



# New Zealand Health Education Association

## Newsletter

April, 2023

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Tēnā koutou

Just as we published our February newsletter, the impact of cyclone Gabrielle was becoming apparent. Our thoughts remain with our colleagues in Hawkes Bay and Tairāwhiti, as well as those in the areas of south and west Auckland, Coromandel and Northland significantly affected by the weather and *still* responding to the aftermath of this event.

With so much change underway in education, these external events add challenges and complications none of us need! However, collectively (and individually) we are resilient and the education of our tamariki and rangatahi does not stop with (quite) a bit of rain.

Term 2 sees the biennial election of our NZHEA executive. See page 2 for details if you think you have the time and expertise needed to contribute to your subject community. Also, we can now introduce you to the new NCEA Implementation Facilitators Kat Wells and Tom Sinclair (page 3).

The feature in our newsletter this month is a report from our Kaikōtuitui Arataki Oranga, Leigh Morgan about her NZHEA Level 1 Health Studies piloting experience (page 4).

The resource production line has slowed a little of late with so many systemic delays and hold ups, including the release of the revised Level 1 NCEA materials. Being a national election year, ministry processes also slip into a different gear. There are a range of new resources in development, *and we will be producing new NZHEA materials to support April Accord Days as well as our own workshops*, but so many developments are dependent on other organisation's timelines.

However, there are some new resources. We have had notification of a new menstruation and endometriosis resource, [What about me®?](#) (page 8). We also have a new NZHEA resource of activities for ākonga in years 1-8 that uses Te Whare Tapa Whā to frame learning about wellbeing (page 10).

We look forward to connecting with many teachers *in person* across the country in our Level 1 NCEA workshops that carry on into term 2.

Thank you to member schools for renewing your association registration this year. We currently have 282 member organisations – 254 of those being secondary or composite schools. We value your ongoing support.

Ngā mihi  
Rachael Dixon & Vicki Nicolson  
NZHEA co-chairpersons

# News and updates

## NZHEA executive election - Term 2

NZHEA holds a biennial election for its executive members.

In line with the Association's constitution, the NZHEA Executive Committee seeks nominations for committee members for 2023-2025.

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.

**The nomination form must be completed and submitted by Friday 5th May, 2023.**

**Nominations** will be open from 1st April to 5<sup>th</sup> of May. Nominations require the following information:

- Region - *note that we require up to 3 representatives from the South Island and up to 5 representatives from the North Island.*
- Nominee's name - *Please note, to be part of the executive committee, you must be a paid member.*
- Current position in your school or organisation
- Email address
- Why you would like to be on the executive committee
- The skills and experience that you would bring to the executive
- Name of an NZHEA member seconding the nomination

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

**Voting** (if required) **will commence Friday 12th May and close Friday 26th May**. Further notification will be provided to current members via email about this.

## The demise of the shared google drive used by 500 health teachers

A number of you have been mourning or bemoaning the loss of the (unofficial) Shared Google Drive that many teachers have contributed resources to over the years. NZHEA would like to extend our thanks to Vanessa Taylor at Palmerston North Girls' High School for hosting this for as long as she could. While there seems to be an opportunity for extending access to this for a little longer, it is not a permanent solution. Understandably, as schools look after their digital security, hosting such a site is often not viable through a school account.

NZHEA is investigating an alternative. Like you, we also need to consider our digital security as well as sustainability and usability, so it is not simply a matter of setting up another shared drive. In the meantime, do what you do so well already and reach out to your colleagues for resource ideas on the Facebook page, and thank you for being such a sharing community – it is recognised beyond just our subject area!

## Kaikōtuitui Arataki Oranga (PLD facilitator for Health Education), Leigh Morgan

Teachers (and NZHEA) have been keeping Leigh very busy since she started in her Kaikōtuitui Arataki Oranga, role at the end of January. Leigh is able to provide professional support for teachers of health education, primary and secondary, anywhere in the country by email, video link, or in person where this is practical and possible.

