 2021.](#)

Changes to NCEA Level 2 assessment specifications for the 2021 examinations

For anyone using the [Level 2 Achievement Standards](#) this year, make sure you have noted the changes to the assessment specifications which do NOT specify a context (topic).

Candidates will be required to draw on their own learning, as well as respond to resources provided for each achievement standard.... Candidates should be familiar with the underlying concepts of health (hauora, socio-ecological perspective, the promotion of positive well-being, and attitudes and values) and be able to apply these to an unfamiliar context(s).

Check out the [planning framework in the NZHEA members-only resources](#) on the NZHEA website. Level 1 and 3 specifications have only very small changes notified.

Changes to HPE Scholarship

Note the reduction in the length of the report from 30 to 26 pages - maximum.

The requirement for candidates produce [a report that critically evaluates one or more aspects of a document](#) (e.g. the Child and Youth Wellbeing Strategy) remains, with one of the sport-related documents only changed for 2021

- NZHEA will republish the HPE Scholarship guide for students immediately after the release of the assessors report (April).
- We are also publishing a new resource showcasing eight student reports from 2020. This will also be available late term 1.

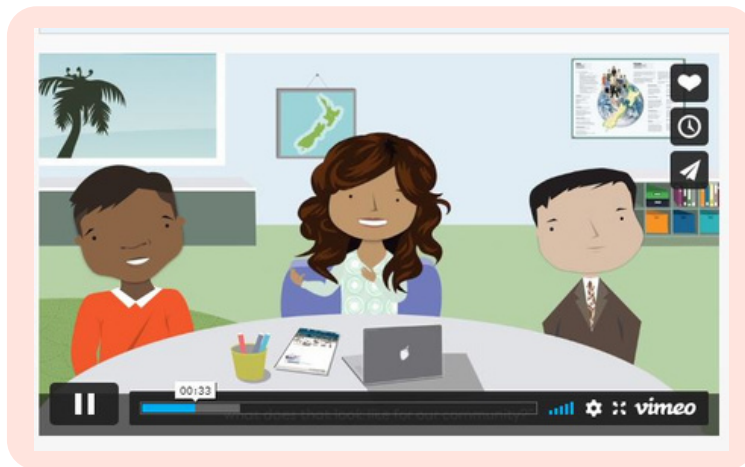
A new “Wellbeing curriculum” website

We are awaiting the launch of a [new wellbeing curriculum website](#). For the moment some of these materials are on the Ministry of Education website – scroll down the page for a substantial list of useful materials both for teaching and more systems level work and for teachers’ professional learning

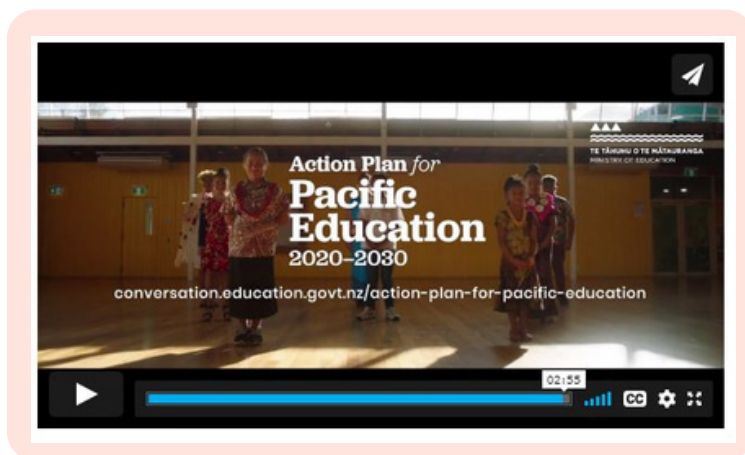
Round up of the big picture need to know-about documents

Not only, but especially those of you in middle leadership roles, make sure you know about:

- The suite of [Local Curriculum Design resources](#)



- The revised version of [Ka Hikitia – Ka Hāpaitia: The Māori Education Strategy](#)
- And similarly the [Action Plan for Pacific Education 2020–2030](#)

