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Tēnā koutou katoa

Our newsletter introductions this year have struggled to paint a rosy picture of the education space we work in. As we go to print with our final communication for the year, the uncertainty of what lies ahead, post-election, means that tone continues.

Kaikōtuitui Arataki Oranga role 2024

But we must start with our *most excellent news*. Leigh Morgan has been seconded for a second year as the NZHEA Kaikōtuitui Arataki Oranga (PLD facilitator). We are very grateful that her school, Otahuhu College, has enabled this arrangement as it is a ‘win’ for all of us being able to access the expertise of a health education middle leader and teacher this way.

Many of you have had a chance to engage with Leigh this year by email or in person, and the feedback about the support she is providing is overwhelmingly positive.

New coalition government policy reforms

We were very disappointed but not surprised, given what was unfolding pre-election, that the National - NZ First coalition aims to “*refocus the curriculum on academic achievement and not ideology, including the removal and replacement of the gender, sexuality and relationships guidelines*”. We are unsure when the ‘removal’ of the current guidelines will be, but then as the RSE guide is just a guide to policy and is not the New Zealand Curriculum itself (the NZC is the policy document) what the assumed or intended impact of removing the guidelines actually has on teaching relationships and sexuality education is unclear. As to when a ‘replacement’ can be developed, and one consistent with the Bill of Rights and Human Rights Act (etc), remains to be seen. Also, the implications of this for the curriculum refresh remain unclear at this time.

What has happened this term?

Teachers planning to use the Health Studies Level 1 Achievement Standards now have access to a revised version of the standards and redeveloped assessment materials. General consensus seems to be that these are much more workable and useful than previous iterations of the Health Studies materials. *See the link to NZHEA Level 1 PLD resources later in this newsletter.*

Looking ahead to 2024

- NZHEA, PENZ and EONZ are reinstating the combined HPE conference as a *biennial* event – *see the early notification later in this newsletter.*
- We hope to hear soon about a range of new health education resources that have been developed by the Ministry, but which have been held up with election-related matters.
- The curriculum refresh had been signalled to begin mid-year but with a change of government it remains unclear whether this timing will still apply.

Networks of Expertise

The current round of Ministry funding known as 'Networks of Expertise' – which is how we've been able to provide a range of free resources and PLD these past 3 years – ends this year. We have been informed that there are plans to renew this, albeit the contracts will be open tender which means the many subject associations receiving NEX funds will need to put in a proposal along with any other provider wanting to put in a proposal for the work. Needless to say, we are poised and ready to make such a submission. But again, the election process and a change in government has held this up, all of which makes it difficult to plan PLD beyond our current and known resources – which fortunately includes Leigh's services.

In this (brief) newsletter

- Notification of the 2024 primary and secondary HPE conference
- Resource round up
- A reflection on the heavily legislated environment that directly and indirectly impacts what we teach in Health Education

So we end (again) with a note of uncertainty, but in the knowledge that we have existing resources to sustain our support of the Health Education community for 2024. We trust you will all have a restful summer break, and we look forward to re-engaging with you in the new year – and if needed, at least one of us (Leigh and Jenny) will be back on deck around mid-January if you require PLD support.

Ngā mihi

Leigh Morgan (chair), Rachael Dixon, Vicki Nicolson, Annie Macfarlane, Shelley Hunt, and Jenny Robertson (NZHEA executive)

From Leigh

Kia ora koutou katoa

Reflecting on my first 12 months out of the classroom for many years, I would like to express my gratitude for the opportunity to work for NZHEA in the Kaikōtuitui Arataki Oranga role. What a privilege it has been to meet and work with colleagues across the motu. Despite various pressures and demands, overwhelmingly kaiako in our learning area are passionate and dedicated, wanting the very best outcomes for the ākonga they teach. I have been particularly impressed with the effort and considered planning in preparing to implement the new level 1 health studies achievement standards next year.

