



New Zealand Health Education Association

Newsletter

February, 2023

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for NCEA

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Tēnā koutou katoa

He oranga ngākau, He pikinga waiora

Positive feelings in your heart will raise your sense of self-worth
HPE learning area whakataukī

With great anticipation and thinking that this year would be the most settled and 'back to normal' that we've had for some time, nature decided otherwise for many of us. Whether it was the rain and/or heat that dominated your return to school in 2023, or a cyclone, we trust that by the time you are reading this there is some sense of normality being restored at your workplace.

We wanted to provide you with an early communication this year to follow up on our December newsletter which signalled our PLD plans for this year.

The main purpose of this February newsletter is to:

- highlight the professional learning support services of our newly appointed **Kaikōtuitui Arataki Oranga**, Leigh Morgan.
- Provide you with a list of dates and venues for the **Level 1 NCEA workshops** to support the implementation of the revised standards, starting at the end of March and extending into May.

With the new Minister for Education, Jan Tinetti, being an ex-principal and a Prime Minister whose mother is well known in education research circles – (Rose Hipkins, NZCER, if you haven't yet made the connection) it will be interesting to see what is in store for the education sector leading up to the national election. Jan has already demonstrated a keen interest in wellbeing related matters so we are hopeful that we will continue to see policy that directly and indirectly supports health education.

On a much smaller scale, we also have our biennial NZHEA executive election this year and we will be seeking new nominations to replace individuals leaving to take on other roles. Watch out for information about this early in Term 2.

We'll continue to inform you about new resources and PLD opportunities as soon as we hear about them via the NZHEA Facebook page, and via our termly newsletters. Please check that you have effective departmental communications to ensure all teachers of health education know about these.

Ngā mihi nui
Rachael Dixon & Vicki Nicolson
NZHEA co-chairpersons

News and updates: The Kaikōtuitui Arataki Oranga role

Starting in January 2023, NZHEA is using some of the Ministry of Education **Networks of Expertise** funding to second an expert teacher to provide a range of PLD supports to middle leader and teachers of health education, across primary and secondary schools.

Read the article and Leigh Morgan's bio in our December newsletter found [here](#).

Leigh's role title **Kaikōtuitui Arataki Oranga** has been chosen for her by Jay Mason, Whakairo teacher at her school, Otahuhu College, in Auckland. Jay explains the meaning of the role title as:

Kaikōtuitui – Networking, brokering, facilitating, building relationships that contribute towards achieving goals.

Arataki – to lead, to guide towards achieving goals.

Oranga – Te Whare Tapa Whā

- Oranga Wairua – Flourishing spirit
- Oranga Hinengaro – Settled Mind
- Oranga Tinana – Healthy Lifestyle
- Oranga Whānau – Positive and sustainable relationship with others.

In addition to supporting the operational side of NZHEA and provision of NEX PLD (which involves a lot of networking and behind the scenes work responding to the rather 'active' state of the wider wellbeing space at present), Leigh's PLD work with the sector can (and already is) supporting teachers with:

- Learning programme (re)design – whether that's refreshing year 9&10 programmes or developing new NCEA level courses
- Support for pilot schools (in addition to MoE provided support)
- Support with unpacking the Achievement Standards or helping to make confident assessment judgements and supporting in and across school moderation processes
- Suggestions for resources
- Coaching teachers taking on new roles – new to teaching health, new to teaching a year level, or teachers new to HPE middle leadership
- Facilitating workshops and regional cluster meetings
- Other forms of direct teacher support as needs arise.

Note that **Jenny Robertson** - Auckland, **Rachael Dixon** - Christchurch, and **Shelley Hunt** – Gisborne, will still be supporting NEX PLD in various ways, along with other members of the NZHEA executive and wider health education community supporting regional responses.

For all queries about these forms of NZHEA support, email us at kaiarahi@healtheducation.org.nz or use our personal emails from our earlier communications with you if you already have these.