For all NEX queries about NZHEA support email us at [kaiarahi@healtheducation.org.nz](mailto:kaiarahi@healtheducation.org.nz) or Leigh will also pick up requests made on our NZHEA Facebook page.

# News and updates

We can now bring you details about the newly appointed NCEA Implementation Facilitators

## Tom Sinclair and Kat Wells NCEA Implementation Facilitators

Kat Wells and Tom Sinclair have recently joined a new team of Ministry of Education NCEA Implementation Facilitators (NIF).

The role of the NIF is focused on supporting kaiako to better understand the new NCEA materials and to help schools prepare to implement the NCEA Change Programme. The key objectives of the NCEA Change Programme are to improve equitable outcomes for our ākonga, in particular our ākonga Māori, Pacific, disabled learners and learners with learning support needs. See 'what is the [NCEA Change Programme](#)'.

[kathryn.wells@education.govt.nz](mailto:kathryn.wells@education.govt.nz)

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### 2023 plan

#### Term 2

- Three pre-recorded sessions to be shared with teachers who lead Health and Physical Education within their schools. These sessions could be used within departments to assist with planning.

They will cover:

- General Changes
- Literacy and Numeracy
- Mana ōrite mō te mātauranga Māori

#### Term 3

- A series of regional online sessions focused on Level 1 course planning that will allow for collaboration and conversation about the whole NCEA Change Programme.
- Regional (where possible) clusters of face-to-face meetings to start planning for 2024.

We are also hoping to connect with teachers at workshops, courses and conferences during 2023.

### Kat Wells

Prior to this role Kat taught at Lynfield College in Tāmaki Makaurau where she was HOD Health for 12 years and Faculty Leader for Health and PE for 5 years. She also worked with NZQA and supported many teachers to strengthen their teaching and learning programmes and assessment processes.

Kat has been a regular presenter at a variety of conferences and workshops over the years and an executive member of NZHEA. She is one of the co-writers of the NZCER teaching and learning resource '*Mental health education and hauora: Teaching interpersonal skills, resilience and wellbeing*'.

With recent experience in managing a counselling team, nurse, careers, student services department and student-led wellbeing groups, she also has an excellent understanding of how Health Education as a curriculum area can support whole school wellbeing programmes and services.

### Tom Sinclair

Prior to this role Tom was a Deputy Principal for 2 years at Tokomairiro High School in Milton, Otago. Before this role in senior leadership, he was Head of Department for Health and Physical Education, Head of Sport and has held various roles across the school during his 10 years. These have included being a Dean, Across School Leader within the Kāhui Ako and running various change programmes within schools.

Tom has also taught Health and Physical Education in Auckland, Wellington and Golden Bay. With a total of 17 years of teaching experience in secondary schools across Aotearoa New Zealand.

He is excited about helping teachers to lead change and looking forward to connecting with you all as we implement the NCEA Change Programme.

# Feature - NCEA Level 1 Health Studies pilot 2022– reflections from a pilot school

At the December NCEA Level 1 Health Studies workshop held in Auckland, our Kaikōtuitui Arataki Oranga, Leigh Morgan provided teachers with her reflections on the mini pilot that her school had participated in, in 2022. Leigh has generously documented this Q&A session below.

She notes that these are her personal perceptions, specific to her school context, and were not/may not be the experience of other pilot teachers. Additionally, and importantly, these reflections do NOT take into account any changes made to the achievement standards in 2023.