Please continue to reach out through the kaiarahi email or the NZHEA secondary Facebook page if you require support. I look forward to building on the connections I have made this year and establishing new ones in 2024.

Enjoy a well deserved holiday!

Ngā mihi nui

Leigh Morgan

For all inquiries about NZHEA PLD and resourcing support, email us at kaiarahi@healtheducation.org.nz

See our NZHEA produced [resources](#) on our website, and links provided with NCEA Level 1 PLD workshops.

Events: HPE conference 2024 for primary and secondary school teachers and middle leaders

Early notice: 2024 Health and Physical Education conference 2024

NZHEA, PENZ and EONZ will resume a **biennial** programme of combined subject association conferences in 2024. *(We will engage teachers in subject specific events in the intervening years, as well as provide a range of other regional PLD opportunities both combined and subject specific).*

Date: Monday 8 – Tuesday 9 July

Location: Christchurch

If schools are needing to think about budgeting for this, you can assume a similar level of conference cost as previous years – allowing a little extra for cost increases. At the time of producing this newsletter the situation around the PPTA conference fund which in the past has paid teachers up to \$700 to attend their association conference is **uncertain**.

Primary and secondary school teachers and leaders, as well as tertiary educators are invited to present and attend the conference.

A call for abstracts for presentations and workshops will be made in the new year. Please be thinking about what you/your school could showcase around good/effective HPE practice, or if you have findings from a local inquiry into HPE teaching and learning.

More information about the conference will follow early in 2024.

News and updates: Goodbye TKI, hello Tāhūrangi

We've known for quite some time that Te Kete Ipurangi (TKI) is to be retired and replaced by a new home for online teaching resources.

The Ministry of Education Te Poutāhū Curriculum Newsletter notified teachers that Tāhūrangi went live in early November.

It's where all Ministry developed new curriculum content, resources, and teaching materials will be released in future. The landing page is at this [link](#).

Nau mai, haere mai.

Welcome to Tāhūrangi - our new home for curriculum content, teaching materials and news. Over time we will continue to develop its functionality and add new content. Check out our "Getting Started" and "Future Improvements" guides by clicking on the tiles below. If you have any queries or need further support please click on "contact us" or email us at tahurangi@education.govt.nz

Te Whāriki Online

Te Whāriki includes three pathways, Te Whāriki a Te Kohanga Reo, Te Ara Whānui and Te Ara Māori. Kei ia ara te mana, each pathway has equal status and mana in its own right.

Te Marautanga o Aotearoa

An online hub for te reo Māori information, resources and guidance to support the growth of teaching and learning in and through te reo Māori.

New Zealand Curriculum Online

This site offers information, resources, news, advice, and guidance, inspiring school stories, practical ideas, research reports, how to get support, and much, much more.

To find the HPE materials, click on the **'New Zealand Curriculum Online'** box, then on the top menu bar select **'Learning Content & Resources'** and then select **Health and Physical Education** from the dropdown menu.

Or the HPE learning area is at this [link](#).

The redevelopment and redesign of the TKI HPE website a couple of years ago laid the groundwork for this transition and you'll find it's the same content as the TKI site ... but reorganised.

This is now where you'll find the likes of the *Relationships and Sexuality Education* and *Mental Health Education* Guides. The navigation is *mostly* intuitive although it would be helpful to still have a filter for 'policy'!

Most of the teaching activities content is currently primary school focused, but there are more secondary school resources awaiting publishing.

