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Tēnā koutou

Term two has proven to be another unsettled period of time with industrial action focusing much needed attention on teachers' pay and conditions. As we prepare our June newsletter, we know that the primary teachers have reached agreement over their offer, but secondary teachers are still in negotiation. Let's hope that is resolved soon.

It's difficult to produce a synopsis of health education at present without acknowledging the wider issues dominating the sector and drowning out some of the positive side of our practice. Teacher shortages, issues with school buildings after the cyclone damage, resources needed for an equitable 21<sup>st</sup> century education, industrial action for better pay and conditions, ongoing changes to curriculum, Level 1 NCEA still being implemented in 2024 but Level 2&3 pushed out another year to 2026/2027, ongoing concerns about literacy levels, artificial intelligence and ChatGPT, vaping and promised legislation (that might scratch the surface of the issue in schools), cost of living concerns making the impact of living in poverty evermore apparent ... and a national election year where it looks like education could become another bit of electioneering fodder to be batted (or battered) around between different political ideologies.

*So where's the good news?* Our very successful and well received Level 1 NCEA workshop programme has been completed with around 200 teachers attending our 12 workshops around the country.

Our biennial NZHEA election resulted in the current executive being reappointed - see bios page 2.

We're a bit barren on the new resources front (save our PLD materials for Level 1) but a lot of what is in production by the Ministry and other agencies is complex and takes time, and with a pending HPE curriculum refresh in 2024, no one is wanting to race ahead too quickly with new resourcing.

Instead, executive members Annie and Vicki have provided us with a recommended list of books which includes some of their favourite or most useful titles, and Jenny has added some tertiary level texts as teacher PLD recommendations. See pages 9-14.

Enrolments for our September – October school holiday courses are already substantial, so we look forward to engaging with you for a different sort of PLD event later in the year – see page 15 for details. And talking of PLD, we have also included a presentation from Leigh and Jenny delivered at the recent Networks of Expertise summit – see page 4.

Ngā mihi

Rachael, Vicki, Annie, Shelley, Leigh and Jenny  
NZHEA executive

## NZHEA Election of the Executive

Our NZHEA biennial elections resulted in the existing executive being reappointed, with the exception of Kat Wells who has taken up a new role at the Ministry of Education as an NCEA Implementation facilitator (NIF). The roles of chairpersons and other offices are yet to be finalised.

### **Vicki Nicolson**

Vicki is currently the principal of Port Chalmers Primary School and the lead principal for her Kahui Ako. Port Chalmers School is a health promoting school and adapted a model of resiliency across their learning community. She has a master's degree from the University of Otago in Education in Teaching and Learning. Vicki has been actively involved in Health Education for more than 20 years and has been a lead teacher over this time. Vicki has also been involved in providing professional development workshops for teachers through the NZHEA, organising after school workshops and opportunities for networking across the primary and secondary education sector.



### **Rachael Dixon**

Rachael has been on the NZHEA Executive since 2011 and enjoys opportunities to work alongside teachers in developing Health Education programmes that are responsive to learners' needs. She is a senior lecturer in the Faculty of Health at the University of Canterbury where she teaches under-graduate students in the Bachelor of Health Sciences, as well as students training to become secondary Health Education teachers. Rachael was made a life member of NZHEA in 2021.



### **Annie Macfarlane**

Annie has worked with the health curriculum at the secondary school level for many years. She started out as an Otago PhysEdder who, when the new health curriculum emerged in the very early 2000s, became hooked. Health education has been undersold by secondary schools for too long and Annie is passionate about reversing that trend. As SCT at her school and a member of their SLT Team, she well understands timetable constraints, but does not see that as a barrier but more of a challenge. Her school has embraced Health and made it an equal subject in its own right. She also runs a successful Hawkes Bay Health Cluster Group alongside Shelley Hunt from Gisborne.



## Shelley Hunt

Shelley was the Head of the Physical Education and Health Faculty at Gisborne Girls' High School and, until she left GGHS to pursue part time PLD facilitation support regional health teachers and health education related developments in Kahui ako, as well as running her own business. She was also the across school lead for her Kahui Ako focusing on wellbeing. She has taught Health across all year levels from Year 9 through to Year 13 and enjoys the teaching and learning in Health Education. Shelley spent three years working as a PLD facilitator in the Health and Physical Education learning area and is an accredited PLD facilitator. Shelley sees belonging to this subject association as a way of promoting and supporting effective practice in Health Education.



## Leigh Morgan

Leigh has taught for 18 years at three secondary schools in different regions, the last six of those as Head of Health and Physical Education at Ōtāhuhu College in South Auckland. She has a Master's in Educational Leadership from AUT. In 2022 Leigh was one of five teachers involved in the mini-pilot with the new level 1 health studies achievement standards. Being seconded by NZHEA in 2023 for the Kaikōtuitui Arataki Oranga role has allowed Leigh to help provide PLD support for teachers.



## Jenny Robertson

Jenny is a tertiary educator in health education and an accredited PLD facilitator. She became involved in Health Education early in her teaching career and now has over 35 years of subject specialist experience in this aspect of the curriculum. Jenny was involved in a range of resourcing and implementation projects for Health and Physical Education in the New Zealand Curriculum (1999) and was a member of Health and Physical Education learning area writing group for The New Zealand Curriculum (2007). She has been extensively involved in the development of NCEA in Health Education, including the current revision of NCEA. She has contributed to many resource development projects for the education and health sectors and has also written commercially published Health Education resources for secondary school students.



