

# New Zealand Health Education Association

## Newsletter

August, 2025

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### Tēnā koutou katoa

Amid the educational climate of uncertainty, we can at least report that the biennial election of the NZHEA Executive has returned the existing Executive without the need for an election.

What feels like an orchestrated release of media items early term 3 seems to be heralding more of the ‘big reveal’ over the coming months of the significant changes to curriculum and assessment. At the time of preparing this newsletter we don’t have an exact date for the release of the HPE curriculum in term four (along with all others currently in development), however the proposed changes to [NCEA were announced](#) on the 4<sup>th</sup> August. Consultation on these proposed changes is open until 15<sup>th</sup> September at this link.

One of the things we all need to prepare ourselves for in future is less autonomy in what we teach and assess. For some years now, global measures have shown that aspects of New Zealand education are slipping behind many other developed countries. A significant part of the evidence for this decline is pointing toward capacity issues for managing the very open approach of our current curriculum and assessment system, which has led to highly variable implementation and outcomes. Although the details of this are much more complex than what is briefly being alluded to here, the solution proposed, and in development at present, is to move toward a much more prescribed curriculum and regulated assessment approach typical of many higher performing overseas countries. We’ve already seeing this being implemented in literacy and maths at primary school level. Needless to say, the many debates for and against these shifts have already begun, and it is likely many more will emerge once the implications of the changes ahead become more apparent.

For now all we can really say is that it is business as usual for all Health Education-related curriculum and assessment until new documents and systems are mandated. Keep doing what you are doing – *and we wouldn’t recommend investing in major learning programme and assessment changes at this time!*

We know the Networks of Expertise PLD programme that allows NZHEA to support Leigh’s role and our other association PLD and resourcing functions will continue, but the focus for this and the level of funding is yet to be communicated and contracted, so the way NZHEA will be able to support teachers in 2026 remains uncertain – for the moment.

### In this newsletter

- The regular update from the NZHEA Chairperson and Kaikōtuitui Arataki Oranga - Leigh Morgan
- The announcement of the date and venue for the Tuia ki Tawhiti combined HPE subject association conference in 2026.

- NCEA advice and guidance related to recurrent issues we're being asked about, including a focus on gender and sexuality matters for Health 2.5.
- Some brief commentary about the use of AI in Health Education.
- A reminder about the OECD Learning Compass 2030 resources.

Ngā mihi

Leigh Morgan (chair), Jenny Robertson, Shelley Hunt, Annie Macfarlane,  
& Vicki Nicolson (executive)

As always, for all NEX queries about NZHEA support email us at  
[kaiarahi@healtheducation.org.nz](mailto:kaiarahi@healtheducation.org.nz)

# From the NZHEA chairperson and Kaikōtuitui Arataki Oranga - Leigh Morgan

Kia ora koutou katoa,

Reflecting on the current state of Health Education I am reminded of the fact that we are still operating in a climate of political and social uncertainty, with the removal of the Relationships and Sexuality Guides being one example of this. This is continuing to have consequences for kura, kaiako, ākonga and our subject association. Contemplating what lies ahead suggests that some of this uncertainty will continue for the foreseeable future. That said, we look forward to the revision of the Health and Physical Education curriculum which will provide our learning area with more structure and guidance moving forward.

As noted in the news and update section, as part of our operations, NZHEA elects an executive every two years and in late June we sent a call for nominations. The current executive membership remains unchanged.

Leigh Morgan <i>Chair</i>	Tāmaki Makaurau Auckland
Jenny Robertson <i>Life member</i>	Tāmaki Makaurau Auckland
Annie Macfarlane	Ahuriri Napier
Vicki Nicolson	Ōtepoti Dunedin
Shelley Hunt	Tūranganui-a-Kiwa Gisborne

I wanted to provide members with some of the key findings gathered through a short survey regarding the impact of the NZHEA literacy and numeracy workshops in term 2:

- 98% of attendees strongly agreed/agreed their **KNOWLEDGE AND UNDERSTANDING** of opportunities for deliberately including aspects of **literacy and numeracy** in health education improved.
- 97% strongly agreed/agreed that as a result of the NZHEA workshop, they have more **CONFIDENCE** to include aspects of **literacy and numeracy** into their health education lessons.
- 97% of attendees shared what they learned with colleagues.