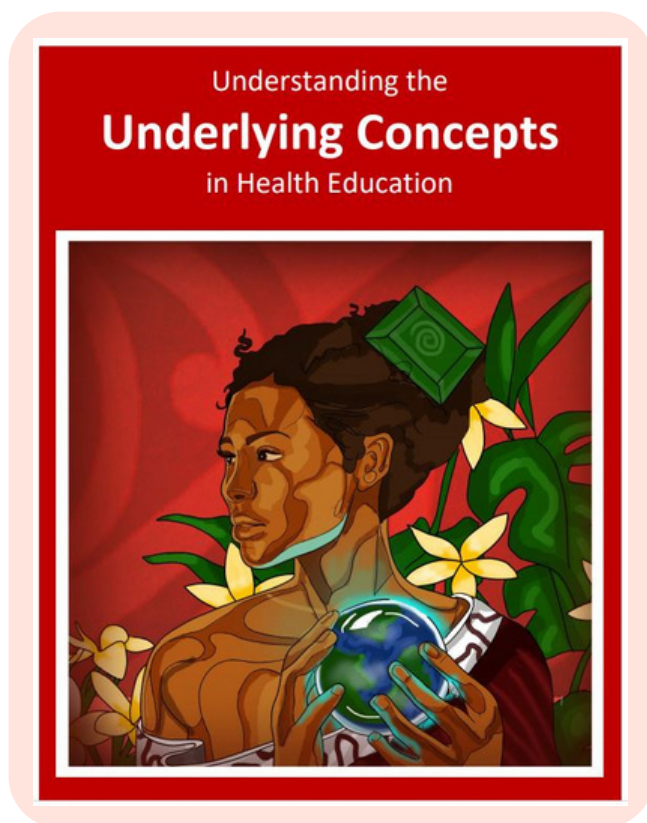


- With growing focus on the key capabilities - making meaning, critical inquiry, taking action, and perspective taking, make sure you know about the [Coherent Pathways capabilities approach](#)

Resources - New

NZHEA

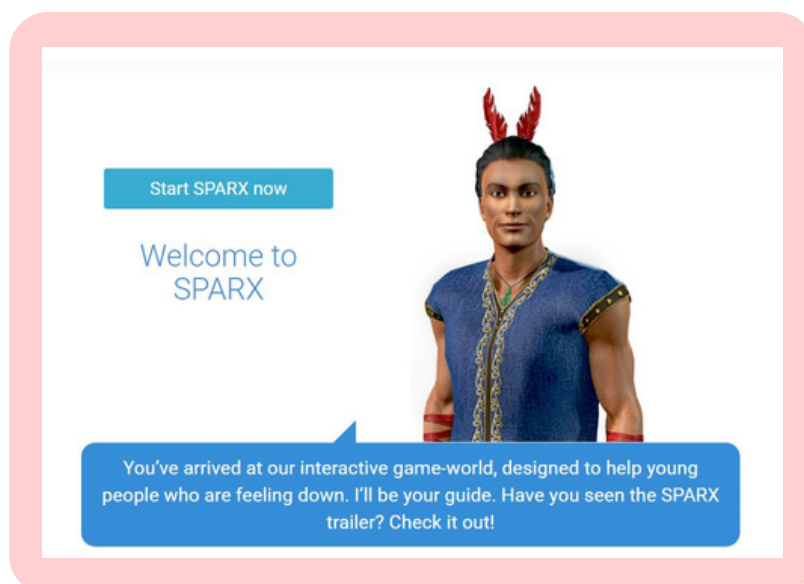
- Understanding the Underlying concepts in Health Education (2021)
- (Revised) Alcohol and Other Drug Education Years 7-13
- (Revised) Mental health and Resilience Years 11-13
- [SPARX](#) (University of Auckland developed intervention app for mild to medium anxiety and depression disorders) are producing 'valued added' resource of 12 mental health and wellbeing activities.
- These can be used in addition to the Mental Health Education and Hauora resource, the digital version of which is now hosted on the [NZHEA](#) website



Resources - In Development

NZHEA

- NZHEA HPE Scholarship resources
- Family Planning professional learning modules – in time there will be over 20 of these modules
- InsideOut is developing a new suite of video and text based materials to support schools with Rainbow-related matters.



FEATURE: Review of Standards

- The [Review of Standards work for Health Education \(with Home Economics\)](#) is finally underway. The first phase of materials is now available for review and feedback.
- You may also be interested in the [Physical Education materials](#).

‘Subject’ title

- The ‘subject’ title **Health Education (with Home Economics)** was approved by the Minister in the Level 1 subject list and, for the moment, this is the title being used at this stage of the project. This is a working title only and other titles are being discussed and negotiated. [Refer back to the Level 1 NCEA decisions](#).
- Note that we are being called a ‘consolidated’ subject (not ‘merged’ or some other such term).