## Ongoing responsive individualised PLD

A main function of NZHEA at present, while we have Ministry of Education Networks of Expertise funding, is to provide a range of responsive health education PLD support for both primary and secondary school teachers. Key to this is Leigh Morgan's Kaikōtuitui Arataki Oranga role. For all NEX queries about NZHEA support email us at [kaiarahi@healtheducation.org.nz](mailto:kaiarahi@healtheducation.org.nz)

# Reflections on becoming the NZHEA Kaikōtuitui Arataki Oranga Leigh Morgan

In May, Leigh and Jenny attended the Networks of Expertise (NEX) summit in Wellington along with most of the other subject associations and teachers' networks who receive Ministry of Education Networks of Expertise funding. NEXs had been invited to submit workshop ideas for the summit. Our submission on ***Growing subject specific leadership capacity to support the professional development of teachers***, based on the development of Leigh's Kaikōtuitui Arataki Oranga role, was accepted and resulted in a very well attended workshop that generated a lot of discussion and positive feedback. The presentation part of the workshop was delivered as a type of interview with Jenny asking Leigh to reflect on the development of her role so far. This interview follows.

At the conclusion of the interview we have included some material for middle and senior leaders to reflect on, related to the way they lead PLD for teachers across their school or in their department.

## **Presentation: Growing subject specific leadership capacity to support the professional development of teachers**

**J. By way of some opening thoughts ... we [NZHEA] know from working in the PLD space that taking an expert teacher and middle leader out of their role in a school and putting them into the role of a PLD facilitator requires a substantial shift in practice. For a fixed term position like the Kaikōtuitui Arataki Oranga role, this meant offering the position to someone we thought could hit the ground running by having a lot of the required foundations for this shift already in place. Namely, being an expert teacher in health education with experience and success across all NCEA levels, middle leadership experience (and Masters level qualifications that support this), specific experience related to the job (in this case piloting the Level 1 Health Studies standards was a bonus, as was experience with literacy and digital developments in schools), and a personal/professional disposition suited to responding flexibly to a diversity of situations.**

**As you've stepped out of the classroom and middle leadership role into a PLD facilitation role, what for you, is most comfortable and familiar?**

L. Ironically, a lot of what is most comfortable and familiar are skills and concepts I would teach in health education lessons! At a personal level, this includes continuing to manage my time efficiently, plan, and be organised with administration. Also, sharing my own knowledge and experiences, particularly with the level 1 health studies pilot for example.

Interpersonally, establishing and maintaining respectful relationships with others, and communication qualities such as listening and providing feedback, both digitally, like email and zoom, as well as face to face support. Knowing what resources, facilities and organisations that are available in the community or nationwide to assist teachers.

**J. What is the most different aspect(s) of this new role?**

L. The most obvious difference is the shift from interacting and engaging with primarily secondary school health and physical education students over the past 18 years, to working predominantly with adults and other professionals in and across the sector. There is quite a difference in trying to engage a class of teenagers compared to facilitating courses for teachers for example!

Additionally, I am still adjusting to the flexibility in work time and regulating my routine which is not necessarily based on school hours and timetabled lessons, as well as what has been to date, regular travel around the country for NZHEA workshops.

## **J. What have been the highlights so far?**

There are many, but I can summarise them all into ONE word - OPPORTUNITIES.

Opportunities to:

- a) Network and collaborate with new teachers in other parts of the country and professionals in various sectors.
- b) Represent NZHEA and attend conferences and webinars.
- c) Develop my knowledge and practice through reading recent research and journal articles.
- d) Learn from experienced practitioners and professionals.
- e) Get out of my comfort zone!
- f) Develop the leadership of others in our HPE department at Otāhuhu College. For example, my secondment has allowed the Assistant HOF, a young Tongan male, the chance to step up and learn responsibilities associated with the HOF role, with my support and guidance if required.

## **J. What (if any) challenges have you encountered?**

L. One challenge is more a personal realisation, around some self-doubt. Yes, I have experience, but it is quite specific to my 12 years at Ōtāhuhu College, a decile 1 secondary school in South Auckland. Who am I to:

1. Be chosen to represent NZHEA in this role and
2. Offer PLD facilitation to teachers around the country, many of whom are experienced and knowledgeable themselves?

Consequently, I do not want to be seen as an expert, but rather a teacher who has some capability which has been acquired and developed over time, through interactions with other kaiako and ākongā.

Additionally, I believe there are wider challenges for the Education profession of which I am part. I am conscious the demands of teaching have now left me feeling guilty if I am not somewhere at a certain time and on reflection, have led to the realisation I was probably close to burn out at the end of last year. I certainly wasn't looking for another job, but the secondment was timely! Heavy workload and constant pressures have resulted in this occupation not being sustainable in the long term. Part of me is very worried teaching is not seen as an attractive career prospect.

## **J. You are now 4 months into the role. To date, what existing professional knowledge and capabilities have you drawn on the most? Thinking both as teachers and as (middle) leaders. Give some examples.**

L. The importance of establishing whakawhanaungatanga - (relationships and a sense of connection and belonging) with those I am interacting with. I am honoured to be in my position, but I also acknowledge what a privilege it is that I have the opportunity to earn and maintain teachers trust when they share their concerns, questions, ideas and practice with me.

I respect teachers, especially those I have no previous connection with, who have shown vulnerability by asking me to moderate their senior health assessments for example. I always acknowledge and thank them for allowing me to read their students work and aim to deliver my feedback in a mana enhancing way. This has consequently led to some teachers continuing to ask me for further assistance in areas of their teaching practice.