Additionally, the majority of long answer responses related to the most important/useful thing learned from the NZHEA **literacy and numeracy** workshop comprised: being provided subject specific resources; collaboration with others; networking opportunities; time to practice and create; learning that there are many types of literacy; using local curriculum; clarity around standards and being able to actively participate in literacy activities.

The literacy and numeracy workshops provided the perfect opportunity to promote the cluster groups that are already established and the chance to set up new ones in areas where there were none. Consequently, a number of dates are confirmed for term three and term four face-to-face hui including Timaru, Wellington, South Auckland, Northland, West Auckland, New Plymouth, Dunedin, Alexandra, North Shore Auckland, Palmerston North, Greymouth, Hamilton, Taupō, Napier and Nelson.

As well as disseminating important information, the clusters that have already occurred this term have provided kaiako the time to address “what’s on top” such as: networking; moderation, discussions around AI and assessment best practice (including 2.5 - more guidance is provided later in this newsletter), a focus on external assessments, and collaboration to create and share resources. I have thoroughly enjoyed connecting in person and being part of some insightful and constructive korero.

Apart from evaluating and making minor refinements to your units and assessments (if necessary), teachers are not required to make any changes to their programmes till the end of 2026. Thank you to all kaiako for all your mahi and perseverance in the current environment.

Ngā mihi nui  
Leigh



The poster for the 'tuia ki tawhiti' conference features a purple and teal geometric background. At the top left is a circular logo with a stylized 'A' and 'T'. The title 'tuia ki tawhiti' is in large white letters, with 'HEALTH, PHYSICAL EDUCATION & OUTDOOR EDUCATION CONFERENCE' in smaller white text below it. A horizontal line separates this from the main event details. The words 'THE SAVE DATE' are prominently displayed in large yellow letters, with 'THE' in a teal box. To the right is a teal calendar icon showing the dates '6-7 JULY 2026'. Below this, a location pin icon is followed by the text 'MT ALBERT GRAMMAR SCHOOL, AUCKLAND'. The bottom of the poster is a teal banner containing three logos: NZHEA (New Zealand Health Education Association), EDUCATION OUTDOORS NEW ZEALAND, and Physical Education New Zealand (Te Ao Kōri Aotearoa).

 **tuia ki tawhiti**  
HEALTH, PHYSICAL EDUCATION & OUTDOOR EDUCATION CONFERENCE

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**THE SAVE DATE**   
**6-7 JULY 2026**

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 **MT ALBERT GRAMMAR SCHOOL, AUCKLAND**

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 **NZHEA**  **EDUCATION OUTDOORS NEW ZEALAND**  **Physical Education New Zealand**  
Te Ao Kōri Aotearoa

### Reminder Notice of NZHEA AGM:

The New Zealand Health Education Association welcomes all **members** to attend their Annual General Meeting, to be held:

**When: Tuesday August 26th at 7pm.**

Please see the zoom and RSVP link sent to your membership email address. Materials for the AGM will be available in advance of the AGM. If you RSVP for the AGM, then we will email you the materials in advance.

# NCEA Advice and Guidance

Covered in this section:

1. The matter of evidence needing to be within the past 5 years
2. Refreshing contexts for Health 91239 (2.5) *Analyse issues related to sexuality and gender*

## 1. On the matter of evidence needing to be within the past 5 years

- ‘EN 4 **Generally**, current research means data or theories published within the last five years.’ This appears **ONLY** in AS91461 (3.1 New Zealand Health issue) and AS91462 (3.2 international health issue).
- AS91463 (3.3 health practices) and AS91464 (3.4 ethical dilemmas) are about what is **contemporary and current**, and older information can still be part of what is ‘current’ practice or ‘current’ debate.

If your moderation is indicating this 5-year limit for any other standards, can you please let us know as we need to remedy this misunderstanding.

However, we are also aware of the issue that the health priorities during the Covid years put a serious dent in the collection of health data, and for many issues there isn’t good (published) population level data since before Covid – but there is other evidence that the issue remains.

Take the Youth 19 study for example - noting some of this is still being written up in papers that put a later date on the article than when the research occurred, or sexual violence prevention where the data that provides the basis for the *still current* Te Aorerekura - Sexual Violence Prevention strategy is older than five years.

Where there is limited (or no) suitable updated data since Covid that is publicly accessible, that is the available data is slightly older (late 2010s) then we need to lean on the wording of EN4 which states ‘**generally**’ the data will be from within the past 5 years. Data may exist but if it’s not being made available or published, we cannot expect school students to navigate that situation. It is recommended that if you find the issue being investigated is lacking recent population level data, it is permissible to use slightly older evidence, as long as other newer pieces of evidence show the issue continues, and to note that new population level data is needed but not yet available.