NZHEA strongly encourages the health education community to give feedback on these materials - as individual teachers and middle leaders, and/or as departments or faculties. External providers invested in the health education space are also encouraged to give feedback.

This first phase of draft materials contains:

- The big ideas and significant learning (learning tab)
 - A sample course outline (teaching tab)
 - The first draft of the four Achievement Standards – remembering all subjects will have four standards (mostly 5 credits each), two internally assessed and two externally assessed – with portfolio and report-type submissions being recommended rather than examinations (assessment tab)
 - The start of a glossary to explain terminology used across these materials (glossary tab)
- Make sure you click on each of the tabs to see all of the materials:

LEARNING TEACHING ASSESSMENT SUBJECT GLOSSARY

Online feedback questions:

NB. In addition to these TWO HEHE questions there are also introductory questions (mainly demographic data) and space for additional feedback.

Having read the new subject content please provide your impressions of the subject content so far:

Use the following prompts to support you when answering the questions:

- Is the content clear?
- Is it useful?
- Is knowledge covered?
- Are the explanations clear?
- Do the Course Outlines help you to understand how the Learning Matrix and Assessment Matrix could work together?

What is your overall impression of the Learning Matrix?

What is your overall impression of the Teaching, Learning, and Assessment Guide (TLAG)?

What is your overall impression of the example Course Outlines?

Questions to help you unpack the materials provided:

Big ideas

Reducing two subjects to a small number of 'big ideas' is problematic. [What are your thoughts about these statements?](#)

Significant learning

This list of ideas is intentionally (largely) free of content (ie mental health, sexuality education, or food and nutrition topic matter) with the view that these significant learning ideas should be able to be applied across multiple health education and home economics 'topics'.

[Do you think there is reasonable coverage of Level 6 of the curriculum among these significant learning ideas? Is there sufficient scope among these big ideas that means you can select and apply a diversity of topics that reflect student needs and interests?](#)

Course outline

[To what extent does the example of the course outline indicate the possibilities for planning a course? More course outlines will be available in time.](#)

Draft Achievement Standards

Again these are context free. There are two internal and two external standards. Read the information about these standards and how these (draft) decisions were reached. Note that not everything needs to be assessed.

As a pragmatic solution for 'consolidating' two subjects into one, these four draft standards are framed around each of the **key capabilities – making meaning in discipline specific ways, perspective taking, critical inquiry and taking action** – read more about these capabilities in the [Coherent Pathways document](#)

[Do you agree with/ see yourself being able to use these draft standards?](#)

[Can you see that you would be able to apply a wide range of topic matter to these standards?](#)

Online feedback questions:

Questions to help you unpack the materials provided:

Mana Ōrite mō te Mātauranga Māori is one of the biggest shifts of the NCEA Change Package. Please provide feedback on the subject content in relation to how well it reflects this change, using the prompts below.

Use the following prompts to support you when answering the questions:

- Are Māori terms used appropriately?
- Are the concepts grounded in te ao Māori?
- Can you see Māori contexts and approaches to teaching and learning explained?
- Do the Course Outlines show how a course could be taught across a year in the subject?

Does the Learning Matrix show mātauranga Māori is appropriately woven throughout?

Does the Teaching, Learning, and Assessment Guide (TLAG) explain how the subject supports ākonga Māori to succeed as Māori?

Do the Course Outlines demonstrate how teaching and learning could be grounded in mātauranga Māori?

“NCEA CHANGE PACKAGE 2. Mana Ōrite mo te mātauranga Māori

Key changes [extract only – see full document for complete statement]

Ensuring that, where possible and appropriate, te ao Māori and mātauranga Māori are built into achievement standards for use across English and Māori-medium settings. That might mean:

- having Māori-centred contexts for exemplars and assessment resources e.g. local iwi history
- inclusive standards and assessment resources that allow for diverse cultural perspectives on what’s important e.g. considering community or hapū impact, not just individual user needs.”

This aspect of the change package is proving to be very problematic and we know these draft materials are not yet fulfilling the requirements suggested by these feedback questions.

We know te ao Māori (more about a Māori world view) and mātauranga Māori (especially traditional knowledge) in this aspect of the curriculum can be:

- Very regional/local to an area where knowledge (and associated te reo Māori) doesn’t necessarily have the same nationwide understanding.
- Often held by people in communities and not written down.
- Requires someone with ‘authority’ to pass on the knowledge or grant permission to use this knowledge – which is not always given.