Although reasonably time consuming, I have kept an "activity log" where I have recorded:

1. Teachers or people involved
2. School or organisation
3. Time spent
4. Nature of the support
5. PLD support priority
6. Link to NEX contract
7. Evidence of impact

While I have done some networking, representation and advocacy on behalf of NZHEA, majority of my time has been spent providing PLD facilitation.

Through my documentation, I have established that the biggest need for secondary health education teachers to date is immediate, or “just in time” support which I have responded to through email, phone, zoom, or in person. Examples include: junior and senior programme planning; links to NZHEA and other resources for both the current and the new NCEA standards being implemented; moderation; assessment question clarification and exemplars; Ministry of Education and policy support such as guidance on removing students from relationships and sexuality education; health studies pilot teacher support; and considerations for Mātauranga Māori, literacy and numeracy, UDL and the Pacific values framework. The fact that NZHEA already has an extensive set of resources available to assist teachers, combined with 18 years of teaching experience, has allowed me to meet these teacher needs.

**J. In what aspects of the role do you think most of your new ‘learning’ has occurred? Was this in effect on-the-job realisations as you interact with peers and colleagues, and/or purposeful professional reading ... or what?**

L. Definitely a combination of both. Having time to engage in purposeful professional reading and attending online webinars in contexts broader than just secondary school health education, has allowed me to be more introspective. Furthermore, having conversations and being surrounded by professionals in my field and wider, has also resulted in new ways of thinking and doing.

**J. Given time and opportunity, what else would you like to develop to build your leadership in the PLD facilitation role?**

L. Aspects of my leadership that I would like to develop further are in the area of resource development, including more opportunity, guidance and training to; plan and write practice exams, and context specific, agency and NZHEA resources. Also creating resources to help teachers understand the intent of new standards. Additionally, I would love to have more time to visit schools and acknowledge good practice by sharing case studies with health educators across the motu.

**J. Finally, reflecting on your own PLD for this role, what further thoughts do you have about what it takes to grow subject-specific leadership capacity to support the professional development of teachers?**

L. Ultimately, I recognise NZHEA has invested in me, as one way to ensure the sustainability of leadership within the subject association in the long term. Therefore, I have a responsibility! Consequently, I am continuing to think about HOW am I going to be MOST effective with transferring my new knowledge and learnings to help uphold this commitment.

Ngā mihi nui

*Workshop participants then engaged in discussion around a combination of questions relevant to their NEX context.*

- 1. As members of subject associations, or other forms of NEX) what do you KNOW to be the high priority areas for PLD among teachers in your network? Think here and now and in consideration of the future changing education landscape (curriculum and/or NCEA and/or wider schooling context).*
- 2. In consideration of these PLD needs, what professional knowledge and capabilities does your network need a PLD leader (e.g. a facilitator or resource developer) to have at the point of entry into this work? What do they already need to have developed to hit the ground running?*
- 3. Thinking about the professional knowledge and/or capabilities that teachers or leaders straight out of school may not (yet) have developed – but a NEX leader in your area needs in order to provide network specialist support - where do you think (or where do you know) this NEX leadership development might come from?*
- 4. Overall - what do you see as being the opportunities for, and challenges to, developing PLD leadership through this Networks of Expertise PLD model?*

## Reflecting on senior and middle leadership capacity and capabilities for leading the learning of other teachers

Although this talks more to those of you in leadership roles in your school, whether that's a HOD/HOF/HOLA, SCT, principal or deputy principal, dean or other leadership role, the following is for any teachers who have opportunity to provide professional learning for their colleagues, either in school or in regional clusters.

### The concept of (Pedagogical) Leadership as it relates to providing PLD for teachers

Although 'pedagogical leadership' has been assigned different meanings and conceptualisations in different educational settings and across contexts for our NEX application this concept is about:

*... leadership activities specifically focused on the improvement of teaching and learning as an aspect or dimension of a broader leadership model, such as instructional\* or transformational leadership.*

*Proponents of the model argue that pedagogy, especially in contrast to instruction, recognizes the cultural, moral, and societal aspects of learning. It involves a focus on building social and academic capital for students and intellectual and professional capital for teachers. Pedagogical leadership is described as bringing a pedagogical lens to all aspects of teaching and is strongly focused on dialogue with those being led or taught.*

From [Pedagogical Leadership](#), Frauke Meyer, Linda Bendikson (2021)

*\*Instructional leadership is leadership that supports the development of teaching and learning. It is referred to using different names including pedagogical leadership, learning-centred leadership, leadership for learning, and student-centred leadership. These terms can be considered under the broad umbrella of instructional leadership and represent the specific and focused practices in which school leaders engage to intentionally support the development of effective teaching and learning in schools.*

*What is unique about instructional leadership is that first and foremost, it is tightly connected to the work of improving learning for students ... The motivation for instructional leadership is the improvement of instruction.*

[The Education Hub](#), Dr Nina Hood

With this conceptualisation of leadership, it is not about the role or the position held (as such), but the activities of leadership. Pedagogical leadership is often linked to theories of distributed leadership.

Read more about leadership on the TKI Educational Leaders [page](#).

### Activities of pedagogical leadership...

Leadership activities focused specifically on the improvement of teaching and learning and building intellectual and professional capital for teachers is fundamentally a facilitation and coaching role:

- A PLD Facilitator is someone who helps an educational leader or teacher to do something more easily or find a solution to a problem of practice by discussing a situation and suggesting ways of doing things. In essence a PLD facilitator is a type of ...
- Coach insofar as they provide guidance for a leader or teacher to help them reflect on their current practice, and to identify new insights and actions to enhance their effectiveness as a teacher.