1. Being involved in a pilot of a new development – by its very nature – presents a range of opportunities and challenges. As an initial thought, thinking back over the year, **what has been the ‘highlight(s)’ for you?**

2022 was simultaneously challenging and rewarding; piloting was a new opportunity for me professionally, but also extremely time consuming when balancing it with my HOF responsibilities. Collegiality and trust between the five pilot teachers developed across the year, especially when you are sharing personal resources with each other and moderating and giving feedback on the marking of their student’s assessments. One opportunity was being forced to get out of my comfort zone and rethink the way I teach (will be explained in more detail in questions following), but ultimately this benefits ākonga and kaiako in the long term. Additionally, I realised there is more room for student voice and creativity in planning and learning activities, which I believed increased student engagement. Personal highlights for each of the standards taught include:

- 1.1: In conjunction with the Whakairo teacher at school, students learnt the history of and practiced performing with the taiaha.
- 1.2: High engagement when students selected their own activities and experiences to develop their personal and interpersonal capabilities. A standout was two groups working with students in the Kotuku (disability) unit; one group who carefully planned and taught lessons on hygiene and puberty at an age-appropriate level, and another group who taught students a traditional Tongan dance which was performed in a whole school assembly during Tongan language week.
- 1.3: High attendance and completion rate in the digital common assessment activity, which resulted in an excellent set of class results
- 1.4: Students had developed a good understanding of big ideas and significant learning by this stage of the course, so they found it easier to apply their knowledge and felt less pressured than in an exam situation.

2. Tell us a little about the main learning contexts you covered in your programme, why these, (and perhaps and how similar or different these were to your previous level 1 topics/course).

Across the whole year programme, I aimed to cover aspects of Relationships and Sexuality, Mental Health Education (large topic area) as well as some Food and Nutrition content, or a combination of all three in one unit, which was furthermore dictated by students’ interests. How this differed to teaching health in previous years is illustrated using the 1.6 external “**Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations**” as an example. In the NZQA exam students are usually required to answer influences, consequences and strategies on a drug(s) selected by the examiner in the one paper. Compare this to 1.3 external common assessment activity “**Demonstrate understanding of factors that influence hauora**”. The key learning for students in this external common assessment activity is demonstrating understanding of personal, interpersonal and societal factors that influence hauora. I tried to ensure students were provided with opportunities to answer questions using a variety of scenarios and examples from all the key areas of learning to practice interpreting the resource and recognise influences (situations around vaping or alcohol use, food advertising, music videos, healthy relationships, body image for example).

3. What do you see will be the main benefits for learning programme design with this revision of the standards? This could be the potential of learning programme design – and regardless of whether not you achieved this in the pilot.

- Increased flexibility in programme design and not teaching to the assessment.
- Students will have a deeper understanding of the underlying concepts of the curriculum because each of the four standards were clearly linked to a big idea associated with either hauora, attitudes and values, socio-ecological perspective, and health promotion.
- Higher engagement if parts of/units are co-constructed with students.
- More than one key area of learning can be taught within and across standards.

4. In what ways did your learning programme respond or ‘give effect’ to mana ōrite mō te mātauranga Māori? Whether that’s to do with content knowledge, pedagogy or school systems.

On reflection I acknowledge that I still have much learning to do in relation to giving effect to mana ōrite mō te mātauranga Māori. Nonetheless, in the 1.1 standard, students were required to demonstrate understanding of Te Whare Tapa Whā in relation to an activity which lends itself to mātauranga Māori content knowledge. My students were fortunate to learn the whakapapa, tikanga and kawa around the taiaha both in the classroom and through practical lessons with the Māori kaiako at school. They were required to explain how and why the experience of that activity affected each dimension of Te Whare Tapa Whā, and how the dimensions interconnect. Although not mātauranga of itself, other kupu students learnt about across the programme included kaitiakitanga, tuākana –tēina, manaakitanga and kotahitanga. Furthermore, the theme for the 1.4 external common assessment activity “**Demonstrate understanding of strategies that enhance hauora**” was Whanaungatanga/connectedness. Students needed a thorough understanding of the concept, and how their personal, interpersonal and societal strategies related to whanaungatanga. Note: the theme for 1.4 may change year to year.

5. What about the students: (how) did the students respond differently to (a) their learning and (b) these assessments (as compared to the way students respond to learning and assessment with the existing standards)?