But please check carefully for available data before you lean on the ‘**generally**’ *current research means data or theories published within the last five years*. While reasonable flexibility can be applied – *the emphasis is on reasonable* - overuse of this **little bit of flexibility** will not be acceptable.

## 2. Health 91239 (2.5) Analyse issues related to sexuality and gender to develop strategies for addressing the issues

A recurrent conversation though the NZHEA Facebook page and in emails to the Kaikōtuitui Arataki Oranga around AS91239 (Health 2.5) is the desire to revise and refresh the sexuality and gender contexts used for the assessment, and to streamline the existing (and dated) Ministry of Education activities which collect assessment evidence in excess of what is currently required.

This is admirable although we need to provide some cautions and caveats around these revisions. Gender and sexuality are serious and important ideas and given the social and political tensions around the inclusion of this material in the curriculum, we need to be responsible with the knowledge and ethical with the contexts and resource es used to explore matters related to sexuality and gender – and sexual and gender identity.

Note that the wording of the standard is a bit slippery around ‘sexuality and gender’ (in general) and ‘sexual identity’ and ‘gender identity’ specifically – the standard needs some rewording for clarity. Historically, anything that is an obvious sexuality or gender issue that influences sexuality or sexual identity, or gender or gender identity has been accepted – it gets too limiting and complicated being too picky and pedantic about this.

## Revising and refreshing the selection of sexuality and gender issues for assessment

### Not recommended for assessment

Please avoid slipping into the use of popular materials without thinking clearly about the nature of the issue and the knowledge and evidence needed to analyse and then explain the influences ... as well as what is ethical for students to view and engage with.

While teachers' have agency to select clear, age-appropriate, and contemporary resources, caution needs to be exercised when selecting resources from digital media to ensure that the analysis remains focused on sexuality and gender, and within a health education perspective. Teachers also need to be mindful of how these materials might be perceived within and beyond the education sector.

It appears the idea of using the **Barbie movie** as a resource has been popular. Some schools may have ‘got away’ with using this in the past but the challenge around using this movie means NZHEA cannot support this practice for the following reasons:

- Health education assessment should be real-life situations (or real-life simulations in a movie or scenario), NOT fantasy because this trivialises the situation. *We don't live in a Barbie world ....* The movie is fine for some ‘fun’ teaching purposes to (re)establish and explore some gendered ideas, but not for assessment.
- The content of the movie is more befitting Year 7-10 learning about gender roles and stereotyping – it's not really NCEA Level 2. Students at this level should be engaging in sexuality and gender issues with more depth and substance where the focus on social (in)justice and in/exclusion (etc) is more apparent – see following examples.
- Our learning purpose is Health Education not film or media studies so simply analysing a film, in what is little more than a comprehension exercise of audio and visual text, is not in the spirit of what an analysis means for this standard – it's about **analysing the issue not analysing the film.**
- Think of the optics: Given the social and political tensions around sexuality and gender issues you need to think about how this looks to parents and community. It could be seen as a poor reflection on the academic rigour of Health Education subject matter if it was known that students were being assessed about serious subject matter through viewing and writing about the Barbie movie (a few poignant messages noted) – and gaining 5 credits.

Likewise use of **reality TV marriage, dating, and relationships shows** ... which are anything but reality ....

- If students don't watch these themselves (and the explicit sexual content in some of these programmes may mean they are not suitable, culturally appropriate, or ethical for in-class screening), what actually is the issue students are focusing on, what are they analysing? And then where is the evidence coming from about the way reality TV influences people's sexuality and gender (and by implication their wellbeing)? Given the ridiculousness of these shows, what assumptions are being made about how - or if - they are actually influencing people's ideas about sexuality or gender or is it just entertainment. What's the evidence for this?
- For this and other media focused resources where there is no research data, the ‘issue’ being analysed needs to be derived from something the class actually view themselves so they can analyse what the influences are on sexuality/gender based on their own reflections – that is, their reflections are the evidence - the meaning they are taking from the programme which is needed for their explanations.