In contrast, mentoring is more about an ongoing, longer term interpersonal relationship of support, conversation and learning, where an experienced person (mentor) invests the expertise and knowledge they have acquired to promote the development of another person (protégé) who has skills to acquire and professional goals to achieve. read more [here](#).

## Reflection questions for in-school PLD leaders:

- When you are leading PLD for teachers in your school or department, how cognisant are you of the nature of that role as you lead those PLD activities, and how it is different to teaching students? What similar and different skills and expertise (to teaching students) do you draw on to lead learning of your colleagues?
- How do you engage teachers in meaningful professional learning that leads to a change in their practice? How do you know they have changed their practice as a result of PLD?
- In what ways could the definitions of pedagogical and instructional leadership, and the difference between a coach and a mentor, provide some added sense of purpose for the PLD activities you lead in your school or department?
- Does leading PLD have to be all about you leading and being responsible for the design and facilitation of PLD activities? How could you distribute responsibility for leading aspects of PLD across your staff?
- What could you learn to do more of, or do more effectively, to enhance the quality and effectiveness of PLD in your school? Where or when might there be opportunity for this?

For teachers who are **mentors** for **Provisionally Certificated Teachers** (PCTs), see the Teaching Council [induction and mentoring materials](#) that support this role.



## Book recommendations – secondary

Annie Macfarlane, HOD Health/SCT

Tamatea High School, Napier

With cyclone Gabrielle forcing a change of plans to our NCEA Level 1 implementation workshop in Hawkes Bay, we were delighted to be able to deliver the workshop on the teacher only day scheduled for the region. We were hosted by Annie Macfarlane (NZHEA executive member) at Tamatea High School in Napier. This proved to be an absolute treat as Annie's classroom walls are covered in students work and health education related materials, and she had made a display of a selection of titles from her substantial resource library. We asked her to share some of her recommendations in response to the NCEA change package focus on mana ōrite mō te mātauranga Māori.

NZHEA members are encouraged to post other recommendations for books on the NZHEA Facebook page.

### **Straight Up**

**Ruby Tuhi**

This is an interesting account of Ruby's life growing up; her determination to have a different life and be good at playing rugby. It would make a fabulous documentary and a wonderful resource for AS 2.2 Change. Available in most bookshops.

### **Mental Health Education and Hauora**

**Katie Fitzpatrick, Kat Wells, Gillian Tasker, Melinda Webber, and Racher Riedel**

Many of you will already have this on your shelves, and it is well worth another read as there is too much in there to take in at once. I'm liking Lesson 33 – using a movie like 'We bought a Zoo' to look at what helps and hinders a person's resilience. See these links for [print](#) and [digital](#) sources.

### **Mauri ora – Wisdom from the Māori World**

**Peter Alsop & Te Rau Kupenga**

The pictures and whakatauki in the book are superb. There are so many ways to use these in your classroom. Available in most bookshops.

### **Tikanga – an introduction to te ao Māori**

**Keri Opai**

A clear and simply written book explaining the Māori world, it's customary practices, values and protocols. The order of the pepeha in particular is worth a read and Keri has created a pepeha template for non-Māori to follow that is appropriate and sense making (p101). See [link](#).

### **Rongoā Māori – a practical guide to traditional Māori Medicine**

**Rob McGowan**

An excellent introduction to rongoā written by one of New Zealand's experts. It covers the key principles, the practical tips around tikanga when harvesting and preparing plant material, as well as a simply written article about the Treaty of Waitangi and Māori health (p 35-36). This is a great resource if your students are wanting to look at rongoā at Level 3 in the Health Practices Achievement Standard. Source the book at this [link](#).

### **Kai – food stories and recipes from my family table**

**Christall Lowe**

Including a cookbook in this array of books might seem a bit weird, but this book is worth it. Check out the Matariki Cookies & Horopito Gingerbread Whare recipes at the end.

## Waiwhero – The Red Waters

Ngahua Murphy, Sean Ellison, Regan Balzer

This is a must read for all Health educators as it looks at the origins of menstruation from a Māori world view. If we are teaching about menstruation in the junior school, then this knowledge is important to our rangatahi. See the link [here](#).

## Kei te Pēhea Koe? – How do you feel?

Tracy Duncan

This is a bilingual picture book that answers this question with a number of feelings e.g. hungry – matekai. A good [book](#) to have on your classroom bookshelf.

## Matariki – the star of the year

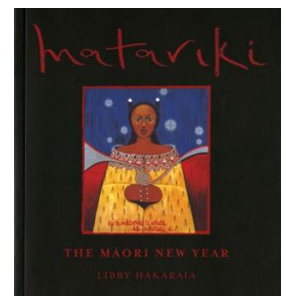
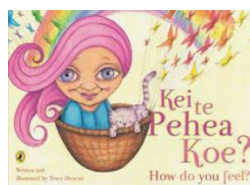
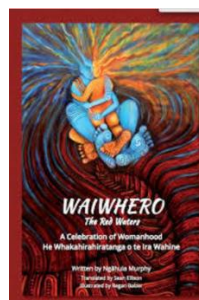
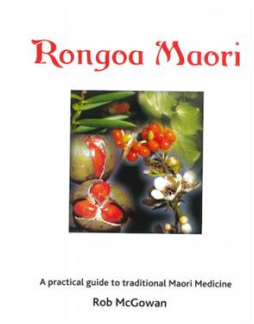
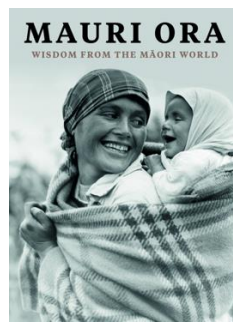
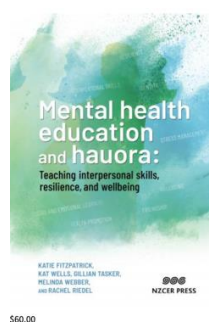
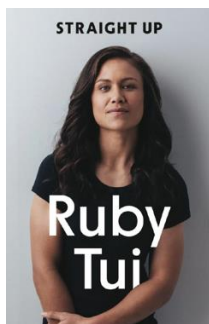
Rangi Matamua

