



# Hauora Matters

Term 2 2016

*He oranga ngākau  
He pikinga waiora.*

*Positive feelings in  
your heart will  
raise your sense of  
self-worth.*

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## From the co-chairs

*Dear Members,*

We trust that the term is going well and we look forward to seeing many of you at the up-coming conference in the July school holidays. It is not too late to register – see page 6 of this magazine for further information.

We have recently uploaded practice exams for the NCEA Health external exams – level 1 and 3. Level 2 will be available in the coming weeks. We appreciate that these are a valued resource for you and feedback on their quality is welcomed.

Our student essay competition is 'live' on our website – see [www.healtheducation.org.nz](http://www.healtheducation.org.nz) for details. Entries close 31<sup>st</sup> August.

We are looking to invest some money in developing a range of resources for members. For example:

- Primary resources
- Starting NCEA Health in your school
- Raising achievement in externals
- Community consultation
- Being a Middle Leader of Health Education.

We will discuss this at our AGM and Blue Skies thinking session Tuesday 12 July, 3.45pm at Palmerston North Boys' High. This is during the conference, but all members are welcome.

We welcome ideas for resources from you – please contact us via email, the form on our website or our Facebook page if you have any ideas or requests. We are keen to meet members' needs.

*Vicki and Rachael*

**Co-chairs NZHEA**

## Sexuality education support materials

In 2015, NZHEA partnered with PLD providers across New Zealand to provide resources for workshops attended by hundreds of teachers, principals, school leaders, guidance counselors and some external providers.

A large number of resources are now online for you to download. These are available for both non-members and members of NZHEA. See the following page for a directory of all the resources that are online.

We have had particularly positive feedback about several of the 'planning' documents:

- Planning considerations (year 1-8 and year 9-13 versions)
- Indicators of learning progressions
- Engaging with outside providers
- Developing a Health Education delivery statement.

Several of the resources did not convert to PDF correctly. If you do spot an error in any document, please let us know so we can fix it and re-upload it. Several documents have been uploaded in .doc format as they did not convert to PDF.

See: <https://healtheducation.org.nz/sexuality-education/>



### UPCOMING EVENTS

Twitter chat What's the role of Health Education (and HPE) in school-wide well-being?  
June 12, 2016 at 8:00 pm – 9:00 pm  
[www.twitter.com/#nzhealthed](http://www.twitter.com/#nzhealthed)

Conference - Palmerston North Boys' High School  
July 11, 2016 – July 13, 2016

AGM and Blue Skies Thinking (Palmerston North Boys' High School)  
July 12, 2016 at 3:30 pm – 4:30 pm



### Sexuality education

These sexuality education resource pages contain a wide variety of support materials for the planning and teaching of sexuality education in New Zealand schools.

See the directory file below for a one-page directory of all the resources.

[Directory to NZHEA Sexuality Education Guide resources](#)

[NZHEA SEG FAQs Sexuality Education](#)

All documents contained on these pages are PDFs for you to download:

- Planning
- Teaching and learning
- PLD activities

Alternatively, you can access this [Dropbox](#) to download all of the resources in one go.

### TWITTER UPDATES

NEW - resources to support sexuality education in NZ schools: All in PDF for downloading: [healtheducation.org.nz/sexuality-educ...](http://healtheducation.org.nz/sexuality-educ...)  
1 month ago

All the details for our 2016 student essay competition are here: [healtheducation.org.nz/2016/04/06/201...](http://healtheducation.org.nz/2016/04/06/201...)  
1 month ago

Article by NZHEA executive member Dr. Jenny Robertson:

# Directory to NZHEA Sexuality Education support materials available online

Note that the abbreviation SEG is used to refer to *Sexuality Education: A guide for principals, boards of trustees and teachers* (MoE, 2015).

Type of resource	Name of file	Purpose of resource
<b>Planning</b>	NZHEA SEG Developing a Health Education Delivery Statement	NZHEA's view and guidance on developing Health Education delivery statements required under the Education Act.
	NZHEA SEG background reading	List of reports directly and indirectly related to the revision of the SEG.
	NZHEA SEG Engaging with outside providers	Checklists of considerations for engaging with outside providers supporting Health Education and whole school approaches to well-being.
	NZHEA SEG Primary year 1-8 planning considerations	A framework of factors to consider when reviewing, designing and planning Health Education programmes, inclusive of sexuality education – see separate primary (Y1-8) and secondary (Y9&10) files.
	NZHEA SEG Year 9&10 planning considerations	
	NZHEA SEG Indicators of learning progression for sexuality education	Indicators of learning and progression through the curriculum levels in sexuality education.
	NZHEA SEG Sexuality Education and NCEA Achievement Standards	Ideas for the way sexuality education learning could be applied across almost all NCEA AS.
	NZHEA SEG Sexuality education and students with special education needs	A resource to support planning for learning experiences in sexuality education for SEN students.
<b>Teaching &amp; learning</b>	NZHEA SEG Teaching and learning resources for sexuality education	A comprehensive list of currently available teaching and learning resources for sexuality education.
	NZHEA SEG Internet safety and digital citizenship	Ideas for exploring Internet safety and digital citizenship.
	NZHEA SEG Sexuality education vocabulary activity	Ideas for developing students' sexuality vocabulary.
	NZHEA SEG Suggested books for primary school children	A list of story books and non-fiction materials suitable for use in primary school sexuality education.
	NZHEA SEG Collecting data ethically	A guide for students collecting data from others as part of Health Education investigations.
<b>PLD</b>	NZHEA SEG Quotations	Workshop activity using quotations from the SEG to unpack and discuss aspects of the document.
	NZHEA SEG Mythbusters statements and answers	Workshop activity using ideas from the SEG to explore myths and truths about sexuality education.
	NZHEA SEG Ethical practice for teachers teaching sexuality education	PLD activity ideas and templates to support the development of ethical teacher practice.