Events: NCEA Level 1 implementation PLD workshops

March – May 2023

WORKSHOP: Implementing Level 1 Health Studies with a Health Education focus

The workshop programme includes:

- 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 9-10 programmes
 - Information about new developments with immediate relevance for health education, and any new resources.
- **9.30am –3.30pm**
 - Morning tea provided
 - Please bring your own lunch - or *we have endeavoured to select venues close to cafés!*
 - All venues have WiFi – please bring your laptop. We will provide digital files to download prior to the workshop.
 - Workshops are being facilitated by Leigh Morgan, Jenny Robertson (north), Rachael Dixon (south), Shelley Hunt and Annie Macfarlane (Hawkes Bay)

Date	Location	Venue
Monday 27 th OR Fri 31 st March	Auckland (Two workshops – teachers to select the most convenient date)	Kohia Centre Gate 1 78 Epsom Ave, Epsom, Auckland
Fri 31 st March	Napier	Memorial Centre 48 Marine Parade, Napier
Monday 3 rd April	Dunedin	Dunedin City Baptist Centre, Simpson room 19 Main South Road, Dunedin
Monday 3 rd April	Nelson	Nelson Marlborough Institute of Technology 322 Hardy Street, Nelson
Wednesday 5 th April	Christchurch	Te Whare Tapere meeting room in Te Ara Ātea 56 Tennyson Street, Rolleston
	April school holidays Friday 7 th April – Sunday 23 April Accord Days 24-april – 5 May	
Monday 8 th May	Whangarei	The Orchard 35 Walton Street, Whangārei
Thursday 11 th May	Hamilton	Wintec House – Long Room Hamilton
Friday 12 th May	Tauranga	Trinity Wharf Tauranga
Monday 15 th May	New Plymouth	New Plymouth Community House 32 Leach Street, New Plymouth
Friday 19 th May	Wellington	Meetings on the Terrace (Poneke room) 152 The Terrace, Wellington
Friday 26 th May	Palmerston North	Palmy Venues Conference and Function centre - Seminar room 354 Main Street, Palmerston North

We are keeping these events free to attend. To minimise added administrative time and costs for us and to use our NEX funds in a way that benefits you/your schools directly, **we'll provide morning tea but if we could ask you to make your own arrangements for lunch.** Venues are all within close proximity to food outlets, or BYO.

Costs to teacher/school: Teacher release (if required), travel if some distance from the nearest venue, and possible parking costs where the preferred and available venue does not have its own parking (get a receipt and get your school to reimburse you).

Notes:

We acknowledge that the more distal and sparsely populated areas of the country are problematic when planning a workshop programme like this. Some additional responsive regional cluster support can be available for reasons to do with (great) distance and (very) regional location.

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

Caveat: 2023 Teacher Accord days

The Ministry of Education has announced that the first of the **2023 Teacher Accord days** is scheduled to occur within the **first two weeks of term 2**. This has meant shifting some of the dates previously indicated for our workshops.

Last year we heard about most of the regional commitments to region-wide combined school/jumbo days a week or two ahead of them happening. Should it transpire that your region is to hold a jumbo day during these weeks, **we will reassess our planning and respond accordingly.**

Registration

To help us manage morning tea catering and as a check on venue suitability, can we please ask you to register your attendance.

Link to the registration form [here](#). Please complete a separate form for EACH teacher attending.

Events: September - October school holiday course

A reminder about our planned September October school holiday course. This course will be a fixed programme – it's NOT a conference. Note that NZHEA is not supporting a combined HPE conference in 2023.

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

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

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

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.

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!

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.

Feature: Combined level NCEA classes

The practice of combining levels of senior secondary health education classes is not a new phenomenon. It's a practice used to ensure some sort of continuity for health education from year to year when single year (or NCEA) level classes do not have viable numbers of students at one level to justify the staffing commitment.

NZHEA often gets asked about the best way to manage these situations. They are always problematic and need to be considered in context of the school where they are happening, and the students involved – obviously.

There's no single piece of advice we can give about what works best, but here are some ideas.