Matariki is nearly here and this [easy to read book](#) by well known master of all things Matariki Rangi Matamua is a must for all of us with sketchy understanding of what Matariki is all about. Every school should have at least one copy somewhere.

## Matariki – the Māori new year

Libby Hakaraia

This is a simpler version of the above with some good illustrations and ideas to celebrate Matariki. See details at [this link](#).



# Book recommendations – primary

## Vicki Nicolson, Principal/Tumuaki Port Chalmers School

A conference favourite over the past decade has been Vicki's presentation and workshop around using children's books for learning in health education. These are a few examples she is highlighting at present.

### **What do you do with an idea?**

**Kobi Yomanda**

This is the story of one brilliant idea and the child who helps to bring it into the world. As the child's confidence grows, so does the idea itself. And then, one day, something amazing happens.

### **What do you do with a problem?**

**Kobi Yomanda**

This is the story of a persistent problem and the child who isn't so sure what to make of it. The longer the problem is avoided, the bigger it seems to get. But when the child finally musters up the courage to face it, the problem turns out to be something quite different than it appeared.

### **What do you do with a chance?**

**Kobi Yomanda**

In this story, a child is visited by his first chance and unsure what to do with it, he lets it go. Later, when a new chance arrives, he reaches for it but this time he misses and falls. Embarrassed and afraid, he begins ignoring each new chance that comes by, even though he still wants to take them. Then one day he realizes that he doesn't need to be brave all the time, just at the right time, to find out what amazing things can happen when he takes a chance.

### **Zero, One and Two**

**Kathryn Otoshi**

Zero is a picture book about accepting different body types, developing social skills and character, and learning what it means to find value in yourself and in others. One is a picture book about accepting each other's differences and how it sometimes just takes one voice to make everyone count. Two is a picture book about friendship, loss, letting go, and self-discovery.

### **Aroha's Way, Aroha Knows, Let it Go, Let it Flow and How Do I Feel**

**Craig Phillips & Rebekah Lipp**

These books (published by Wilding Books, New Zealand) help students to understand and express their emotions through pictures and stories.

### **Mophead**

**Selina Tusitala Marsh**

At school, Selina is ridiculed for her big, frizzy hair. Kids call her 'mophead'. She ties her hair up this way and that way and tries to fit in. Until one day – Sam Hunt plays a role – Selina gives up the game. She decides to let her hair out, to embrace her difference, to be WILD!

### **What We'll Build: Plans for our Future Together**

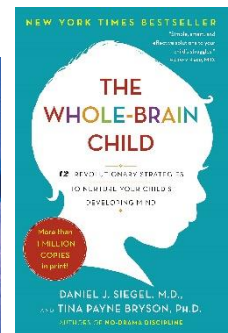
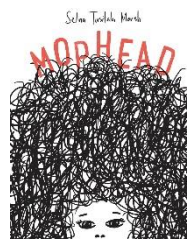
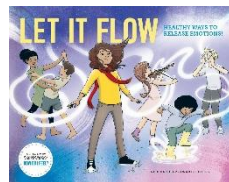
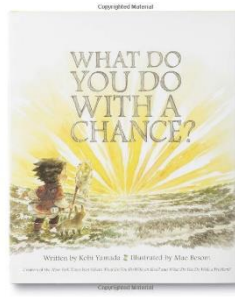
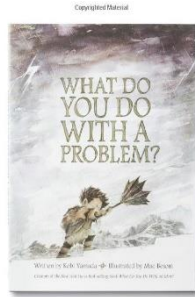
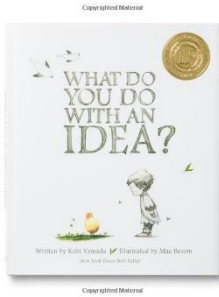
**Oliver Jeffers**

A father and daughter set about laying the foundations for their life together. Using their own special tools, they get to work, building memories to cherish, a home to keep them safe, and love to keep them warm.

# Whole Brain Child

Daniel J. Siegel and Tina Payne Bryson

A book for teachers (and parents) demystifies the meltdowns and aggravation, explaining the new science of how a child's brain is wired and how it matures. The "upstairs brain," which makes decisions and balances emotions, is under construction until the mid-twenties. And especially in young children, the right brain and its emotions tend to rule over the logic of the left brain. No wonder kids can seem-and feel-so out of control. By applying these discoveries to everyday parenting and teaching, you can turn any outburst, argument, or fear into a chance to integrate your child's brain and foster vital growth. There is a workbook that also supports this research.