Using one movie or source for both the sexuality and gender requirements

- It's not wrong to use one source for each of the sexuality and gender requirements, but it's not really in the spirit of the assessment which ideally aims to get students considering two quite different situations.
- Also, it may be an unnecessarily sophisticated task if it's not clear what the 'sexuality'-related and 'gender'-related aspects of the movie are.

Using really dated assessment materials – like the music video example in one of the online tasks.

- Music videos are not the 'thing' that they used to be when this online task was written. Don't try and labour something that isn't that relevant to young people anymore. *It's not wrong to do this for the assessment*, and some music videos from the past couple of decades have great imagery and lyrics that can be analysed for the messages they give about sexuality and/or gender, but if they are not a feature of young people's world, consider using a different form of media they do engage with like social media. Get them to analyse an issue influencing sexuality or gender based on their reflections (and/or research evidence) of viewing social media.

Overall, watch the reliance on video only as a resource for the 2.2 and 2.5 internal assessments. **Think carefully about the nature of the issue to be analysed – the students are not analysing the film or material as such. They are analysing the sexuality and gender issues inherent in those resources.**

### Recommended for assessment

Materials that feature a clear 'issue' (cause for concern) and where analysis of the issue (and the context/situation in which the issue is apparent) shows evidence that the situation is influencing sexual or gender identity in some way.

This 'evidence' (needed to analyse and explain the influences) can come from research data and what students learn about – especially where it is not ethical for students to view or engage personally in a situation, or in situations where students can engage directly with materials, carry out an analysis to produce their own reflections which then become the evidence for the ways gender or sexuality are being influenced.

Keep each of the two required sections about gender and sexuality distinct in the assessment task, otherwise it can get mucky – not wrong but it disadvantages students if they are not making a clear distinction.

The trade-off of moving to requiring just two issues – one for each of gender and sexuality – is that the issues need to be substantial, befitting Level 2, and not trivial or superficial.

Select topical **sexuality and gender issues** with depth and substance related to (*for example*):

- the use of social media or digital devices (various issues based on what is viewed, shared or commented on)
- global concerns about sexism and misogyny
- menstruation poverty or stigma
- unequal access to education for girls or representation of women in decision making (see the UN [SDG goal #5 Achieve gender equality and empower all women and girls](#))
- limited representation (in named cultures or media) of different expressions of masculinity
- viewing depictions of toxic masculinity in media
- pornography – use the Classification Office youth and porn reports as sources of evidence for the way this may influence gender or sexuality
- in/exclusion of people with diverse sexuality and gender identities – use support websites for stories that contain evidence of influences on sexuality or gender

- differences in sex development (DSDs) – start with the Starship hospital information for the current clinical understanding of DSDs and then look to the intersex support websites – this requires knowledge of genetics to understand the various forms of DSDs – its complex.

Once the issue is decided (including the context or situation where this issue features) the analysis of the influences then considers a relevant combination of the following:

*Influences on sexuality and gender (identity) can be analysed in a diversity of formal or informal contexts where issues of injustice arise such as intimate relationships, families, workplaces, organisations, communities (in person and online), social and cultural contexts, and portrayal in media.*

*Influences on sexuality or gender (identity) for each selected context will need to consider the evidence and explain influences relevant to that context. This could include:*

- Individual influences e.g. biological factors, identity, personal values and beliefs, personal health status,
- Interpersonal influences e.g. interactions between family, friends, sexual partners, **and/or**
- Societal influences e.g. social norms, culture, media, laws and policies.

### The current wording of the Achievement Standard

We note that some wording in the standard could do with some revision, not to change the intent but to phrase things more clearly and better reflect what *actually* happens in practice, and what is currently deemed acceptable coverage for assessment. Recommendations have been made but there is no indication yet whether any changes will be made given pending changes to the qualification system.

The current versions of the online tasks requiring three situations /contexts to be considered are in excess of expectations with the clarifications from 2018 (see following) still saying at least one sexuality and one gender focused situation – that is, two in total - *but more is fine*.