The most obvious responses were positive ones noted from end of unit student reflections and attendance data and related to the externals 1.3 and 1.4. My students felt less pressure and stress completing digital common assessment activities compared to being in a 3-hour exam. Many believed they had a “chance” to pass for a combination of reasons including: using a laptop/computer (1.3 & 1.4); having a digital practice exam before the assessment (1.3); receiving resource material a week prior to the CAA to study in class (1.3); being able to choose the key area of learning (RSE, MHEd of F&N); to answer questions for (1.3 & 1.4); answers could be completed over 2 -3 lessons/sessions (1.3 & 1.4). These positives were reflected in attendance data - 96% for 1.3 in term 2 and 80% for 1.4 in term 4, an immense improvement compared to previous year’s exam attendance data. Overall achievement levels across all standards was also worth noting – confidence and success were inextricably linked.

6. Obviously, the pilot surfaced a range of systemic issues, some of which were out of your control, especially those things beyond school and implications / leftovers from the pandemic. Thinking about those systems level matters WITHIN your school that you had some control over, what sorts of systems help the change process and effective implementation of new standards?

- Collaborating with other teachers (within or across departments), sharing ideas and supporting each other.
- Students having regular access to laptops/computers with secure Wi-Fi (1.3 and 1.4 externals are completed digitally so students need practice).
- Allow reading, research and practice time when implementing and supervising digital assessments.
- A digital platform to keep evidence of student work/learning journals – Teams, Google drive, especially if you need to apply for a derived grade.
- Regular communication and a positive working relationship with the principal’s nominee (PN) for digital CAA’s, conditions of assessment and derived grade.

- Communicating with whanau/aiga/families about assessment dates and formats.
7. Moving away from 'teaching to the standards' seems to be a major challenge given the adopted practices of many teachers across many subjects and across all the years of NCEA. What advice do you have for teachers to help shift their thinking so that they are not designing learning simply to match the assessments?

As a teacher, you would be disadvantaging students' learning and progress in health, not only in year 11 but right through to year 13, if you only focussed on teaching to the assessment. In my experience, students who were fast learners could have finished the internals in a shorter time frame, but engaging in the learning further allows teacher to go in-depth with concepts, gives students many more opportunities to practice and answer questions across different key areas of learning/contexts, and understand and apply what is required for an achieved (demonstrate), merit (explain) and excellence (evaluate, interconnect, interact) grade. Kaiako need to be considering the big ideas, significant learning, local curriculum, universal design for learning (UDL), and mana ōrite mō te mātauranga Māori in their programme planning.

8. What would you suggest teachers be doing across 2023 in preparation for 2024 IF their school has committed to a Level 1 NCEA assessed course for year 11?

- Start compiling a department library of resources - digital and/or hard copy and begin reading resources and/or attending workshops or PLD opportunities.
- Access the NZHEA PowerPoints on Mātauranga Māori.
- Without burdening local iwi and/or Kaumatua or Māori teachers in the school, start making connections in your community.

9. Are there any key points not covered above/previously that you want to make about the shifts in teacher practice that are needed to respond to the NCEA changes that lie ahead?

- Literacy (and numeracy) considerations. All the level 1 health studies pilot assessments had an 800-word limit. Many students will need to practice and learn the skill of writing a succinct answer.
- If your school chooses not to do level 1, how will you ensure students who opt for level 2 health have some knowledge of key health concepts (consider junior health programmes, what skills need to be taught in year 11 even if not assessed etc.).

## Events - Secondary Schools

### **Health Education Level 1 (Health Studies workshops)**

Communications about localised plans for these have been communicated

Note that other opportunities will be available across the year and as any changes to the standards for final registration and implementation in 2024 are not likely until ... late this year, we foresee a need for some additional PLD – events and/or resources at the end of the year.

### **Learning about social justice and equity in health education – two day course**

Registration for our October courses in Auckland and Christchurch will open in term 2 dates (see previous NZHEA [newsletters](#)).