## Book recommendations – tertiary

Jenny Robertson, Professional Teaching Fellow  
The University of Auckland

University texts are notoriously expensive. Consider purchasing the e-book version which is usually much cheaper. Check with your school library about how to best manage e-books purchases. Alternatively, some local libraries may hold titles, especially of New Zealand texts, or tertiary institutions may offer a service whereby members of the public can pay for access to library materials.

### **Whaiora: Maori Health Development (2<sup>nd</sup> edition)**

**Mason Durie (1998)**

This book helps to give historic context to the development of te whare tapa whā.

### **Ngā tai matatū : tides of Māori endurance**

**Mason Durie (2005)**

Durie has written many texts over almost three decades. This one is a very interesting read as it considers a range of historic and contemporary themes highly relevant to health education. See also *Maea te Toi Ora: Māori Health Transformations* (2018) and the preceding *Ngā Tini Whetū: Navigating Māori Futures* (2011) and *Ngā kāhui pou launching Māori futures* (2003) – this is where the health promotion model Te Pae Mahutonga features.

### **Culture Counts: Changing Power Relations in Education**

**Russell Bishop and Ted Glynn (1999)**

It's worth looking back to *Culture Counts* as so much of what we do now in the name of culturally responsive pedagogy was grounded with this text. See also *Freeing Ourselves* by Russell Bishop (2011).

### **Health Education, Critical perspectives**

**Edited By Katie Fitzpatrick, Richard Tinning (2014)**

With the curriculum refresh just ahead, it's worth revisiting this volume of articles from NZ and international researchers in the field of health education. Now almost ten years old, it is interesting to reflect on what has – and has not – been advanced in the name of health education.

### **The Professional Practice of Teaching in New Zealand, 6th Edition**

**Mary Hill, Martin Thrupp, Contributors (2020) (print or e-book)**

This is the standard teacher education text for most New Zealand initial teacher education programmes. There are many chapters in here useful for ongoing in-school PLD. For example: Chapter 2, How do people learn? Understanding the learning experience; Chapter 4, Engaging students in dialogue; Chapter 5, Planning with high expectations; Chapter 6, Using classroom assessment for effective learning and teaching; Chapter 7 Teaching as inquiry; Chapter 9, Policy and praxis: Māori learners' experiences contributing understandings about identity, culture and effective pedagogy; Chapter 10, Creating cultures of belonging: engaging diversity to enhance learning; Chapter 12 Digital learning: critical perspectives and lifelong possibilities; Chapter 13, Revealing the privatisation of education; Chapter 14 Teachers and ethics; and Chapter 15, Raising our heads: keeping a critical eye on policy and research. Think about a PLD task which requires each teacher to analyse a chapter and talk to its application for HPE.

### **Schooling sexual cultures: Sexuality education and visual research**

**Louisa Allen (2017)**

Louisa is a New Zealand academic who is well known internationally in the field of sexualities and schooling. She has produced many books and articles. This is one of her more recent books, not so much about formal teaching and learning in the classroom, but about sexuality 'education' in the wider schooling context.

## Decolonisation in Aotearoa: Education, research and practice

Edited by Jessica Hutchings and Jenny Lee-Morgan (2016)

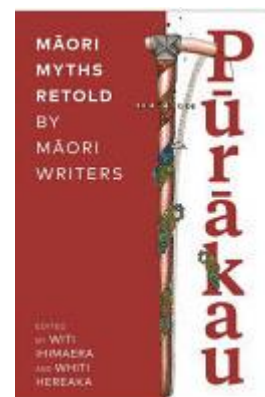
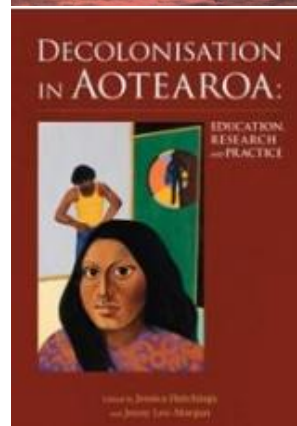
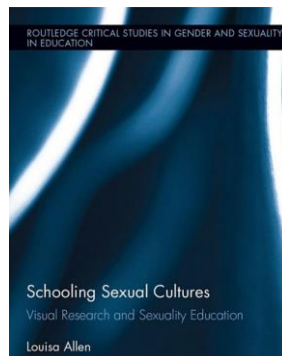
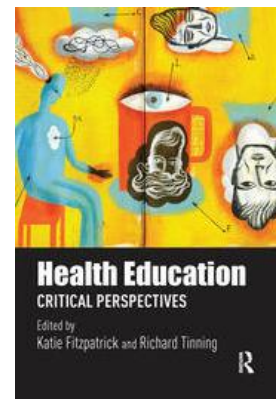
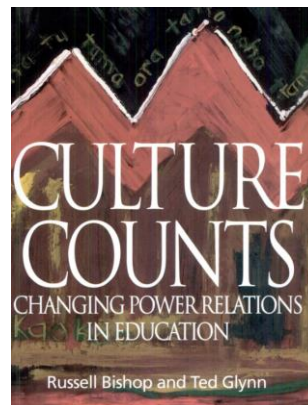
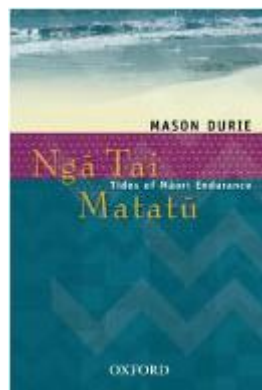
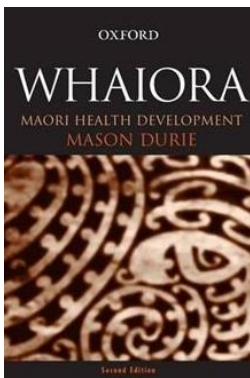
*“Jessica Hutchings and Jenny Lee-Morgan have drawn together leading Māori writers and intellectuals on topics that are at the heart of a decolonising education agenda, from tribal education initiatives to media issues, food sovereignty, wellbeing, Christianity, tikanga and more. A key premise is that colonisation excludes holistic and Māori experiences and ways of knowing, and continues to assert a deep influence on knowledge systems and ways of living and being, and that efforts to combat its impact must be broad and comprehensive.”* [NZCER Press](#)

There are many other useful NZCER titles – [see them all at this link](#).