HPE landing page:

The screenshot shows the top navigation bar of the Tāhūrangi - New Zealand Curriculum website. On the left is the Te Poutāhū Curriculum Centre logo. The main title is 'Tāhūrangi - New Zealand Curriculum'. A search bar contains the text 'Rapua ki NZC'. To the right are links for 'Sign in', a shopping cart icon with '(0)', and a blue 'SUPPORT' button. Below the navigation bar is a horizontal menu with dropdown arrows for 'New Zealand Curriculum', 'Teaching Support', 'Progress and Achievement', 'Leading Learning', 'Learners and Families', 'Learning Content & Resources', and 'Student Focus'. On the far right of this menu are a green grid icon and a blue upward arrow icon. The main content area has a teal background. A red box on the left contains the text 'Health and Physical Education' and 'This section contains resources and materials that support teaching and learning in health and physical education.' At the bottom of the teal area, a breadcrumb trail reads 'Learning Content & Resources / Health and Physical Education'.

Use the filters to select what you are after. There's still some fine tuning to do and hopefully it won't take too long to get used to the new site.

FILTERS

Expand all | Collapse all

- Learning Area +
- Rating +
- Education Sector +
- Audience +
- Resource Language +
- Curriculum Level +
- Resource type +
- Progression range +
- Level of Support +
- Teaching Strategy +
- Kaupapa +

News and updates: Changes to moderation in 2024

We've (finally) found the communication that was sent to Principal's Nominees - some time back by the looks of it - about the 2024 external moderation of internally assessed tasks. We had bumped into some confusion around this, and had added more confusion ourselves in workshops, without the benefit of this information. Do read the whole communication but this statement here about the new Level 1 standards is key.

Read the full March 2023 communication [here](#).

NZQA is advising schools now to ensure schools can prepare for these changes being implemented in 2024.

The changes are:

- External moderation of new standards will occur in the same year as assessment, and therefore schools will get most of their moderation feedback in the year that they assess a standard.
- Schools will have one standard per subject of the new Level 1 standards externally moderated, if they offer that subject.
- Schools will no longer have a specific moderation submission date.
- Moderation material for standards assessed before mid-June will need to be submitted then, with the remaining moderation material submitted by mid-October.
- Any existing Level 3 standards on a school's Moderation plan will need to be submitted to the same timeline.
- NZQA will also be providing assessor support to align with the implementation of the new Level 1 standards. More information on the 2024 assessor support programme will be made available to schools during 2023.





Resources: Primary – NMSSA

In addition to the usual reports produced by the **National Monitoring Study of Student Achievement (NMSSA)**, a [series of resources](#) have been produced that support teachers to make judgements about student achievement in Health education. These resources provide many annotated examples of year 4 and 8 student work to show what learning (can) look like in HPE at Levels 2 and 4 of the NZC.

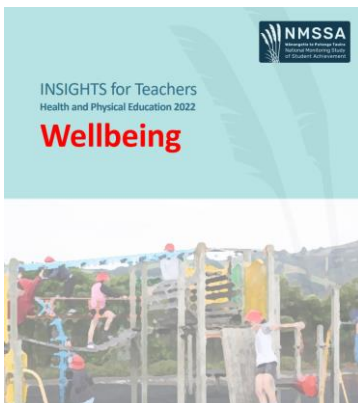
Health and Physical Education Resources

This page contains resources to support improved teaching and learning in health and physical education.

The **Insights for Teachers** highlight students' strengths and weaknesses, and provide practical suggestions to improve practice.

 <p>Insights for Teachers Health and physical education 2017 Critical thinking, the key competencies, and learning in, through and about movement. Download (44.4 MB)</p>	 <p>Insights for Teachers Health and physical education 2022 Hidden Messages - Critical thinking in media contexts Download (762.8 KB)</p>	 <p>Insights for Teachers Health and physical education 2022 Keeping Safe on Social Media - Year 8 students' strategies Download (1.1 MB)</p>	 <p>Insights for Teachers Health and physical education 2022 Exploration of students' understanding of wellbeing and hauora Download (1.2 MB)</p>
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Note particularly this title:



The report is structured into three parts:

Part One: Illuminating	Page 2
Why focus on wellbeing?	
<hr/>	
Part Two: Informing and Illustrating	Page 4
<ul style="list-style-type: none">Defining wellbeing 4Identifying positive outcomes for wellbeing 9Identifying barriers to wellbeing 12	
What we did and what we found out about students' knowledge and understandings about wellbeing and hauora.	
<hr/>	
Part Three: Improving	Page 13
What does this mean for teaching and learning in health and PE?	
<hr/>	

Resources: Secondary – NCEA Level 1 Health Studies

A new suite of just-in-time resources was developed to support teachers developing Year 11 programmes to be assessed using the new Health Studies Achievement Standards.








