



Hauora Matters

Term 1 2017

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He oranga ngākau
He pikinga waiora.

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

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Online magazine of the New Zealand Health Education Association

Dear Members,

We hope that 2017 has started well for you. Welcome to our new look newsletter. By now you (or your HOD) should have received your invoice by email for this year's NZHEA membership (if not, it won't be far away). Thank you for your on-going support and welcome to those who have joined recently or renewed already.

This year is an election year for the NZHEA executive. We seek nominations for the executive every two years. Primarily, we are looking for people who have time, energy and ideas to be able to help strengthen NZHEA across a range of initiatives. We are planning to call for nominations early in term two, and to have a new executive formed before the middle of the year.

Health Promotion Agency (HPA) has given NZHEA some funding by way of a grant for 2017. This will allow us to develop several new resources and fund the conference fees of two members so they can present at and attend the conference in July. For more information and to apply for this funding see: <https://goo.gl/forms/kqdvO2OdkZwhdEiW2>

Speaking of the conference, we encourage you to put in an abstract to share an aspect of your practice in Health Education. The PENZ/EONZ /NZHEA will be held at Papamoa College, July 10-12 and will be a past, present and future focused conference - learning from our past, celebrating our current position and challenging our future direction.

Don't forget we are having a PLD afternoon in Auckland, Thursday March 2nd. See page 7 for more information. We have initiated conversations with the MoE in terms of PLD support/resourcing, given that the re-design of PLD has no priority accorded to Health (or HPE). Without funding, subject associations such as NZHEA are limited in what they can offer, but we continue to advocate.

See page 2 of this newsletter for information about our 'emerging leader' award - we look forward to receiving nominations for this.

Vicki and Rachael
Co-chairs NZHEA

Emerging leader in Health Education award

As signalled in last year's term 3 newsletter, a new initiative for 2017 is the instigation of an award for a NZHEA member: Emerging Leader in Health Education. Please consider nominating a colleague for this award.

Criteria for the award:

This award is for a teacher in primary, secondary or tertiary settings who is an 'emerging leader' in the Health Education community and a current NZHEA member. Another NZHEA member who has knowledge of the teacher's contribution needs to nominate the teacher.

The recipient will have made a notable contribution to the Health Education of young people within NZ. This contribution may include one or more of the following:

- Supporting other teachers of Health Education within or outside of their school/setting
- Developing a culture supportive of Health Education in their school/setting
- Using innovative pedagogies to enhance learning for their students
- Incorporating responsive learning contexts to their Health Education programmes
- Developing and sharing creative teaching resources and/or assessment tasks
- Advocacy activities within Health Education.

NZHEA reserves the right to not give the award if the criteria is not met by any nominee.

The awardee will receive:

- A certificate (presented at the annual conference)
- A \$500 grant for attending a PLD opportunity of his/her choice that relates to leadership or Health Education.

Nomination process:

The person nominating the teacher will fill out the Google Form found here: <https://goo.gl/forms/H5A9O9ZzFpx3cUY62>

Nominations close Friday 30th April, 2017. Evidence for the award will be submitted within the form, in response to the following questions:

- Description of how the nominated teacher has made a notable contribution to Health Education
- Description of the impact of the nominated teacher's practice on others and/or the Health Education profession (within or outside their school/setting)
- 2-3 examples of the nominated teacher's practice to support the two points above (for example student/whānau/teacher voice, examples of planning, resources, departmental leadership, teaching as inquiry, published work).

The teacher being nominated may assist with the preparation of the nomination form, however this is not a self-nominated award – another NZHEA member must nominate the teacher.

A panel within the NZHEA executive will consider all applications and make the final decision.

The successful teacher may be informed prior to the annual conference in order to enable him/her to be present to receive the award. If the teacher cannot attend the conference, the award will be presented to him/her in absentia.

Collecting and using students' exam papers

Shelley Hunt, Gisborne Girls' High School

Act now, as there is always a small window of opportunity to collect student's exam scripts. You may ask, "why would I want to collect exam papers? After all, the whole process is complete". Yet these make a very useful resource for both the students who have sat the exam and students following on after them.

Students benefit as NCEA exams are the practice ground for further years of NCEA plus preparation for tertiary exams. If you begin the 'collect and feedback' process at year 11 it enables students to develop skills on how to reflect on the way they write an exam paper. Sitting exams is a very different skill than other modes of assessment and there are significant teachable moments when you collect, reflect and direct your deliberate actions to improving exam responses.

We know from the NZQA assessment reports that many students write too much. Each year for the past four years the examiner has made comments such as "students who write concisely and coherently generally achieve higher grades as the emphasis is on the quality of the response and not the quantity of the writing" (2014).