## Purakau: Māori Myths Retold by Māori Writers

Edited by Whiti Hereaka and Witi Ihimaera (2019)

We included this title in our NCEA Level 1 mana ōrite mō te matauranga Māori presentation. It is a collection of pūrākau re-imagined by Māori authors, with many taking traditional stories and reworking them in contemporary settings. This has the benefit of highlighting some of the metaphors present in the old stories. Some have very obvious application for health education.



## Events - Secondary Schools

This notification repeats the post on our Facebook page and sent to all member emails. Registrations in both centres are currently over half and nearly two thirds capacity. We will take registrations up until we either reach venue capacity, or until a month before each event, as we will need to finalise catering and course materials.

# NZHEA PLD course for teachers of health education Teaching and learning about social justice and equity in health education



### Dates and venues

- **Auckland Monday 25<sup>th</sup> – Tuesday 26<sup>th</sup> September**  
Kohia Centre, Epsom (University of Auckland Faculty of Education and Social work campus near to the central city)
- **Christchurch Thursday 5<sup>th</sup> – Friday 6<sup>th</sup> October**  
Rydges Hotel near the Christchurch CBD.

This is the SAME course run at each end of the school holidays, in two locations/venues. Note that your location does not determine which venue you select.

### The aims of the course are to:

- Overall: To bring our attention back to the importance of curriculum-driven teaching and learning, not standards and assessment driven teaching [*which is an essential shift in practice for responding to the intent of the NCEA change package*].
- Provide teachers with learning opportunities to deepen their own content knowledge of health education-related concepts and topical contexts that require consideration of social justice and equity. [*Mini lectures*]
- Provide teachers with ideas about ways to develop these ideas with their students, and in consideration of their school context. [*Workshop/tutorial type activities*]

The course has been developed by Jenny Robertson, NZHEA Networks of Expertise project manager. The course will be facilitated by Jenny and Leigh Morgan, NZHEA Kaikōtuitui Arataki Oranga, with support from the NZHEA executive.

### Planning for the programme includes:

#### Day ONE: 9.30am-4.30pm

- Introduction: revisiting the HPE learning area conceptual framework and the reasons for this.
- Revisiting understanding of healthism vs holistic concepts of health and wellbeing. *What's the difference between health and wellbeing? What's 'wrong' with a healthism approach when considering matters of social justice and equity? How does a holistic approach to health and wellbeing relate to ideas about social justice and equity?*
- Exploring the concepts of social justice and equity. *What are they and how do they relate to each other (and where do ideas about equality and ethical issues fit in?) How do these concepts relate to the underlying concepts of HPE? In what ways can a range of holistic (indigenous, cultural and other) models of health provide opportunity for understanding health and wellbeing from a social justice and equity perspective?*

- Revising (updating) the social determinants of health, including the social determinants of mental health. *How do we best develop secondary school students understanding of this complex concept? Exploring examples of the SDH in practice from across the HPE key areas of learning e.g. the impact of colonisation on the health of indigenous populations; menstruation stigma/period poverty; food (in)security.*

## Day TWO: 8.30am-3.30pm

- Revisiting models of health (and wellbeing) promotion – expanding the scope of what we currently use. *Which models of health promotion best respond to matters of social (in)justice and (in)equity? What opportunities are there for teaching and learning about social justice and equity issues in health education that contribute to whole school approaches to the promotion of student wellbeing (which is required by a range of current education policy). Which models of wellbeing promotion support this approach?*
- Consideration of the MoE Relationships and Sexuality Education and Mental Health Education guides and the implications of these for learning about social justice and equity. *This includes a focus on topical RSE and MHEd issues that have social justice and equity issues associated with them.*
- Identity and intersectionality. *How are these concepts intertwined with social justice and equity issues?*
- Ethical issues that impact health and wellbeing. *(How) Are (some) ethical issues also a matter of social justice or equity?*
- The importance of this knowledge for teaching and learning in the 21<sup>st</sup> century.

Please note that this is NOT a conference. It is a two-day course with a fixed programme where each lecture and tutorial activity will build on and develop ideas from previous one. It is not suitable for ‘dropping in’ and out of, or for one day-only attendance. Could we please ask that anyone registering commits to the 2-day event. Places will be limited by venue size (about 70 in Auckland and 50 in Christchurch).

## Costs

**There is NO cost to attend the event – morning tea, lunch and afternoon tea will be catered.**

The only cost to you will be any travel and accommodation you require. Auckland parking is free although some parking costs may be incurred in Christchurch.

## Course materials

We will provide all PLD materials digitally prior to the course. Any print materials required for activities will be provided at the time.