All of these resources can be found at: <https://healtheducation.org.nz/sexuality-education/>

## Feedback from the PPTA subject association forum

Michelle and Rachael attended the annual PPTA Subject Association Forum April 27<sup>th</sup> - 28<sup>th</sup> in Wellington.

Some information from the two days that may be of interest:

- The meeting comprised a combination of outside agencies speaking as well as subject association input and discussion on a range of issues
- We worked with PENZ, EONZ and HETTANZ and discussed a number of issues relevant to the HPE learning area
- PLD was a contentious topic – strong concerns were voiced across the subject associations regarding the shape of PLD from 2017.
- There were three presentations from NZQA.
  - ✓ A platform for online digital moderation was introduced (to be phased in from 2017). The internal moderation tool generated a lot of discussion – concerns and opportunities. This will be an optional tool, but in essence will allow opportunity for teacher to upload pieces of student work and have any other teacher in the country look at it and engage in discussion around the allocated grade, with opportunity for moderator input too. Rachael commented that for small subjects, this was a great opportunity for teachers to see examples of assessment across NZ.
  - ✓ NCEA workload and subject associations: Feedback invited late 2015. NZQA has implemented some changes, eg updated 'mythbusters'. A review of University Entrance is underway – to ensure it is still fit-for-purpose, meets needs, is relevant.
  - ✓ Encouraging innovation in assessment (eg cross-curricular assessment) and derived grades – some implications for subject associations' provision of practice exams – need to be fit for purpose with a clear, detailed schedule to ensure teachers can be confident marking.
- Creative Commons Aotearoa presented an interesting session and made us think about how much (or little) we knew about copyright, ownership and sharing of resources.
- Rachael presented a session on advocacy to the group. This was well received.

Overall it was a good two days. It felt as though we all have very similar issues across subject associations.

## Scholarship success stories

Several NZHEA members have shared with us their experiences of guiding their students through PE Scholarship in 2015, as well as comments from two successful students about what helped them gain Scholarship and Outstanding Scholarship. Below are extracts from the three stories. The full success stories can be found at: <http://healtheducation.org.nz/resources/scholarship/>

Thank you to Kathryn Wells (Lynfield College) and her student Raksha, Lara Richardson (Otumoetai College) and her student Rachael, and Michelle Cleaver (Westlake Girls' High School).

### Lynfield College extract:

Kathryn: Supporting Raksha was definitely a mentoring and guidance role. She had very clear ideas about what she wanted to write about and our job was really to guide her and at times remind her of the key concepts. She also needed help to make her writing concise. So questioning her about what she was writing, and why, was an important step towards her completing her piece of work.

Raksha: My Level 3 background in Health Education helped enormously not just with the content and structure of my final essay. A background knowledge in the world of Health helped me incorporate key ideas such as the determinants of health consistently thorough out my essay, and also helped me sequence my ideas in a logical way which allowed them to flow and interlink with one another.

### Otumoetai College extract:

Lara: Throughout the year we focussed on societal impacts on each of our topics and seeking understanding about the 'big picture'. Rachael had consistently demonstrated excellent critical thinking, research ability and report writing skills; she also displayed high self-management and reliability. These attributes contributed significantly to Rachael's outstanding success.

Rachael: My advice would be to consider the scholarship throughout the year. If there is an NCEA standard you enjoyed or a topic you wanted to look into further, keep your notes. You don't need to start from scratch to produce an outstanding scholarship! I felt that my teacher's choice of relevant and engaging matters in New Zealand interwoven into the standards we assessed in class was very beneficial in opening my eyes to report-writing and proved very good practice for the scholarship itself.