This includes ALL the revised material that appeared on the NCEA website in September-October 2023. The downloaded material has been organised into folders (shown below) each of which contains a PPT (slides only and a voiceover recording) along with other materials that expand upon aspects of the Ministry developed materials.

You can find these materials [here](#).

My Drive > HEALTH STUDIES LEVEL ... ▾

Type ▾ People ▾ Modified ▾

Name ↑

 PPT1 & 2 Introduction Big ideas Significant Learning
 PPT3 1.1 Health model
 PPT4 1.2 Decision making
 PPT5 1.3 Influences
 PPT6 1.4 Strategies
 PPT7 Course design
 PPT8 Writing own assessments

Please note that **you are NOT limited to using one of the three assessment samples provided** for each of 1.1 (health models) or 1.2 (decision making). *They are just samples to show what is possible.*

Teachers are **STRONGLY** encouraged to change the contexts of these assessments which is readily done because:

- The assessment task instructions need to remain much as shown in the sample assessments - you can't really change the wording of the assessment task without changing the intent of the standard.
- You can easily change the scenarios and the context for the assessment.
- You can give choice around the format in which students present their evidence of learning for assessment.

See the folder of materials for guidance on this.

Please note that due to changes to the standards and the redevelopment of assessment tasks since piloting, **there will be no ministry-provided assessment exemplars of student work**. With your help we will look to compiling/developing examples of these ourselves in 2024.

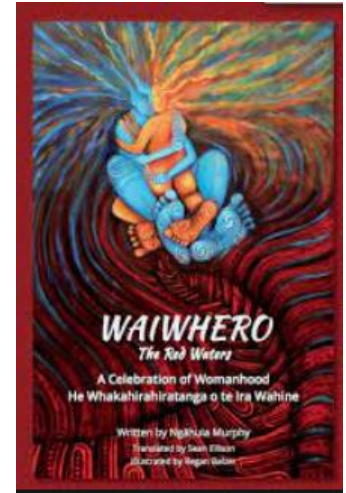
We will continue to add to these materials in the new year.

Resources: Secondary – Waiwhero

Around the time the Ministry of Education sent our print copies of the *Relationships and Sexuality Education Guide (2020)* to schools, they also sent a copy of Ngāhuia Murphy's book ***Waiwhero Red Waters*** ***A Celebration of Womanhood / He Whakahirahiranga o te Ira Wahine.***

This is a general audience version of her academic book (see below). If this book didn't make its way to the Health Education Department, perhaps check your library or with the te reo Māori department at your school.

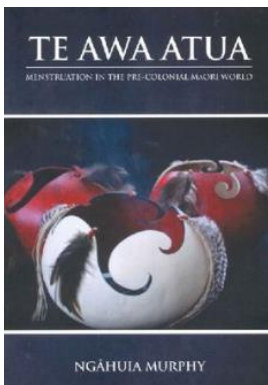
It has been out of print for a while, but it appears copies are available again from a number of stockists if you want to increase the number of copies available in your school.



From Annie Macfarlane, Tamatea High School, Napier, NZHEA Executive member and convenor of the Hawkes Bay Health Teachers cluster.

If you are thinking about ways to incorporate mātauranga Māori into your Health programmes, using Ngāhuia Murphy's 'Waiwhero' book is a good place to start. Ellen Norman, the Māori Development Manager for the Mental Health Foundation states on their website: *“Reading Waiwhero and learning the traditional Māori teachings of menstruation has been life changing. I know that I would have made different life choices if I knew these teachings of our tupuna. Learning the whakapapa of Waiwhero and the connection to Papatuanuku is a significant breakthrough for my own reconnection with Te Ao Māori.”*

Available from [here](#) and a number of other online sites for \$25.