Remember this is a free event to attend but we would request participants commit to the two days as a course the programme has been designed as a coherent and connected professional learning course, and not something to dip in and out of. The only cost to you/your school is travel and accommodation.

The course programme will be the same at each venue and teachers' geographic location does NOT need to determine which course they select.

The Auckland and Christchurch venues – both close to the CBD, along with the registration form, will be available at the beginning of term 2.

## Resources - What about me®?

### What about me®?



Website link:

<https://periodhealth.nz/>

Direct link to the resource / course:

<https://periodhealth.nz/start-course/index.html#/>

*We have reproduced the press release for this new resource below.*

### World-first digital health platform launched in New Zealand

#### KEY POINTS AT A GLANCE

- What about me®? is the first digital platform for young people and community world-wide
- The menstrual cycle is often associated with taboos, myths and social stigma
- 71% of under 24's have bad periods
- 27% miss school every or most months with severe period pain
- 1 in 4 have pelvic pain
- 1 in 9 people who menstruate have endometriosis
- Endometriosis starts young – often from a first menstrual period or during the teen years
- 94% of people with endo have comorbidities like IBS, migraines and depression
- 50% + will have fertility issues
- 8.7 years in New Zealand from onset of first symptoms to get a diagnosis of endometriosis.

A unique digital eLearning platform has been developed to address a gaping hole in adolescent and community knowledge, support, and education about the menstrual cycle and common conditions like endometriosis. The eLearning platform titled “What about me®?” is a result of a 20 months of collaboration between educationalists, clinicians, researchers, focus groups and community to bring a fresh new approach to learning in the real world, using best digital technology practices in eLearning. The resource, funded by a kind grant from the Lindsay Foundation, is unique, engaging, fun, and interactive and demystifies periods, menstrual health, and commonly associated social stigmas.

What about me®? is the next phase of our successful world-leading menstrual health in-schools me® programme, introduced in NZ 1998. Through digital eLearning, we have been able to maximise learning opportunities, eliminate barriers to access, address poor efficacy and research using an in-schools delivery mode, and prioritise the needs of our young people and communities.

The development team of What about me? had inclusivity in mind including content that addresses individual needs from te ao Māori, Pacific, Takatāpui, diverse and disabled world views, with more use of student voice and experience.

Endometriosis is a major public health issue in New Zealand affecting approximately 1 in 10 women and girls and an unknown number of transgenders, non-binary, males. Yet there is little or no priority or enthusiasm in our public health system to address the diagnostic delay of 8.7 years from onset of first symptoms<sup>1</sup> and the often-incapacitating symptoms that usually start from an early age and can have a catastrophic impact on quality of life, physical and mental health, and fertility down the track.

Our research demonstrated that 27%<sup>2</sup> of our young people miss school every or most months with severe period pain, 71% of under 24-year-olds have bad periods and 1 in 4 people who menstruate have pelvic pain. Studies highlight a significant concerning burden for individuals, their whānau, society, the public health services, and fiscal costs.



“Clinical guidelines all indicate a need to recognise the symptoms early and intervene in a timely manner” says Professor Neil Johnson, a gynaecologist and clinical advisor to the What about me®? resource. “This can be achieved with positive early learning experiences especially given there are no accurate non-invasive diagnostic tests for endometriosis.” He said, “opportunities that ensure young people are well informed and supported, allows them to be actively and positively involved in their menstrual health and wellbeing, now and in the future.” Deborah Bush MNZM, QSM, Director of What about me®? said “this resource provides the opportunity to celebrate periods positively and respectfully, as Māori traditionally welcomed the arrival of waiwhero (red waters). It provides the latest medical knowledge, including an introduction to the neuroscience of pain and introduces the concept of recognising menstrual symptoms that impact negatively on life, simple ways to improve them, the courage to talk openly and the tools to seek help if necessary. We need to end the shame often associated with periods and appreciate menstruation as an essential part of the cycle of life.”

“I know of no other resource on the international stage that can even come close to nodding its cap to this most beautiful, empowering and educationally valuable piece of medical performance art,” said Mr Michael East, gynaecologist.