For reference:

Achievement	Achievement with Merit	Achievement with Excellence
Analyse issues related to sexuality and gender to develop strategies for addressing the issues.	Analyse in depth, issues related to sexuality and gender to develop strategies for addressing the issues.	Analyse comprehensively, issues related to sexuality and gender to develop strategies for addressing the issues.
EN2 Analyse issues related to sexuality and gender to develop strategies for addressing the issues involves: <ul style="list-style-type: none"> <li>• explaining influences on gender and sexual identity</li> <li>• recommending a relevant combination of personal, interpersonal and societal strategies to address the issues, which reflect the values of social justice.</li> </ul>	Analyse in depth, issues related to sexuality and gender to develop considered strategies for addressing the issues involves explaining: <ul style="list-style-type: none"> <li>• why or how influences impact on gender and sexual identity</li> <li>• how strategies to address issues reflect the values of social justice.</li> </ul>	Analyse comprehensively, issues related to sexuality and gender to develop strategies for addressing the issues involves engaging critically with the evidence to explain: <ul style="list-style-type: none"> <li>• how recommended strategies to address issues reflect the values of social justice</li> <li>• the interrelationships between the personal, interpersonal and societal aspects.</li> </ul>
EN3 <i>Influences</i> on gender and sexual identity can relate to individuals and/or groups in society and include a relevant selection of personal (eg biological), interpersonal (eg family or friends) and/or societal (eg culture, media) considerations.		
<i>Strategies</i> that reflect the values of social justice require personal and collective actions that contribute to a societal good and benefit the well-being of individuals, groups and communities.		

### Clarification details (extracts with annotations in red)

Updated December 2018.

#### Factors

Influencing factors operate at personal, interpersonal and/or societal levels. **Students may explain at least one factor for gender identity and at least one factor for sexual identity.** Students will describe the nature of each chosen influencing factor and justify how/why the factor influences gender identity or sexual identity. Students will also explain issues (problems/social injustices) arising from the influences.



By implication this requires some form of evidence either from reflection, as a result of personal experience of the situation, or reactions using evidence from the resource material (movie, article, scenario etc) as well as other sources like research reports, or from learned information. **There is NO requirement for the influences to cover each of personal, interpersonal or societal factors.** It is a matter of what the evidence from the situation shows. The gender and sexuality related issues and contexts, in the first instance, could start from any P-IP-S situations.

### Strategies

A relevant combination of **personal, interpersonal and societal strategies** will be recommended to address the issues. Students will describe what is involved in using each strategy and explain how/why each strategy will address the issues, enhance the well-being of individuals, groups and communities and/or reflect the values of social justice (fairness, inclusiveness and non-discrimination). **P-IP-S strategies only need to be covered once and not repeated for every situation. The strategies can apply to both situations in combination or focus more on just the sexuality or the gender situation.**

Strategies that reflect the values of social justice require individual and collective actions that contribute to a societal good and benefit the well-being of individuals, groups and communities. Strategies for addressing the issues are based on evidence from the combination of the selected contexts.

The values of social justice refer to fairness and inclusiveness which, when included in social actions, aim to ensure all people, regardless of their sex, sexuality or gender, are included and can participate equally in society. The values of social justice are also apparent when action is taken to eliminate discrimination, bullying, harassment, violence and other such behaviours.

### Analyse in depth

For Merit, students will provide a more detailed account of how/why the factors influence gender and sexual identity. The explanation of strategies will clearly and explicitly consider outcomes of the strategies that reflect (promote, uphold, support, develop, encourage) social justice as well as address the issues.

### Analyse comprehensively

For Excellence, students will engage critically with evidence (e.g. from resources provided in the assessment task and/or from their own learning) to support explanations of influencing factors and strategies. The explanations will be thoughtful, there will be a perceptive understanding of the issues, and the recommended strategies will deliberately seek to address the issues and encourage social justice.

Students will also explain interrelationships between the personal, interpersonal and societal aspects. This will consider either the ways factors at different levels connect to each other to influence gender and sexual identity, or the ways the recommended strategies connect to each other to encourage social justice.

**Note that the most recent [National Moderators](#) report makes no further updates.**

# NZQA notification: Marking approach – top-down or bottom-up?

NZQA shared this communication with the sector at the end of July.

Teachers have sought guidance from NZQA about differing approaches to making assessment judgements against standards. NZQA uses two distinct approaches for internally and externally assessed standards. This document explains the reasons behind these differences and provides guidelines for teachers assessing internally assessed standards.

## Why are there two approaches?

The distinction between NZQA's approaches arises from differences in the design and delivery of internal and external assessments:

- Internally assessed standards are flexible and allow for varied forms of evidence, tailored to classroom contexts.
- External assessments are standardised and centrally marked, requiring consistent application across all candidates.

These differences need different marking strategies to ensure fairness, reliability, and consistency.