Among our previous PLD materials we have also listed ***Te Awa Atua: Menstruation in the Pre-Colonial Māori World*** by Ngāhuia Murphy (2013). This is the book of her Masters thesis.

Ngāhuia has since gone onto complete her PhD, titled ***Te ahi tawhito, te ahi tipua, te ahi nā Mahuika: Re-igniting native women's ceremony*** (this needs to be accessed via the University of Waikato library). You can also read more about Ngāhuia's work on website [Te Awa Atua](#).

NZHEA teaching and learning suggestions:

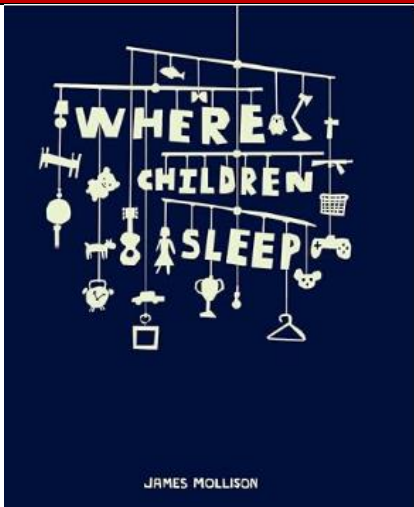
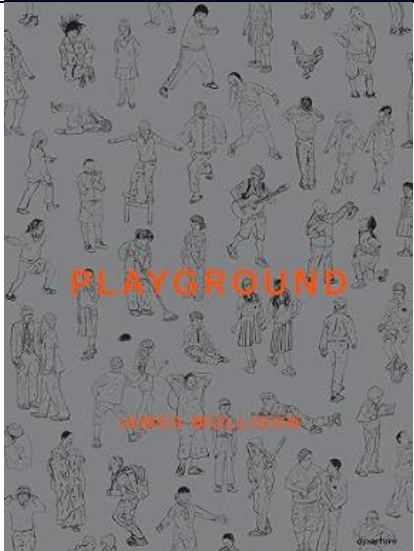

- Summarise ways in which a te ao perspective on menstruation could support the wellbeing of people who menstruate.
- Investigate other cultural beliefs and practices related to menstruation. Draw conclusions about which of these beliefs and practices support wellbeing, and which do not.
- Investigate the messages, values and beliefs about menstruation that are apparent in menstrual product advertising.
- Find out what menstruation stigma is. What causes and perpetuates it? What can be done to eliminate menstruation stigma?
- What te ao Māori and/or other cultural beliefs and practices may be useful to include with the provision of free menstrual/period products in schools? Why is this? How could you make this happen at your school?