For people not able to attend at this time we will make available a selection of the material presented, along with the discussion activities, to assist teachers engaging in independent PLD, and/or for use in faculties or departments. Please note that to respect people’s privacy, given the sensitivity of some health education subject matter, the course presentations and discussion will NOT be recorded.

## Registration

[Please use this link](#) to register your interest in attending one of these events. Only basic details are required at this time. Further information will be sought closer to the time of the course and to confirm attendance. Your registration should generate an auto-reply response.

If you have questions about this event, please direct them to our NZHEA support email address [kaiarahi@healtheducation.org.nz](mailto:kaiarahi@healtheducation.org.nz) or add them to our NZHEA Facebook post advertising the event.



# Moving ahead with Level 1 NCEA

The 2024 implementation of changes to Level 1 NCEA are (understandably) dominating a lot of the secondary PLD space at present, although the industrial action limiting engagement with this development at the moment is noted.

Between late March and the beginning of June we engaged with almost 200 HPE and Food and Nutrition teachers across our 12 workshop venues around the country. It was interesting to hear about the different approaches schools are taking to Level 1 – anything from no full NCEA programme at Level 1 or just one standard, a limit of three standards or all four standards, combined H&PE courses, separate health education and food and nutrition courses, modularisation or semesterisation ... and so on.

## Thanks to those of you who responded to our follow up survey sent out after the workshop. The results are as follows:

- 90% of respondents said they were implementing a level 1 programme in 2024 with the remainder yet to be confirmed.
- 50% said they were looking at using the four Health Studies standards, 45% three standards, and the remainder one or two standards.
- We were interested to know how many standards schools were advising teachers to use in their courses – 45% had been advised to use all four standards, 32% three standards, and one school one standard. The remainder had not been advised as to how many standards to include in a programme.
- On the matter of further resourcing, the highest priority was around examples of assessments and course outlines. Topic specific resources for mental health contexts was rated as a higher priority than relationships and sexuality education and food and nutrition contexts. There was also an indication that materials shared by other teachers e.g. course outlines and assessment tasks were a priority along with ongoing development of mātauranga Māori resources focused on health education content knowledge and teaching approaches (pedagogy), as well as resources that respond to the Pacific Values Framework. Lower priority was for resources that provide guidance on Universal Design for Learning approaches specific to health education, literacy and numeracy in health education resources.
- 40% said they attended irregular regional cluster meetings and 60% said they had no regional cluster meetings.
- We acknowledged that face to face in person PLD workshops were highly desirable and all respondents said this was still their most preferred option. For online PLD options, asynchronous recorded PLD presentations were preferable to synchronous online PLD events.

## Comments in the survey included:

- The need for exemplars to show A, M and E performance with a limited word allocation for assessments.
- How to support students to write concisely given the limited word allocation
- Online forums for collaboration [*it is recommended that these are regional – NZHEA*]
- A range of course design considerations [*these will need to be developed over time – NZHEA*]
- The importance of support from senior leadership and responding uniquely to own school/in-school considerations.

## Workshop resources

All of the resources from our workshop remain [available to everyone at this link](#). These have been updated with each successive addition of new material to the NCEA website – the revised standards on 21 April, the tasks on 2 May and the assessment specifications on 1 June.

Recent additions to the folder include a recorded version of the workshop PowerPoint for anyone who couldn't make it to an event, and a first step toward providing guidance for writing your own assessment tasks. Examples of different ways to approach course design are in development and will be available early term 3. We are awaiting some clarification from this year's piloting before advancing too far on some matters like assessment task writing and examples of A, M and E performance.

### PLD for the remainder of the year

We are keen to shift the focus for the remainder of the year to course design and assessment task writing (and assessment of student work to determine sufficiency for A, M and E).

We haven't yet planned another round of workshops as we would like to respond to the needs to the regions in a range of ways. Given the constraints on teacher release as the year proceeds, we may need to look more at half day events which we can do as city-wide workshops or supporting regional clusters. We'll let you know of our plans once the current industrial action is settled.

We will continue to produce text-based resources and digital presentations in addition to any face-to-face PLD.

## Resources

### NZHEA Practice exams for 2023 *and* Scholarship

With so much focus on the NCEA changes our annual 'business as usual' tasks have not been completed quite as quickly this year. But progress is being made.

#### Practice exams

**We will have practice exams for the existing Level 1-3 external standards ready for the beginning of term 3.** As previously notified, we don't have access to the NZQA digital platform again this year so if you want your students to complete their exam digitally, you will need to make use of the schools' own resources to do that.

Our NZHEA practice exams are members only resources. We had a very good return on our membership renewals this year so it is assumed that those of you who are used to using these resources (and who receive this newsletter via the NZHEA email) are already paid members – but do check with your HOD/HOF.

#### **NZHEA membership to access practice exams**

*If you realise you are not an NZHEA member, please follow the instructions at this [link](#).*

**Level 1-3 health education achievement standards resource reminder:** If you have teachers new to using the health education achievement standards, please be reminded of the suite of PPT presentations [at this link](#) which help unpack the requirements for each of the standards. There is one PPT for each of the Level 1-3 standards.

#### Scholarship

HPE Scholarship entries were somewhat reduced last year. See the results at this [link](#).

There is little change to the assessment specifications for 2023 with only a couple of the PE-focused resources changing. The **Child and Youth Wellbeing Strategy** still remains the main resource around which a health education focused report will need to be developed so, at this time, we have not made further revisions to this resource beyond revising the due date and referencing the 2022 assessors report.

The annually revised version of the NZHEA Scholarship resource for students can be downloaded from the [NZHEA resources page](#).