



# New Zealand Health Education Association

Newsletter  
December, 2022

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Tēnā koutou katoa

As the NZHEA executive closes the door on another challenging year for the education sector, we are looking ahead to what we hope will be a more settled and productive year next year ... but it is an election year (general and NZHEA executive), and a LOT of new changes lie ahead ... so fingers crossed.

This end of year communication is to:

- Introduce you to our newly appointed Networks of Expertise Facilitator, Leigh Morgan, who will support our PLD response in 2023.
- To assist with your budget allocation and PLD event planning we're providing you with some initial information about our PLD workshop plans for 2023. These include a nationwide workshop programme starting late term 1 and going into early term 2, and an intensive 2-day PLD 'course' (to be held in two venues – north and south) in the October school holidays – see page 4 for details.

NOTE that NZHEA WILL NOT be contributing to a combined learning area conference in July next year.

- A heads up on the National Education Learning Priorities (NELP) that replace the long-established NEGs and NAGs in January 2023.
- And notification of our newly released research into RSE.

Thanks to those schools that have taken up the opportunity to pilot the Level 1 standards in 2023. We are expecting the revised text for the standards and the assessment examples to be available online late 2022/early in 2023. As always, we will provide you with some digital materials to help unpack this material as soon as we can produce them, and in preparation for our national workshop programme next year.

In the meantime, rest, relax and enjoy the festive season and your summer break.

Ngā mihi  
Rachael Dixon & Vicki Nicolson  
NZHEA co-chairpersons

## News and updates

With Covid disruptions impacting many of our Networks of Expertise (NEX) plans these past three years we've had to continue to change and adapt our PLD delivery and be responsive to the circumstances that have arisen. In anticipation of greater opportunity for face to face/in person PLD in 2023, and with increasing clarity of the NCEA and other changes ahead, we saw an opportunity to mobilise some teacher/middle leader expertise and make this available through our NEX PLD response.

**So we are thrilled to be able to introduce you to Leigh Morgan.**

Leigh has been one of the pilot school teachers for Level 1 Health Studies and she is also a Health Education SEG (Subject Expert Group) member. These factors, along with a substantial list of other attributes that Leigh notes in her biography below, has meant that seconding Leigh from her teaching and middle leadership role for the year to be a PLD facilitator was an opportunity we had to make the most of.

Kia ora, Talova lava, Malo e lelei, Kia Orana,  
Bula Vinaka and Namaste.

Ko Leigh Morgan tōku ingoa.  
Nō Whāngarei me Croatia ōku tīpuna.  
Kei te noho au kei Tāmaki Makaurau.

Across my 19-year teaching career, I have had the privilege of working at three different secondary schools; Kamo High School in Whāngarei, Waimea College in Nelson, and for the last 12 years I have been at Otahuhu College, a culturally diverse school in South Auckland. During that time, I have taught classes from year 9 through to year 13, including NCEA levels 1, 2 and 3 in both Health and Physical Education. Other more recent experience includes a role in transition where I worked with our contributing Primary and Intermediate schools and families of year 8 students Assistant Head of Faculty, and for the last 6 years I have been Head of the Health and Physical Education Faculty.



I am passionate about new learning opportunities, not only for personal development, but those that will benefit my department members and students. Outside of the classroom I have undertaken further study and completed a Postgraduate Certificate in Applied Practice Digital and Collaborative Learning from Unitec, and for my Masters in Educational Leadership thesis I investigated culturally responsive practices of middle leaders.

Being a member of the NZHEA executive for the past 3 years has allowed me work with experienced health education professionals and to stay up to date with recent developments in the sector. This year I was a member of the level 2 SEG (subject expert group) for Health, as well as piloting the new level 1 NCEA health achievement standards with four other teachers across New Zealand.

I am grateful for the opportunity and very excited to collaborate and network more widely in 2023, with the intention to maintain and grow professional relationships amongst health education teachers.

Ngā mihi nui  
Leigh

In addition to working with Leigh at our planned PLD workshops, in 2023 you will be able to access Leigh’s support for targeted, school/teacher specific PLD. Having Leigh available for this work greatly extends the capacity we currently have to respond to your localised and specific PLD needs. Depending on the nature of the support required, length of time to be invested, and your location Leigh will be able to offer a combination of online and in-person (In school) support. Leigh, like all of us providing NZHEA NEX PLD support, is able to travel to respond to individual PLD requests – within reason.

Note that:

- **Rachael Dixon** has taken up a permanent academic position at the University of Canterbury and will reduce her NEX output hours.
- **Jenny Robertson** and **Shelley Hunt** will continue to provide PLD support alongside Leigh in the same part time capacity as this year.

We will have a new email contact for Leigh in 2023. In the meantime, this email [kaiarahi@healtheducation.org.nz](mailto:kaiarahi@healtheducation.org.nz) still reaches us if you have any queries about receiving NZHEA support.