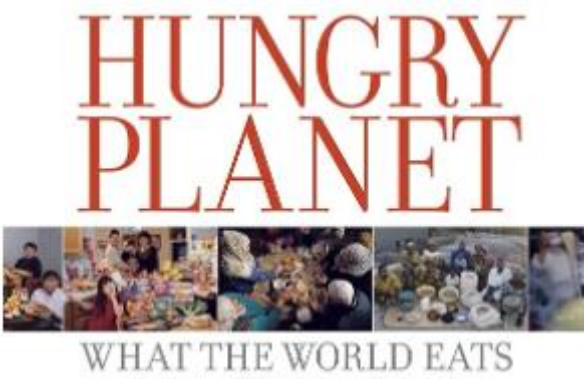
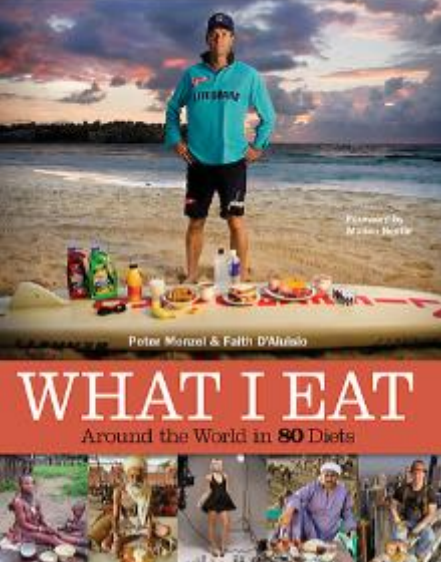
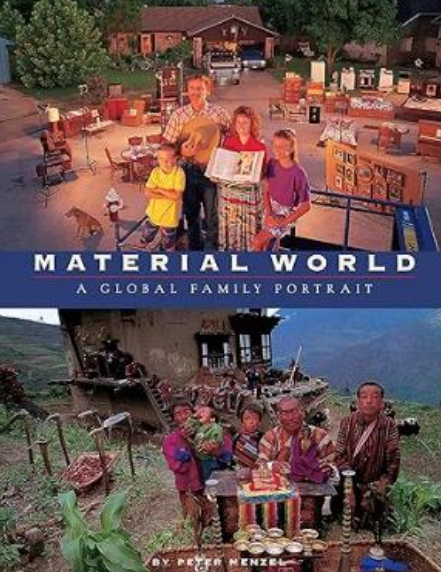
Resources: Secondary - using social justice education photo essays in health education

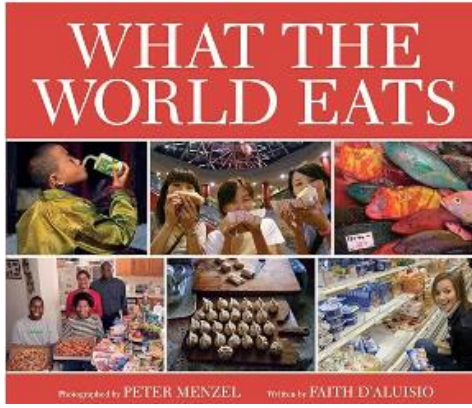
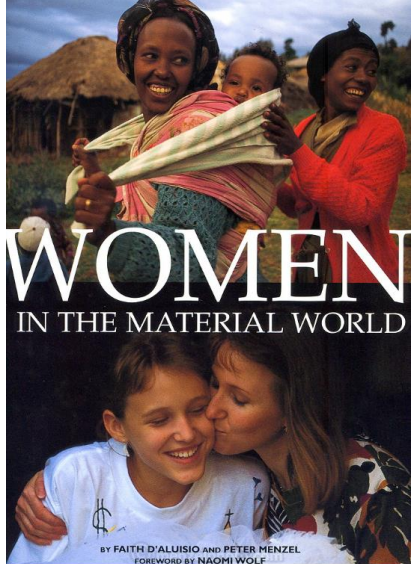
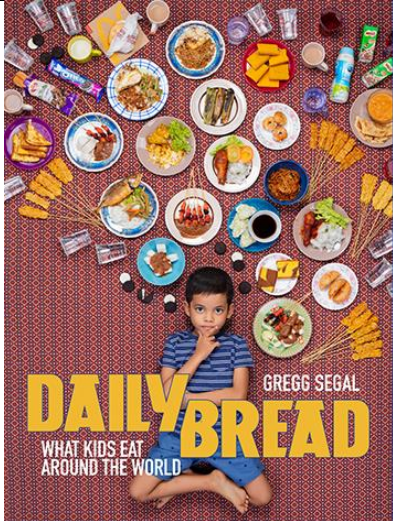
During our October school holidays course in Auckland and Christchurch *on Teaching and learning about equity and social justice issues in Health Education*, we based several activities around the use of photo essays that have been developed to support social justice education.

Many teachers are familiar with examples of these photo essays, so we were pleased to learn about others that teachers are using, and it made sense to compile these into a list for a newsletter feature.