What are your local experiences using mātauranga Māori in health education, beyond a few well established concepts like hauora, whanaungatanga and manaakitanga?

“NCEA CHANGE PACKAGE 2. Mana Ōrite mo te mātauranga Māori... continued

Don't confuse this section with culturally responsive pedagogy and ways of teaching – keep the focus here on the health education and home economics subject content knowledge and mātauranga Māori.

What will 'mana ōrite mo te mātauranga Māori' - equal status for mātauranga Māori (for more equitable outcomes), look like? What does 'equal status' mean in this context – how would you know it when you saw it?

Can you answer these feedback questions? In particular, what is your knowledge and authority to be able to answer these questions - are Māori terms used appropriately and are the concepts grounded in te ao Māori?

What can you see will be the resourcing considerations to meet this aspect of the NCEA change package – as best you understand it?

Giving feedback

Public engagement on new subject content for NCEA Level 1 is available for feedback - go to have your say at https://ncea.education.govt.nz/page/have_your_say.

This feedback opportunity closes 19 April 2021.

The second phase of materials are due early in the second half of this year.

Please make use of any subject association, department, faculty, or local cluster meetings, to discuss these draft materials with colleagues.

ZOOM TO DISCUSS DRAFT L1 NCEA MATERIALS

Wednesday 14 April, 3.30-4.30pm

<https://canterbury.zoom.us/j/98973526377>

Facilitated by Leigh Morgan from the NZHEA executive, this is a chance for NZHEA members to discuss the draft materials, and feed into an NZHEA response to the MoE's survey.

Valuing Perspectives

A Pacific themed approach to Year 12 Health Education

Sarah Butler,
Third year teacher, Manurewa High School, Tamaki Makaurau
(In the South Auckland suburb of Manurewa)

This year I've designed our Year 12 Health Education programme to have a local curriculum focus around "Alice in Wonderland, Through the Looking Glass" but with a cultural twist reflecting our ākonga at Manurewa High School which is mainly Maori and Pasifika students. Our overall theme "Alisi, Through the Looking Glass," uses the concept of 'cultural glasses' to see how people interpret situations differently based on how they have grown up and the importance of culture in their everyday life.



In this scenario the "Looking Glass" literally translates to a pair of glasses or a magnifying glass, these glasses are the way that different individuals see the world based on their past experiences, culture and upbringing which goes on to shape their perspectives about the world. These 'glasses' and the Kaupapa surrounding this concept will be developed with the students and used as an active resource to interpret a range of different scenarios that will be presented throughout the year based on a range of contexts.

This celebrates the importance of diversity and inclusion and acknowledges that what you know is important and does have value.

How we will put this into action:

Change and resilience (Learning leading to assessment with AS91326, Health 2.2).

Our guest speaker, a Samoan born man, Pale Sauni will be interviewed about the issues he faced at personal, interpersonal and societal levels coming to New Zealand, what the risk and protective factors were for managing this major life change, and what strategies he would suggest could support others. Through the 'Looking Glass' we will look through how cultural expectations and these 'lenses' influence the way we see life in Aotearoa New Zealand. For example, when someone moves from a Pacific Island nation to New Zealand they may look at life in a New Zealand community in a different way to someone who is New Zealand born. What do they see differently? What is expected of Pacific Island aiga when it comes sharing resources such as money and is that different from Pakeha families? How does this impact people's resilience when they experience significant changes in their lives?

These are the differences we are going to be looking at and how they influence people, their families and the community around them.

Through this we are going to look at how this influences people's resilience so we can decide strategies to improve situations for other people experiencing major life changes.

Take action (Learning leading to assessment with AS91327, Health 2.3).

This section will be co-constructed with the students to come up with an issue they see in our community to take action around. We are going to take action against a known injustice in our community. Through our 'Looking Glass' we are going to delve into the issues in our community, the issues that Alisi would see, and take action to improve wellbeing in response to this situation.

We will decide on an issue and design and implement a plan that will help improve the wellbeing of the community we are trying to serve. We will then critically evaluate how our actions helped improve the wellbeing of the community.

Potentially, it will be something like why we don't have a lava lava or tupenu as part of our school uniform and the students will petition and write a letter to the School Board of Trustees to help make this happen. Or students will come up with a mentoring programme for new students to meet other students of their culture.