## Events: PLD workshops for 2023 - Secondary Schools

### Nationwide workshop programme late term 1 early term 2

Planning is underway for a nation-wide workshop programme in 2023. **Please note that the following information is indicative only as dates and venues are still to be confirmed.**

**We are trying to keep these events free to attend** to minimise added administrative time and costs for us and to use our NEX funds in a way that benefit you/your schools directly.

**Costs to teacher/school:** Teacher release (if required), travel if some distance from the nearest venue.

### **WORKSHOP: A Health Education focus on Level 1 Health Studies**

**This will be a fixed programme including:**

- Unpacking the most recent version of the Health Studies Achievement Standards
- Critiquing the sample assessments and writing new assessments
- Course (re)design (building on 2022 PLD and materials) and implications for year 91-0 programmes
- Information about new developments with immediate relevance for health education, and any new resources will also be notified.
- 9-9.30am –3.30-4pm (start and finish times may be region dependent)
- Morning tea provided
- Please bring your own lunch, *we will endeavour to select venues close to cafés!*

Week starting	Please note that these weeks indicative only and that exact dates (and venues) are to be confirmed pending other PLD announcements
Monday 27 <sup>th</sup> – Fri 31 <sup>st</sup> March (Week 9)	<b>Auckland</b> (two workshops)
Fri 31 <sup>st</sup> March (Week 9)	<b>Hawkes Bay – Tairāwhiti* region</b> (workshop in Napier)
Monday 3 <sup>rd</sup> – Thursday 6 <sup>th</sup> April (Week 10)	<b>South Island*</b> Three venues - <b>Nelson, Christchurch and Dunedin</b>

	April school holidays Friday 7 <sup>th</sup> April – Sunday 23 April
Friday 28 <sup>th</sup> April (Week 1)	<b>Northland*</b> - workshop in Whangarei
Monday 1 <sup>st</sup> - 5 <sup>th</sup> May (Week 2)	<b>Wellington</b> <b>Palmerston North</b>
Monday 8 <sup>th</sup> – 12 <sup>th</sup> May (Week 3)	<b>Taranaki</b> – workshop in <b>New Plymouth</b>
Monday 22 <sup>nd</sup> -26 <sup>th</sup> May (Week 4)	<b>Waikato</b> – workshop in <b>Hamilton</b> <b>Bay of Plenty</b> – workshop in <b>Rotorua</b> <i>NB. It appears Waikato and the Bay of Plenty have 'rolled over' the November Accord Day into term 1 so the timing of these workshops will be cognisant of any ToDs that result from this.</i>

**Notes:**

\*We acknowledge that the more distal and sparsely populated areas of the country are problematic when planning a workshop programme like this. Some responsive regional cluster support can be available for reasons to do with (great) distance and (very) regional location. However, the value of a being able to attend a main centre venue is the additional networking that we cannot recreate in individual schools or small regional clusters.

We hope we have factored in major regional and national events in choosing these weeks for each region, however, if any of you can see clashes that will have significant implications for your region, can you please let us know as soon as possible.

All workshop materials will be available digitally for schools wishing to run their own in-school PLD, and for teacher follow up/ongoing development, but NO recordings will be made of the workshops.

Should unforeseen issues arise on any of the planned workshop dates, we can reschedule these.

The Provision of the current Accord Day allocation ends this year (see agreement [here](#)) and at this time it is not clear what revisions will be made to the terms of this 2020-2022 agreement).

**Caveat:** At this time plans for nationwide, all NCEA subjects PLD in 2023 is uncertain. *It is assumed* there will be some form of formal agreement for ongoing teacher only days to plan for NCEA changes. Should the Ministry of Education announce plans for 2023 that compromise the planning outlined here, we will need to make the necessary adjustments.

# PLD event for 2023 - Secondary Schools

In the September-October school holidays we are planning a 2-day course for health education teachers.

This course will be a fixed programme – it's NOT a conference.

## **COURSE: Teaching about (and for?) equity and social justice in health education**

This course is about **building (and updating) teachers' subject content knowledge – conceptual and contextual knowledge** - and with consideration of pedagogical knowledge, education systems knowledge, and mātauranga Māori, woven across the course in relevant ways.

Initial planning (based on professional learning needs observed by NZHEA over recent years), is focused on ideas related to **equity and social justice**, in context of **mental health and relationships and sexuality education**.

The programme will include a series of **academic-style presentations (short lectures)** focused on aspects of theory and research e.g. *the social determinants of health, a revision of health and wellbeing promotion models, the contribution health education in the curriculum to a whole school approach to the promotion of student wellbeing, and key social justice and equity issues in RSE and MHEd*. These presentations will be followed by **tutorial-type workshops** applying the concepts and ideas from the lectures to selected mental health or RSE contexts. Some differentiation of workshops will be possible to focus on different MHEd and/or RSE applications of the theory and research.

All participants will be expected to participate for the two days – **one-day attendance is not an option** as the course will focus on and develop an interconnected array of ideas across the two days.

Although this course is relevant for any teachers of secondary school health education, it will have immediate application for teachers with senior secondary (NCEA) programmes.