### Westlake Girls' High School extract:

Michelle: We had three successful students. Student A was a PE student, and Students B&C did not take PE or Health, but came to the Scholarship tutorials we offered in school. Students came up with their own topic, put it in the middle of the scholarship brainstorm and unpacked the topic to check it was critical enough and offered sufficient breadth of ideas for a suitable topic. I supported them through weekly tutorials to guide them through critical thinking, unpacking potential topics, language and content for the underlying concepts etc.

Student A used excerpts from her PE 3.1, 3.2 and 3.3 assessments and learning to support discussion points in the evaluation. Also she drew on participation from level 2 and 3 PE, own sport involvement and conducted a survey. Student B and C – no PE or Health assessment or learning evidence from the year was used as they did not take the subject. They learnt about the required concepts in tutorials through the year. They produced very research based reports (rather than use of own experience).

## Upcoming Event - National Conference

Once again, NZHEA is partnering with PENZ and EONZ for the annual conference. A large number of workshops and presentations of interest to teachers of Health Education are on the programme, both focusing on Health Education and cutting across a variety of aspects of the HPE learning area.

For example:

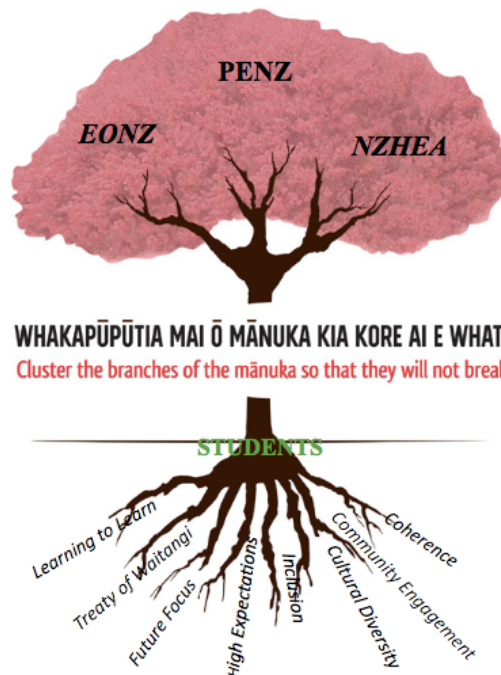
- What does it mean to be perceptive in L3 Health Education?
- Sexuality Education indicators of learning progression
- Building strong foundations for success in senior Health Education
- Using books to explore health concepts
- The circle concept as a pedagogical tool in Health Education
- Putting the practical into senior Health Education
- Taking action: A health promotion journey
- Strategies for inclusive practices for LGBTQ students in HPE
- Porn for beginners: Teaching and learning about pornography
- Building blocks for creating success in our students.

For more information including conference abstracts and to register for the conference, see:

<http://penz.org.nz/conference-2016.php>

*Palmerston North Boys' High  
July 11-13th 2016*

*"Let us provide the nutrients so our learning area will flourish"*





# Bullying

Bullying. It seems to be a word that is in the media lots and relates often to perceived issues in schools.

NZHEA has been involved with the Bullying Prevention Teaching and Learning Working Party and the Ministry of Education. The focus of this group is to look at resources available for teaching and learning to prevent bullying. The launch of the bullying free New Zealand website last month promotes the importance of a shared understanding of bullying, so that everyone – students, teachers, school leaders, whānau and the wider community can consistently recognise and deal with bullying when it happens.

Bullying only flourishes in a climate of silence. We all need to empower our young people to speak up for themselves and each other so that the vision of a bullying free New Zealand can be accomplished.

**The definition for bullying included on this website states that whether bullying is physical, verbal, emotional or online (cyberbullying), there are four factors that can be used to identify bullying.**

- Bullying is deliberate – intentionally causing physical and / or psychological harm to another person.
- Bullying involves a power imbalance – an actual (or perceived) unequal relationship between those being bullied and those who bully. For example due to physical size, age, gender, social status or digital capability and access.
- Bullying is usually not a one-off – it is repeated over time, with the threat of further incidents leading to fear and anxiety. People may bully one person many times, or different people each time.
- Bullying is harmful – there is short or long-term physical or psychological harm to the target (e.g., as a result of coercion or intimidation).

Often schools are seen to be the only place where social issues like bullying are solved. However bullying is an issue for our whole community therefore it is important that all in our community understand what bullying is and what can be done to change and empower people to challenge what is happening. Information to support learning programmes and communities in developing bullying prevention cultures is included on the bullying free website. Schools can't prevent bullying alone. They need the support of whānau and communities to provide safe, positive learning environments for children and young people.

NZHEA is very happy to promote this website and to work with the many agencies behind a bully-free New Zealand. The more information available to a learning community the more supported our young people will feel. To quote bully-free New Zealand:

*Whakapūpūtia mai ō mānuka, kia kore ai e whati.  
Cluster the branches of the mānuka, so they will not break.*

*“Together with a shared vision, we know which direction to go, together - we can prevent bullying in Aotearoa.”*

<http://www.bullyingfree.nz/>