



NZHEA

Hauora Matters

Online magazine for New Zealand Health Education Association

August 2021

.....
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

2021 has been yet another busy year so far. There are a number of initiatives pertinent to our work as health education teachers that are simmering away in the background. In term three, you might like to watch out for:

- Work the Ministry of Education is developing in the wellbeing space, including the up-coming mental health education guidelines.
- A refreshed TKI Health and Physical Education website.
- Resources to support the Relationships and Sexuality Education Guidelines (MoE, 2020) including video case studies and teacher resources, changing the kōrero around pornography (PLD module and lesson plans), and a range of resources to support whole school processes and practices for rainbow young people.
- Phase two products for the level 1 NCEA Review of Achievement Standards.

We were recently involved with PENZ and EONZ at the national conference in Christchurch. At the conference we were delighted to award life membership of NZHEA to co-chair Rachael Dixon. The citation for the award is below.

All the best for a productive term,

The NZHEA executive

Notice of NZHEA Annual General Meeting

Our NZHEA AGM for 2021 will be online. All are welcome to attend.

At our AGM we will:

Confirm the minutes from the 2020 AGM
Present our annual report including financial statements and audit findings
Offer members opportunity to raise other business

Tuesday September 7th, 7pm via zoom.

Link: <https://canterbury.zoom.us/j/99842965978>

Materials for the meeting will be available at:

<https://tinyurl.com/NZHEAAGM2021>

Citation for Rachael Dixon Life Membership of NZHEA

Rachael has been a member of the NZHEA Exec since 2011 and Co-Chair since 2015. She is a passionate advocate for Health Education. She has recently completed her PhD exploring the long-term learning outcomes of senior secondary health education.

Rachael's expertise as a secondary school teacher led to her becoming a specialist health education PLD facilitator. In this role her skills for working alongside teachers to develop Health Education programmes, responsive to a diversity of learners' needs, have made her well known among secondary school teachers nationwide. Since then she has become a lecturer at the University of Canterbury, contributing to the future health education teaching workforce. She has been involved in many health education resource developments for NZHEA, the Ministry of Education and NGOs and held a range positions supporting NCEA assessment processes.

It is with great pleasure that NZHEA bestows life membership on Dr Rachael Dixon.

**Mā mua ka kite a muri
Mā mua ka ora a mua**

**Those who lead give sight to those who follow
Those who follow give life to those who lead.**



Conference Reflections

We used a grant from the Health Promotion Agency, topped up with NZHEA Networks of Expertise funding, to support six teachers to attend the recent conference in Christchurch. This was the first time we had held a face-to-face conference with PENZ and EONZ since 2019, and the conference was attended by over 300 teachers and professionals working in HPE spaces. Below are some reflections from teachers who attended with the support of NZHEA.

For me the key highlights were meeting other teachers that are passionate about our wonderful learning area of Health/PE. I'm the only person that teaches NCEA health at my kura, so it was very useful to hear learning ideas that other schools are doing. I am excited about the new resources in health coming our way soon and being able to utilise them. The kai was amazing, and I felt looked after throughout. I'm taking home new ideas to try and feel more educated on certain key contexts.

Michelle Anderson, Nelson College

The 2021 conference was a chance to reconnect with colleagues and establish new connections. Coming from a small department in Northland, I rely on my networking to continue to provide best practice and outcomes for my students. I always find it incredibly refreshing to share knowledge and challenges. The workshops were affirming that I am providing a comprehensive programme, but one that needs to be flexible to meet changing times. The highlight for me was the workshop Ka huri i te kōrero: Changing the kōrero around pornography within Relationships and Sexuality Education spaces with Tracy and Kate. This topic can be challenging for us, but with adaptable resourcing we can achieve desired outcomes. I felt so incredibly grateful to have had the opportunity to attend the conference this year.

Kylie Adams, Tikipunga High School



Conference Reflections continued...

Kia ora Koutou. My name is Leigh Morgan, and I am the HOF Health and Physical Education at Otahuhu College. I would like to express my thanks to the NZHEA executive for allowing me the opportunity to attend the PENZ, NZHEA and EONZ conference “Embracing Uncertainty” in the July school holidays.

This year the conference was held at Ao Tawhiti Unlimited Discovery, a school with open learning spaces across four levels in the Christchurch CBD. I was privileged to be involved in many workshops and listen to a variety of presenters. I took away a lot of new knowledge to add to my kete, and utilise in my classroom and department.