To maximise the use of the two days we are planning 9-5pm on day 1 and 8.30-3.30 day 2 and would request that travel plans are made to reflect this.

There are two venues planned for this (with the same course at each venue) – one at each end of the holiday period.

- **Auckland - Monday 25<sup>th</sup> - Tuesday 26<sup>th</sup> September (start of the holidays)**
- **Christchurch - Thursday 5<sup>th</sup> – Friday 6<sup>th</sup> October (end of the holidays)**

**Enrolments for these courses will be limited and if need be, will give priority to teachers of NCEA level health education programmes. Note that your geographic location does not dictate which course venue you select.**

Again we are trying to make these events **free to attend** which means some compromises e.g. modest but educationally functional venues, and reasonable but not lavish morning and afternoon tea and lunch catering! *Depending on costs we may need to charge a small fee for lunch catering or make other recommendations for this.*

**Costs to teacher/school:** Travel and accommodation if some distance from the venue.

**Course materials:** Most course materials will be available digitally after the course, but NO digital recordings will be made of the course presentations or workshops. This is to protect people's intellectual property and for personal safety since a range of potentially sensitive and controversial topic matter is likely to be discussed.

# Looking ahead to some of the changes in 2023 – the REALLY big picture

## The end of the National Education Goals (NEGs) and the National Administration Guidelines (NAGs), and introduction of the National Education Learning Priorities (NELP) – January 2023

You may be aware that aspects of the previous Education Act (1989) were overhauled and re-presented as the Education and Training Act (2020). The flow on effect of the changes to the Law will take some time to embed but one of the BIG changes signalled for implementation (finally – it’s been a long timing coming) in January 2023 is the removal of the NEGs and NAGs which will be replaced by the NELP – the statement of National Education Learning Priorities.

Read more about this [here](#).

Although the NELP covers early childhood, compulsory schooling (primary and secondary, English and Māori medium), and tertiary (ie the statement is far reaching and high level), it will have some very interesting implications for health education.

### PLD TASK:

Locate the full NELP pdf [here](#) and head to page 4.

### Implementation of the Statement of National Education and Learning Priorities in schools and kura

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

Boards of schools and kura must have particular regard to the NELP including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities. Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school’s principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
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#### LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

#### BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

#### QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

#### FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

#### WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

1	2	3	4	5	6	7	8
<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD<sup>2</sup> policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiko and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiko and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiko to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p> <p>Support learners/ākonga to see the connection between what they’re learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>	<p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>

<sup>2</sup> Bring your own device.

Have a browse and note specifically **Objective 1, Action 1:**

### **Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.**

- Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours
- Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying
- Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong

All schools, all leaders, and all teachers are accountable to the NELP. Be thinking about the implications of these action areas for your school.

NB *'Private schools must have regard to the NELP in the operation of their school and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.'*

#### **PLD DISCUSSION QUESTION**

How might you use this legislated requirement as leverage to improve the allocated timetabled hours for health education (if that's an issue in your school), and to advocate for PLD to help meet these expectations – both health education specific and for all teachers?

As schools give effect to these objectives over the coming years, the whole school approach detailed in the Ministry of Education [Relationships and sexuality education: A guide for teachers, leaders and boards of trustees](#) (2020) [Mental health education: A guide for teachers, leaders and school boards](#) (2022) will become ever more important.

#### **PLD DISCUSSION QUESTION**

How familiar are the leaders and teachers in your school with the school wide contributions all staff should be making to the promotion of student wellbeing in relation to Mental Health and Relationships and Sexuality Education? How do you know this? What evidence do you need to collect to know where to target PLD to build capacity and respond to this priority area?

*[Secondary school middle leaders]* Consider a HPE department presentation to the whole staff on these guides.

### **Giving effect to mana ōrite mō te mātauranga Māori**

If you missed the link on the [Facebook page](#), or as provided through some of the Accord Day events, there is a file of materials to support the development of what mana ōrite mō te mātauranga Māori COULD include for health education. This material aims to build on the Ministry of Education webinar series. There is a LOT of material in here, not all of which will be useful – but as noted with the materials – we are **exploring possibilities!** We are keen to hear about other materials you are finding useful to support your PLD as you give effect to mana ōrite mō te mātauranga Māori.

### New Zealand secondary school teachers' perspectives on teaching Relationships and Sexuality Education

Earlier in the year, secondary school health education teachers were asked to respond to a University of Canterbury, Family Planning and NZHEA survey to help us understand Relationships and Sexuality Education in secondary schools.

The research report – including findings and recommendations – are now available for you to read.

The research was launched at Avonside Girls' High School. Kelly Shadbolt (HOD health) and Zoe Croot (year 10 student) [spoke](#) about the importance of RSE for young people, alongside Rachael Dixon, who lead the project, and Jackie Edmond, chief executive of Family Planning.

We have published three versions of the report on our [website](#). These are:

- The full report
- An eight page summary report for a teacher audience
- A four page report for a general audience.

Read the press release from the launch of the report [here](#).