What about me®? launches from its own website @periodhealth and appropriately coincides with International Women’s Day themed as #EmbraceEquity in 2023, and International Endometriosis Awareness month March 2023.

#### REFERENCES

1. Tewhaiti-Smith J, Semprini A, Bush D, Anderson, A, Eathorne A, Johnson N, et al. An Aotearoa New Zealand survey of the impact and diagnostic delay for endometriosis and chronic pelvic pain. *Scientific Reports*. 2022;12(1):4425.
2. Bush D, Brick E, East M, Johnson N, Endometriosis Education in Schools: a New Zealand model examining the impact of an education program in schools n early recognition of symptoms suggesting endometriosis. *Aust NZ J Obstet Gynaecol* 2017;1–6

#### About the resource developer:

##### **Deborah Bush MNZM QSM Endometriosis New Zealand founder, pelvic pain well health coach**

*Deborah has had a global influence on the promotion and prevention of endometriosis. She developed the world’s first Menstrual Health and Endometriosis (me®) programme for schools in 1998, which has significantly influenced early recognition of symptoms and timely intervention in adolescents in Aotearoa New Zealand and was endorsed by the World Endometriosis Society (WES).*

*Deborah co-founded Endometriosis New Zealand in 1985 and led the organisation as CEO until her resignation in 2021. In that time, she developed innovative health initiatives and programmes for schools, workplaces, hospitals and Continuing Medical Education (CME) and support services. She was instrumental in developing a Task Force with the Ministry of Health to improve the diagnosis and management of endometriosis in Aotearoa New Zealand, the outcome of which has been the new Clinical Pathway launched in Parliament in March 2020. Her private practice EPP Coaching and Consulting integrates into four treatment centres offering multi-disciplinary expertise focusing on education, evidence-based lifestyle management options and well-health coaching. She has made a significant contribution to the literature, is an international keynote speaker, sits on the World Endometriosis Society Board (WES) and is Founding Principal of the World Endometriosis Organisations (WEO).*

<https://eppcoaching.com>



## Pedagogical approaches to support this resource

From an NZHEA perspective we note that the **What about me®?** resource will need some added pedagogical considerations if it is being used in classrooms. Guidance for this can be found with the collection of [Ministry of Education Relationship and Sexuality Education resources](#).

This resource considers:

- Constructivist approaches to teaching
- The cultural competencies in Tātaiako and Tapasā
- Pedagogy specific sections in the Ministry of Education Relationships and Sexuality Education Guide
- Links to key competencies and effective pedagogy in the New Zealand Curriculum.

MINISTRY OF EDUCATION  
TE TĀHURU O TE MĀTAURANGA

## Effective pedagogy in relationships and sexuality education

Relationships and Sexuality Education  
GUIDELINES | YEARS 1-13

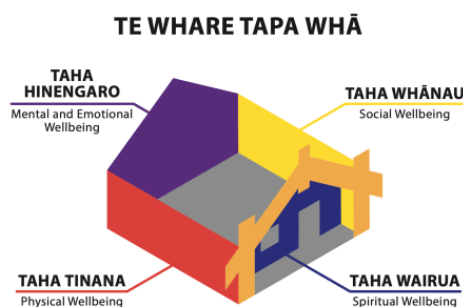
RESOURCE FOR TEACHERS



## Using Te Whare Tapa Whā for learning about wellbeing: activities for year 1-8 ākonga

NZHEA, in conjunction with University of Canterbury student Jemma Dalley who had an internship with NZHEA as part of her university work, have developed a new resource of teaching and learning activities. It is intended for use at primary school level, but it could also be useful years 9 and 10 for foundational learning activities around Te Whare Tapa Whā. Link to the resource [here](#).

## Using Te Whare Tapa Whā for learning about wellbeing: activities for year 1-8 ākonga



NZHEA  
NEW ZEALAND HEALTH EDUCATION ASSOCIATION

2023