## Key Differences in NZQA's Roles:

- **Internal Assessment:** NZQA moderates teacher judgments for internally assessed standards and provides feedback based on moderation outcomes.
- **External Assessment:** NZQA appoints and manages markers for externally assessed standards.

## Internal Assessment – Bottom-Up Approach:

- **Moderation:** NZQA moderators review school-based assessment materials and student evidence, providing feedback to teachers and schools.
- **Standard and Assessment Design:** Internally assessed standards allow for different forms of evidence. A bottom-up approach ensures all requirements of the standard are met, including evidence of the subject knowledge underpinning the standard, starting with Achievement, then Merit, and finally, Excellence.

## External Assessment – Top-Down Approach:

- **Assessment Design:** Tasks are designed to allow candidates to meet requirements of standards at any level of achievement, starting with Excellence.
- **Assessment Schedules:** These unpack achievement criteria in the context of the task. Higher levels of achievement are qualitative, but Grade Score Marking introduces quantitative distinctions within grades.
- **Marker Training:** Markers start by looking for evidence of Excellence. If insufficient, they then look for Merit, and finally, Achievement. NZQA trains markers to apply the top-down approach consistently.

## Guidance for Teachers – assessing against internally assessed standards

- Use a bottom-up approach to ensure all standard requirements are met.
- Confirm that students demonstrate the subject knowledge required at the Achievement level before awarding merit, and that the merit requirements are met before awarding excellence.
- Avoid using a top-down approach for internal assessments, as it may result in awarding higher grades without sufficient foundational evidence.

# Adding to the plethora of information about using AI in education

We've been thinking for a while about what is useful to add to the narrative around AI use in education without repeating what you already know and have probably had PLD for.

By now we trust that your schools have developed policy to guide:

- What is ethical for you (as teachers) to do with AI in the development of your teaching and learning materials
- What student data and assessment evidence you can *and (importantly) cannot* enter into AI for marking or analysis
- Privacy standards around the use of platforms like Copilot (Microsoft) and Gemini (Google) which offer data protection with a licence that keeps information private (apparently). *These licences are currently funded by the Ministry of Education.*
- Expectations around what students can and *cannot* use AI for - and consequences for breaches of this.

... as well as learning some tips and tricks for how to use AI effectively and ethically.

While many teachers have quickly adopted AI as a time saver, our main message at this time is to reinforce messages around the ethical use of AI and echo concerns about the limitations and fallibility of AI, especially when considering the nature of Health Education subject matter.

**It's probably not new to many but we draw your attention to a few of the DIGITAL.GOV.TZ glossary of AI terms and a few more phrases from other websites. Given the sometimes politically charged or socially controversial nature of Health Education knowledge, think about whether AI is likely to be a reliable and dependable tool – and what its potential (or actual) limitations are.**

## AI Bias or Machine Learning Bias or Algorithm Bias

Bias in AI models typically arises from two sources: the design of models themselves and the training data they use. Models can sometimes reflect the assumptions of the developers coding them, which causes them to favour certain outcomes. Additionally, AI bias can develop due to the data used to train the AI.

OECD [Bias, stereotype amplification and privacy concerns](#)

AI can analyse large amounts of data to extract precious information that humans could not see otherwise. But the risk is an amplification of existing biases present in the training data. If the training data contains biases, such as racial or gender stereotypes, the generative AI model may inadvertently produce biased outputs, such as misleading or inappropriate content. This can perpetuate and even amplify societal inequalities and discrimination.

Generative AI also raises privacy concerns. By training on large amounts of data, these models may inadvertently capture and reproduce private or sensitive information. For example, a language model trained on text data may reproduce personal details or confidential information.

## Hallucination (or confabulation)

The OECD defines hallucinations as when GenAI systems create incorrect yet convincing outputs.

OECD [AI “hallucinations”, or convincing but inaccurate outputs](#)

When large language models, or textual generative AI, create incorrect yet convincing outputs, it is called a hallucination. This is unintentional and can happen if a correct answer is not found in the training data. Beyond perpetuating inaccurate information, this can interfere with the model's ability to learn new skills and even lead to a loss of skills.

### Human in the loop

Human in the loop refers to the involvement of human oversight and decision-making in the processes that involve AI and automated systems. This approach allows for **critical decisions**, especially those impacting individuals, to be reviewed, verified, and influenced by human judgement and expertise.

**Reaching out to other sources** - think about whether these issues may have relevance for Health Education topics and issues.