Gender and sexuality (Learning leading to assessment with AS91329, Health 2.5).

These ideas are still in development and will build on other learning across the year. It will focus on comparing and contrasting the perceptions and acceptance of gender and sexuality from a cultural (Māori and Pacific) perspective and a Pakeha/Eurocentric perspective. Alternatively, we may look more into the apparent 'hard line' of gender roles in many Pacific families and how that is an influence on people's ideas about gender.

Through "Alisi's Looking Glass" we will explore the different ways gender and sexuality are interpreted in different cultures in Aotearoa. Which cultures have a 'third gender'? How are these genders perceived and are they accepted by society?

We will be looking at the cultural factors that influence people's ideas about gender and sexuality in different contexts and ways to promote social justice for people struggling with the oppression of being in a minority gender or sexual orientation group.

2.4 Analyse an interpersonal issue that places personal safety at risk (Learning leading to assessment with AS91238 - exam)

The final decision I have made for my course design is about which of the level 2 external exams will best allow the theme to be used across the whole programme based on this the students will undertake the 2.4 exam 'Analyse an interpersonal issue that places personal safety at risk AS91238'. The reason for this is that the context is more specific and links more fluidly to the theme, which will enable the students to understand perspectives and look at their own relationships. The exams content covers bullying, harassment, discrimination, and abuse with a focus on the misuse and imbalance of power and looking at how they are amplified in relationships.

Learning this content allows the students to take notice of the relationships in their lives and think critically about the influences these have.

I think this is really fitting for a class of young women to learn about this because it is important for them to be able to recognise power in relationships at a young age. This will encourage them to begin to develop their own sense of empowerment as women in a world where statistics negatively reflect their experiences when it comes to safety in relationships.



Professional learning and development

HPE conference

[The HPE conference “Embracing Uncertainty”](#) in Christchurch 11-13 July will be that rare opportunity where we can all congregate and see each other in person. The programme will be announced 15 March.



Regional clusters

Can we encourage you to (re)connect with your local schools with a view to some formalising of the way NZHEA supports regional clusters. With our Networks of Expertise funding this year, we think supporting regional clusters will be more viable in our current climate (and responsive to your varying PLD needs around the country) than big gatherings in major centres. If you are the go-getter in your region, think about getting people connected and once we can see our way ahead, will start making suggestions how NZHEA can support you at a local level (e.g. locally facilitated workshops, online modules etc).

Help desk

Don't forget we still have a help desk – use the email kaiarahi@healtheducation.org.nz for any health education related questions and one of us will reply. With our ongoing Networks of Expertise funding we will be redeveloping the way we provide this type of support.

NZHEA Secondary Facebook community

And of course our closed community NZHEA Secondary community is full of people willing to share ideas and resources.



The Google Drive

As you will have noted, the Health Education Google Drive is fully subscribed by 600 of you. This is not an official NZHEA resource and we don't wish to take it on as such for a number of reasons. We have discussed the future of this site with the original host (it was started as a small local idea that grew beyond all expectations) and agree that it will need to be closed down at some point in the future. As a lot of the content on this site is NCEA related, and as the Review of Standards will substantially change the NCEA landscape, the current materials will soon reach their use by date. What we might replace it with – either as an official NZHEA supported site or whether you as a community start something new, is up for consideration.

Unit Standards

We note from our Facebook page and other communications earlier this year that a number of you are asking about the use of Health Education Unit Standards. We've largely taken our hands off these over the years and invested our time and resources in supporting your use of Achievement Standards so we're aware we haven't been particularly responsive to your requests. We are aware that some of the Unit standards are very 'dated' as they don't get the same attention as Achievement Standards. Some also require piles of regurgitated content to tick off all of the criteria. However, it seems they are a preferred option for learning support-transitions type programmes which makes the use of unit standards part of a much bigger conversation at your school. We are hoping that the [UDL \(Universal Design for Learning\)](#) considerations being built into the Level 1 NCEA materials should in time negate the need to resort to Unit Standards for these students.



NZHEA Executive elections

NZHEA holds a biennial election for its executive members. If you think you have the requisite knowledge and skills – and the time – to commit to this role, the process for election is as follows.

In line with the Association's constitution, the NZHEA Executive Committee seeks nominations for committee members for 2021-2023. The nomination form must be completed and submitted by Friday 7 May, 2021.

Voting (if required) will commence Friday 14th May and close Friday 28th May.

You will find the nomination form [here](#).