With the upcoming changes to Achievement Standards, and the mahi involved with redesigning and implementing them; the theme of the conference was very timely. My thinking was challenged listening to Louise Carter a teacher at Wellington College, who also has a pastoral care role centred around advocacy for ngā tamatāne Māori, when she spoke about designing junior health curriculum units around whakataukī. Similarly, attendees at the Physical Education Achievement Standards workshop had the chance to ask questions and discuss with colleagues possibilities for assessment programmes, including the two new external standards.

In Kata O’Donnell’s presentation we got the opportunity to participate in practical health education activities connected to aspects of Pacific culture which were adapted and developed from the top HPE scholarship paper in 2019 by Gloria Tu’itupou. These can easily be implemented into any programme, and are engaging and inclusive of students’ identities. Additionally, Family Planning staff demonstrated new online self-directed PLD which included resources for Consent and Gender and Sexual diversity. I would like to trial this in our department meetings.

Thank you to all the presenters and organisers for a successful two days of connecting and networking. After I have trialed and put my new learning into practice, my personal challenge is to present a workshop at the 2022 conference!

Leigh Morgan, HOF Health and Physical Education, Otahuhu College.



Level 2 and Level 3 external assessment support

We have recently developed several resources to support you to prepare your learners for the external examinations for level 2 and level 3 this year. These are:

- A voice-over PowerPoint covering level 2 and level 3 (3.2). Download this from: <https://tinyurl.com/L2and3PPT>
- A planning guide for the externals. Download these from the NZHEA website, level 2 and level 3 resources pages.
- Annotated exemplars for AS 91262: Analyse an international health issue. Download this from the NZHEA website, level 3 resources page.

NCEA Level 2&3 Health Education external assessments 2021: A guide for teachers

Presented by
Jenny Robertson, NZHEA Executive
July, 2021
VOICEOVER PPT Presentation
Download and view for PLD purposes



NCEA Level 1 Phase 2 materials

The Ministry of Education released the Health Education (with Home Economics) draft NCEA NZC Level 1 on 30 July, just in time for the August Accord days.

We believe a decision has been made about our renamed consolidated subject but this has not yet been officially notified.

Schools around the country have made varying plans for their regionally specified Accord day, either in school or with some local clustering of schools and/or subject groups.

An online survey related to these materials will open 2 August and close 23 August.

The Ministry have also indicated that they will also be opening applications for piloting all Level 1 subjects in 2022. For further information please visit

<https://ncea.education.govt.nz/expressions-interest-2022-pilots>

The draft materials for all NCEA NZC Level 1 subjects will be available at

<https://ncea.education.govt.nz/>

NZHEA support for level 1 materials

With the release of the Phase 2 NCEA materials NZHEA has also prepared some subject specific material in addition to the MoE supplied material which can be used on the Accord day and/or in subsequent departmental planning and regional workshops. Please find this material in the NZHEA members' resources section of the NZHEA website

<https://healtheducation.org.nz/resources/member-resources/level-1-ncea/>

We look forward to the added planning freedom this review of standards should provide as we move away from our context bound current standards to

Proposed level 1 HE(HE) Standards	Mental health (includes AoD and all other MHEd topics)	Relationships and sexuality education (including gender)	Food and nutrition
<p>1.1 Demonstrate understanding of Te Whare Tapa Whā in context Emphasis on the underlying concept of hauora 5 credits internal</p>	<ul style="list-style-type: none"> • You select the KAL context(s) for each standard • Each underlying concept is assessed once (although the learning will naturally cover all UCs in a given 'topic' or unit). • Mātauranga Māori is incorporated across learning programmes and incorporated into assessment in ways that reflect local curriculum design and learner needs and input local whānau and from iwi. 		
<p>1.2 Demonstrate understanding of an action to enhance hauora Emphasis on the underlying concept of health promotion 5 credits internal</p>			
<p>1.3 Demonstrate understanding of factors that influence a wellbeing issue Emphasis on the underlying concept of the socio-ecological perspective 5 credits external</p>			
<p>1.4 Demonstrate understanding of strategies that enhance hauora Emphasis on the underlying concept of attitudes and values (in context of strategies for taking action to promote wellbeing) 5 credits external</p>			