**Overfitting:** Error in machine learning where it functions too closely to the training data and may only be able to identify specific examples in said data, but not new data. *How would you know this?*

**Stochastic parrot:** An analogy of large language models that illustrates that the software doesn't have a larger understanding of meaning behind language or the world around it, regardless of how convincing the output sounds. The phrase refers to how a parrot can mimic human words without understanding the meaning behind them. *Stochastic = having a random probability distribution or pattern that may be analysed statistically but may not be predicted precisely.*

Recent commentary is highlighting how AI is a **people pleaser** – even sycophantic - basically telling the user what they want to hear and reinforcing biases by providing information that aligns with user expectations rather than accurate information. *How could you 'test' this?*

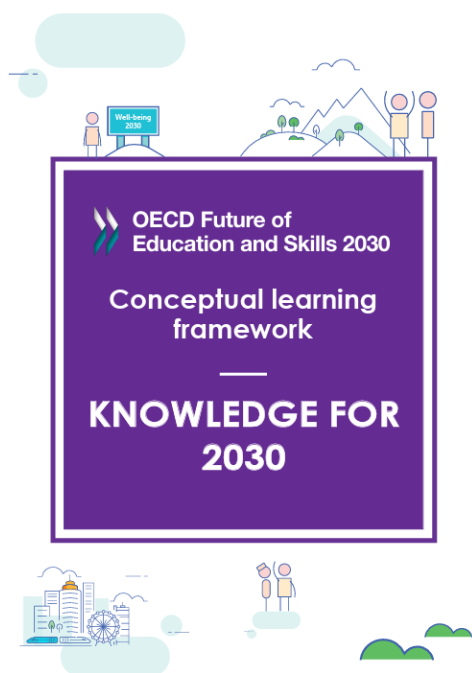
## Suggested professional readings or webinars

We highlighted the **OECD Learning Compass** some years ago when it was first released. With all the talk around a ‘knowledge-rich’ curriculum – and the challenges about what this means featuring in the news media – it is worth revisiting this material.

Each of the ‘concept notes’ that feature as part of this development have a useful one-page summary and then a short read to flesh out the details. Navigate your way to these concept notes from this page <https://www.oecd.org/en/about/projects/future-of-education-and-skills-2030.html#resources>

Scroll down to **The OECD Learning Compass 2030 concepts** – use the drop-down menu. Many of these titles have relevance for Health Education although the primary focus for this newsletter is the **Knowledge for 2030** resource.

- Learning Compass 2030
- Student Agency
- Student well-being
- Transformative Competencies
- Core Foundations
- **Knowledge for 2030**
- Skills for 2030
- Attitudes and Values for 2030
- Anticipation-Action-Reflection (AAR) Cycle



### KNOWLEDGE FOR 2030

As part of the OECD Learning Compass 2030, knowledge includes theoretical concepts and ideas as well as practical understanding based on the experience of having performed certain tasks. The OECD Future of Education and Skills 2030 project recognises four different types of knowledge: disciplinary, interdisciplinary, epistemic and procedural.

Knowledge and skills are both interconnected and mutually reinforcing. Researchers have emphasised the growing importance of being able to understand, interpret and apply knowledge and skills in various situations.

Over the past few decades, there has been growing emphasis on thinking of the world as made up of inter-related systems, rather than solely as a series of discrete units. Education systems around the world have been moving from defining subjects and required curriculum knowledge as collections of facts, towards understanding disciplines as inter-related systems.

Knowledge and skills are both interconnected and mutually reinforcing

#### KEY POINTS

- Disciplinary knowledge, or subject-specific knowledge, continues to be an essential foundation for understanding, and a structure through which students can develop other types of knowledge. The opportunity to acquire disciplinary knowledge is also fundamental to equity.
- Interdisciplinary knowledge can be integrated into curricula: by transferring key concepts, identifying connectedness, through thematic learning; by combining related subjects or creating a new subject; and by supporting project-based learning.
- Epistemic knowledge involves knowing how to think and act like a practitioner. It shows the relevance and purpose in students' learning and helps deepen their understanding.
- Procedural knowledge is the understanding of how a task is performed, and how to work and learn through structured processes. It is particularly useful for solving complex problems.

Consider using the **Knowledge** resource as a faculty/departmental PLD activity, or assign a different concept note to each member of the department to read and analyse and provide a brief summary, including relevance for HPE, at a subsequent department meeting.