- Try and plan the year in distinct units where 'parallel' learning can be happening, or at least the learning is happening in about the same lengths of time. It stifles creative and holistic programme design but for this to work you need to be pragmatic.
- This approach requires consideration of the progressions or step ups across levels 1-3, as demonstrated in the table below. The progression across the standards is 'loose' in places but it gives some idea of where the underlying concepts most visibly 'step-up'. Level 1& 2 are easier to pair up than levels 2 & 3 - which seems to be where most multi-level classes are happening.
- **Think about the way the combination of deliberate teaching (especially conceptual teaching) that requires dedicated teacher time can be balanced with more tutorial/workshop/paired or group learning approaches, as well as independent investigation that requires minimal teacher input.**

Level 1	Level 2	Level 3
Health 1.1 (AS90971) Internal Take action to enhance an aspect of personal well-being.	Health 2.3 (AS91237) Internal Take action to enhance an aspect of people's well-being within the school or wider community.	Health 3.5 (AS91465) External Evaluate models for health promotion.
Health 1.2 (AS90972) External Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations. Health 1.6 (AS90975) External Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations.	Health 2.1 (AS91235) External Analyse an adolescent health issue.	Health 3.1 (AS91461) Internal Analyse a New Zealand health issue. Health 3.2 (AS91462) External Analyse an international health issue.
Health 1.3 (AS91097) Internal Demonstrate understanding of ways in which well-being can change and strategies to support well-being.	Health 2.2 (AS91236) Internal Evaluate factors that influence people's ability to manage change.	Health 3.3 (AS91463) Internal Evaluate health practices currently used in New Zealand.
Health 1.4 (AS90973) Internal Demonstrate understanding of interpersonal skills used to enhance relationships.	Health 2.4 (AS91238) External Analyse an interpersonal issue(s) that places personal safety at risk.	
Health 1.5 (AS90974) Internal Demonstrate understanding of strategies for promoting positive sexuality.	Health 2.5 (AS91239) Internal Analyse issues related to sexuality and gender to develop strategies for addressing the issues.	Health 3.4 (AS91464) Internal Analyse a contemporary ethical issue in relation to well-being.

Try to choose (some) standards where you can **use the much same topic/context** at each level but differentiate some of the activities for Level 2&3. This tends to work best when there's a clear step up from L2 to 3 with the way the underlying concepts are applied e.g. 2.1 (external) to 3.1 (internal) 3.2 (external), or 2.3 to 3.5 (*but then most schools choose not to do the 3.5 external assessment – but students could use the 2.3 process of taking action and apply learning about the models to this same context*).

Also, think about which standards at each level can be completed **with a degree of independent learning** so that you can stagger the deliberate (and quite different) learning required for each level, in between the independent study for the other. For example: 2.3 (to some degree) or 2.5 could be taught alongside 3.3 or 3.4 (see below).

At the start of the year think about which standards have some similar foundation learning e.g. *the socio-ecological perspective (L2), and ideas about the social determinants of health (L3) that give more depth to the SEP - especially at the societal level.*

Although it means pre-deciding topic choice, students could (for example) be looking at building resilience for 2.2 and then look more widely around the notion of building resilience in school communities for 3.1. Or looking at a major change situation for 2.2 where individuals (and communities of people) are forced into poverty because of changes to the economic environment (like during Covid) and what it takes to be resilient in those situations, and then refocus on child poverty in NZ for 3.1 (which then takes them into the poverty issues needed for the 3.2 exam).

Try and time a unit/completion of the assessments to be about the same. This gets a bit messy with the external assessments but note how the suggested pairings of standards above have considered this.

Overall it tends to mean LIMITING student choice of topics so the teacher can keep the students focused (and maintain teacher sanity).

The following table contains some further observations about topic selection and management of standards assessments worth considering when thinking about combined level courses:

<p>Health 2.1 AS91235 Analyse an adolescent health issue.</p>	<p>Teachers tend to pre-select the topic for 2.1 and 3.2 to best prepare students for the exam. Familiar contexts like substance use, or sexual health (pregnancy or STI prevention for example) are topics that could lie across both levels but be given distinct L2 and L3 application. Note the assessment specifications for the current year.</p>
<p>Health 2.2 AS91236 Evaluate factors that influence people's ability to manage change.</p>	<p>Most teachers steer the focus for 2.2 (resilience) as it can be a sensitive topic, so it is preferable that the topic selection is managed to some degree. It requires some deliberate teaching as students can misinterpret the requirements of the standard if not carefully guided through risk and protective factors - before having some freedom to apply those ideas to a selected but limited range of contexts.</p>
<p>Health 2.3 AS91237 Take action to enhance an aspect of people's well-being within the school or wider community.</p>	<p>Health promotion/taking action can be problematic across levels L2&L3 if L3 are not doing 3.5. If doing 2.3 considering CONTAIN the scope of it and have all students contributing to the same action – assuming small numbers in combined classes (ie the reason for them in the first place). Think for example about making a health/wellbeing promotion-based website with a HP focus (<i>handy hints for students at their school – self management, where to get support etc</i>) where all L2 students contribute to an aspect of it. L3 may also contribute some ideas if aspects of their learning have a related focus.</p>
<p>Health 2.4 AS91238 Analyse an interpersonal issue(s) that places personal safety at risk.</p>	<p>Safety in relationship (exam) needs deliberate and focused teaching given the sensitivity of the subject matter.</p>

<p>Health 2.5 AS91239 Analyse issues related to sexuality and gender to develop strategies for addressing the issues.</p>	<p>This needs some front-end teaching to focus the point of the assessment but once done, students can be guided into their own investigation. Keep the range of influences on sexuality and gender identity limited for manageability.</p>
<p>Health 3.1 AS91461 Analyse a New Zealand health issue.</p>	<p>This is where a lot of the foundation (underlying concepts) teaching needed for all L3 standards happens, so it pays to keep this one focused, on the same topic – see ideas above.</p>
<p>Health 3.2 AS91462 Analyse an international health issue.</p>	<p>The topic for the exam is determined by assessment specifications – poverty.</p>
<p>Health 3.3 AS91463 Evaluate health practices currently used in New Zealand.</p>	<p>After some front-end teaching health practices to clearly establish the point of the standard, this can be largely done as an independent investigation with checkpoints to monitor student progress. For manageability it is recommended that the choice of condition to which the practices is applied is limited (ie specified), and to some degree, limit the choice of health practices – not entirely but save work by sending students down some known fruitful pathways, not dead-end or problematic ones.</p>
<p>Health 3.4 AS91464 Analyse a contemporary ethical issue in relation to well-being.</p>	<p>Ethical dilemmas need a degree of deliberate teaching to ensure students understand ethical thinking and what they are expected to do for the assessment. With this combined timetabling arrangement focusing all students on the same issue is preferable as it makes it easier (for example) for the L3 group to have a debate or do some other focused activity about the same topic – and this way it's possible to have (for example) half a lesson working with the L2 students on something specific to them and then the L3 in another half of the lesson, and then leaving each level to then work independently for the remainder of the lesson.</p>
<p>Health 3.5 AS91465 Evaluate models for health promotion.</p>	<p>This needs additional teaching about health models, but the context can be much the same as for 2.3 but with a broader community/societal focus for the HP. In theory, L3 students having learned about models could support L2 to plan meaningful actions but that can be a big ask given the complexity of this.</p>

Key to success – plan the whole year ahead to see how it NEEDS to fit together. And then do your best to stick to timelines and try to have fixed/tidy start and finish times for units/ assessments for each level (easier said than done).

Resources

We know of several new resources in development (although the flow on effects from Covid continue to delay some of these making publishing dates uncertain). We'll keep you posted as these *Relationships and Sexuality Education* and *Mental Health Education* titles are (re)published.

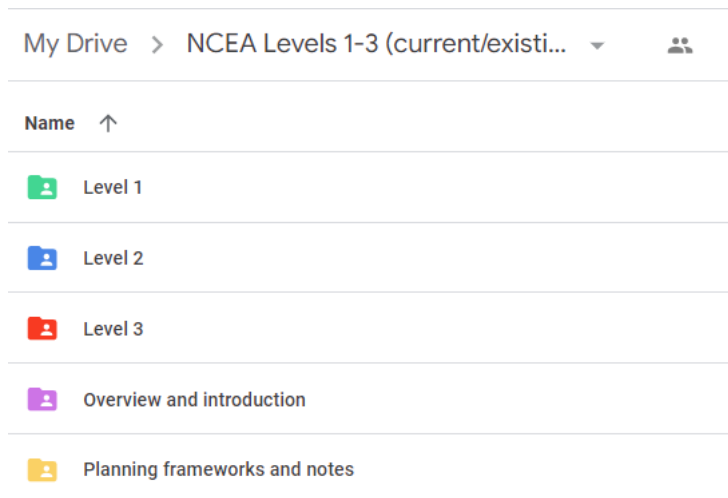
[NEW] PPT presentations for our existing/current Level 1-3 NCEA Health Achievement Standards