Note that most of these photo essays can be purchased as books but for most of the titles listed here, the images and text can be accessed online directly from the authors' websites (or other link provided).

Photo essay author, title(s) and weblink	Photo essay book covers	Possible uses in a teaching and learning programme
James Mollison Where children sleep		This photo essay contains images of the places children sleep, from the poorest to wealthiest of countries and families. Useful for exploring the social determinants of health as well as critical thinking exercises such as what we can know and what we assume when we view these images.
James Mollison Playground		In Playground, Mollison has photographed children at play in school playgrounds as a result of an interest in how we all learn to negotiate relationships and our place in the world at a young age through play. There are photographs from rich and poor schools which highlight issues of global diversity and inequality.
James Mollison The Disciples		This selection of online images photographs 'like' groups of people leaving concerts. A useful source of images showing people from a diversity of sub-cultures.

<p>Peter Menzel Hungry Planet</p>	<p>"A wealth of images that illustrate the world's most important subjects." —The Observer, author of The Food Bible</p>  <p>HUNGRY PLANET</p> <p>WHAT THE WORLD EATS</p> <p>PETER MENZEL and FAITH D'ALUISIO • Foreword by Marion Nestle</p>	<p>Several of the Peter Menzel titles are food related. They are all highly useful for exploring the social determinants of health as this relates to food security.</p> <p><i>Hungry Planet</i> is a photo essay of families.</p>
<p>Peter Menzel What I eat</p>	 <p>WHAT I EAT</p> <p>Around the World in 80 Diets</p> <p>Peter Menzel & Faith D'Aluisio</p>	<p>As above.</p> <p><i>What I Eat</i> is a photo essay of what individuals eat in a day.</p>
<p>Peter Menzel Material World</p>	 <p>MATERIAL WORLD</p> <p>A GLOBAL FAMILY PORTRAIT</p> <p>BY PETER MENZEL</p> <p>INTRODUCTION BY PAUL KENNEDY • TEXT BY CHARLES C. MANN</p>	<p><i>Material World</i> shows families with all their possession laid out in front of where they live. Useful for exploring the social determinants of health especially in relation to socio-economic factors.</p>

<p>Peter Menzel</p> <p>Print titles only</p>		
<p>Gregg Segal</p> <p>Daily Bread</p> <p>Note it is worth browsing Gregg Segal's whole website for a range of images related to social justice issues.</p>		<p>This photo essay shows children surrounded by all the food they eat in a week. Useful for exploring the social determinants of health that impact food security.</p> <p>There are alternative sources of the image e.g. Time magazine</p>
<p>Julian Germain</p> <p>Own website images</p>	<p>Online images only</p> <p>See also the Guardian article link 'Quiet at the back: classrooms around the world in pictures' which has the photos with some brief commentary about the country – population, cost of living and the experience of the students.</p>	<p>Useful for exploring the social determinants of health especially in relation to socio-economic factors.</p>

PLD question for teachers: What other resources like this are you aware of? How do you use them in health education? Consider posting a link on the NZHEA Facebook page to let others know about these and how you use them in your teaching and learning programme.

Thinking about the broader legislative environment that Health Education responds to

A snapshot of the legislative, policy and strategy environment that informs Health Education

Preamble: One of the less-than-desirable and unwanted situations many primary and secondary teachers found themselves having to navigate this year came in the form of vitriolic attacks from some parents and wider community members objecting to the way ideas about gender are taught in schools. The biennial community consultation appeared to be a common platform for those opposed to education students about gender diversity to vent their views. With the coalition government just announcing the removal and redevelopment of the Relationships and Sexuality Education Guide (date and details to be confirmed) it would appear some of this legislation will be put to the test.

In providing PLD support for some schools, a good deal of which was around understanding the legislative framework schools operate in and what provides us with our legal backbone for teaching what we do (and don't), it got us thinking about the wider legislative environment we work in – especially given our topic matter.

Most of what follows is not necessarily front and centre in our learning programmes, but indirectly it provides the backdrop for the teaching of, and messaging within, Health Education. And please note, this is NOT an exhaustive list! We haven't cluttered the text with numerous links to every Act listed as they are readily accessed online, but instead we have limited links to the more essential education specific support materials.

The purpose for developing this list:

Teachers of Health Education tend to be acutely aware of how sensitive some of our subject matter is and generally have a good idea about how/where to 'pitch' the messaging around the topic matter they teach. However, given the hugely diverse student audiences in our classes getting it 'right' (when what is 'right' can vary in some situations) can be a challenge. *Think of diversity here in relation to: sex, sexuality, gender, ethnicity, culture, religion, physical and mental abilities, physical and mental health student, socio economic status, NZ or overseas born and related citizenship status, language(s) spoken, family structures and relationships, social skills and friendships, living conditions, and so on ...*

Think about how and where the following legislation and related policy and strategy statements feature, or in some way inform, what you teach in health education.

Legislation

[Education and training Act \(2020\)](#)

- Section 91 Community consultation for health education
- Section 51 Release from tuition for specified parts of health curriculum (see also Section 51 Release from tuition on cultural or religious grounds)
- Sections 55– 60 Religious instruction and observances at State primary and intermediate schools (ie the secularity of state primary and intermediate schools with additional explanation on the [MoE website](#)) – *for secondary see a combination of the Bill of rights and Human Rights Acts, plus Section 90 of the Education and Training Act (Curriculum statements and national performance measures) in combination with 164 Teaching and learning programmes (The board of a school must ensure that the school's principal and staff develop and implement teaching and learning programmes that (a) give effect to any foundation curriculum policy statements and national curriculum statements made under section 90)*

Children's Act (1994) and see the [Child Protection Policy](#) for the Ministry of Education

Bill of Rights (1990)

Human Rights Act (1993)

Employment Relations Act (2000) e.g. bullying and harassment in the workplace

Births, Deaths, Marriages and Relationships Act (2021) e.g. relationship status, self-identification of sex

Crimes Act (1961 – with ongoing amendments) e.g. as related to violence and abuse, substance use

Health Practitioners Assurance Act (2003) e.g. the qualifications and authority required of medical practitioners (as distinct from a registered teacher)

Medicines Act (1981) and the [associated education sector requirements](#)

Contraception, Sterilisation, and Abortion Act (1977 – with recent amendments)

Abortion Legislation Act (2020)

Conversion Practices Prohibition Legislation Act (2022)

Smokefree Environments and Regulated Products (Vaping) Amendment Act (2020)

Sale and Supply of Alcohol Act (2012)

Misuse of Drugs Act (1975 – with revisions)

and more

Government, cross-sector strategy

- Child and Youth Wellbeing Strategy (2019)
- Te Aorerekura – the National Strategy to Eliminate Family Violence and Sexual Violence (2022)
- Disability Strategy 2016-2026

Other related policy

- Teaching Council - Our Code Our Standards
- Advertising Standards Authority – e.g. advertising to children, alcohol advertising
- Te Whatu Ora - National Drug Policy
- Ministry of Primary Industries e.g. Labelling and composition of food and drinks

[MoE policy guides](#)

- Relationships and Sexuality Education (2020) and see also Inclusive Education Guides - [Supporting LGBTQIA+ students](#)
- Mental Health Education (2022)
- Guidelines for school food programmes
- Preventing and responding to suicide

MoE [National Education Learning Priorities \(NELP\)](#) – Schools and kura

Objective 1 Learners at the centre.

Action Area 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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

Think about:

- What other Acts or policy and strategy documents could relate to topic specific aspects of your learning programme?
- Where in your programme might you include deliberate mention of a few of these Acts or policy and strategy statements – noting that not all will apply in a teaching and learning context?