In our on-going series of 'just-in-time' / no-frills presentations that are only intended to have short shelf-life – that is, slides-only or Voiceover PowerPoints that can be downloaded and viewed at any time, we have (finally) completed a series of PPTs that support **our current and existing Level 1-3 NCEA standards**.

Why these now? We're conscious that we still need to support the existing standards with teacher PLD until they expire and are replaced by the new standards. We're being contacted by teachers wanting support for developing new NCEA assessed programmes ahead of the revised standards being implemented. Also that our ITE students, who have had very disrupted teacher education programmes these past few years, may not have had much access to learning that supports NCEA.

At this link you will find the folders noted below – each level contains a **slides-only** or a **voiceover** PPT option for each presentation. **There are 17 different PPTs** – an overview of generic information and then one PPT for each of the 16, Level 1 - Level 3 Achievement Standards. There is also a folder of past planning frameworks.

The main purpose of these is to unpack the standards. Some guidance is provided about learning programme/course design and supporting resources [here](#).



Links to our other no-frills PPT presentations previously notified:

- **Level 1 Health Studies**

The 2021 materials are now obsolete. Once the revised Level 1 Health Studies materials are online we will prepare NEW PPTs for each of these – this material will also be the main focus of our March-May workshops.

- **First draft of the Level 2 Health standards**

PPT presentations describing the intent of each standard can be found [here](#).

- ***The new Level 3 standards are not yet developed.***

- **Exploring possibilities for mātauranga Māori in Health Education, and ideas for planning (November 2022 Accord Day workshop material)**

We provided teachers with a range of materials for the November Accord Days – probably badly timed given how tired everyone was – and there was rather a lot of material!

In [this folder](#) you can find:

- A PPT presentation exploring the possibilities for mātauranga Māori in Health Education – this contains links to many online accessible materials, and texts and resources that can be purchased (see the slides-only PPT or the voiceover PPT in 4 parts).
- PLD activities (e.g. for use in department meetings, or for professional reading) about a range of Māori and Pacific health models. These provide opportunity for exploring which models may be best suited to the health education context and which are more suited to RSE, MHEd, or F&N topics, and at which level. *Similar PLD activities are planned for health and wellbeing promotion models once a new Taking Action resource is published.*
- A collection of planning templates to support redesign of new Level 1 programmes. Some of these were designed with the first draft of the Health Studies materials and will need to be updated once the revised materials are available.

My Drive > Nov 2022 Accord Days - Matau... ▾

Name ↑



PLD Activities



PPT presentation



Templates for planning discussions

- **Health Education Teaching and Learning Resources**

[This folder](#) contains PPTs for each of primary and secondary which provide a directory to a range of New Zealand Curriculum relevant health education teaching and learning resources. There is also a Word doc list of resources. All of this material will be updated periodically as new resources are published.

Close: The year ahead

National Assessment Facilitator (NIF)

At the time of writing this newsletter we also know of the appointment of a health education teacher to one of the 30 new Ministry of Education **National Assessment Facilitator** (NIF) roles. This is a new workforce being employed for 3 years at the Auckland, Wellington and Christchurch regional offices to support the implementation of NCEA across the curriculum. As soon as we have information about what this role entails, and who and how this person can support teachers in the HPE learning area, we'll let you know.

Curriculum refresh for HPE

With the curriculum refresh for HPE not due until 2024 (but some initial preparation work already underway), it's worth keeping abreast of developments in this area. You are encouraged to have a browse of new materials being produced for other learning areas to get a sense of the shape of things to come.

You can read more about the curriculum refresh at <https://curriculumrefresh.education.govt.nz/>

Also worth reviewing is **Te Mātaiaho**, the framework document that is being applied to all learning areas/subjects. Read more at <https://curriculumrefresh.education.govt.nz/whats-changing>