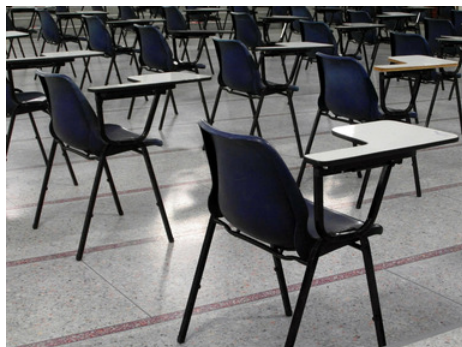
It can be really effective for students in small groups to look for connective words and for the cause and effect explanations. This action will show students the techniques used to create more meaningful answers. This cannot be achieved unless you have the raw material, 'the papers'.

Students who have grades of Achieved and Not Achieved are normally reluctant to bring work in as they settle into new classes yet they are the ones who could benefit the most. You need to have students understand that every exam paper is a gold mine for learning. Then by Level 3 NCEA they will bring them in voluntarily.

Papers can also be used as exemplars for future classes and are so much more valuable than online exemplars as the contexts are specific to what you are exploring as a school.

The final value of asking for papers early is being able to read through and have students challenge grades. At times, it is of benefit to challenge a grade and ask for a reconsideration. Mistakes can be made in marking and a second look will often result in a change in grade. Remember this must be done by 17th of February so act now.

So get on now and ask students to return papers otherwise it will be a lost opportunity.



Health Education and career opportunities

Cathy Matthews, Wellington East Girls' College

Ten percent of the New Zealand workforce is in the health and social sector and a growth of forty percent is projected over the next decade (McDonald, 2014). The rise in career opportunities created by this growth is good news for students who enjoy Health Education. It is also worth highlighting the relevance of Health Education to students who are making decisions about subject choices and considering opportunities for the future.

Health Education equips young people moving into careers in the health and social sector because it helps them to understand health as a holistic concept and develops an awareness of the need for an approach to health care that focuses on factors that support human health, well-being and social justice.

In Health Education students are challenged to think critically about the social, cultural, economic, political and environmental determinants of health and the effect of these on health and well-being for individuals and populations. Studying NCEA Health Education in schools provides a valuable foundation for pathways to the social and health sciences. Although Health Education is noted as a recommended school subject for the occupation of a registered nurse on the CareersNZ website, I acknowledge there is a discrepancy in relation to the entrance criteria for the Bachelor of Nursing through many Polytechnics in NZ.

Where to find information career opportunities:

Students can find out more about careers in the health sector by using the subject matcher tool on the CareersNZ database. To use this tool select "health" from the list and then click the "get jobs" button and a list of health related job ideas will be generated. Selecting health and a combination of one or more subjects can narrow down the list.

Several regions run Health Industry 'Big Day Out' functions to connect employers, training providers and students. These days give students an opportunity to see different aspects of the health industry in action, connect with employers and discover pathways into the industry. This video shows what happens at these days.

<https://www.youtube.com/watch?v=5YSHZvsGXIQ>

The Healthcareers website has pamphlets and videos that cover a wide range of careers in health. It also has useful information on scholarships for students.

References:

Professor Paul McDonald (2014, May). Health Careers in the 21st Century. Paper presented at teachers' experience day at Massey University's College of Health facilities, Wellington.

TKI (2011). Why study health education? Retrieved December 2, 2016, from <http://seniorsecondary.tki.org.nz/Health-and-physical-education/Rationale/Why-study-health-education>

Attitudes and values – social justice: Jenny Robertson

This activity is uploaded in full on our website (you will need to enter the password):

<https://nzhea.files.wordpress.com/2017/01/learning-activity-for-social-justice.docx>

Year 9-11 - Part one:

1. Check that students understand what is meant by being treated 'fairly' and 'unfairly' – how would they know they have been treated fairly and unfairly, and how does it feel if you are treated fairly and unfairly? Focus on ideas that refer to being treated differently, unequally, etc.
2. In pairs or small groups, ask students to locate a recent news item of interest to them (local, national or international) that reports a story where they think someone has been treated unfairly (eg a situation of victimisation, bullying, discrimination, abuse, violence, etc) – use one of the online news organisations (local or international) to source the story.
3. Discussion frame – still in pairs or small groups (see online file for questions).

Part two:

4. Check out students' understanding of the term 'social justice'. Break it down – social means to do with people, justice to do with being fair or 'just' or righteous, to act in a way that is confirming to the laws and regulations.
5. Provide students with a definition of social justice, for example (and see online file):

Social justice is found when a society enables all its members to participate in and have access to the social, cultural, political and economic resources that define a normative way of life for that society.

Social justice is about fairness:

- in our dealings with other people.
- in the way responsibilities are shared.
- in the distribution of income, wealth and power in society.
- in the social, economic and political structures we have created.
- in the operation of those structures so that all members of society are able to be active and productive participants.

6. Read the page as a class and check a range of word meanings with students (or use a preferred literacy strategy for this) eg human rights, enables, normative, exclusion, what is meant by 'cultural, political, and economic resources' and 'access to', 'productive participants' in this context, and/or other phrases students are not sure about.
7. Continuing the paired or small group activity. Re-access the news story used in part one above – or some students may want to swap to stories used by other peers. Ask students whether or not they think their story shows a case of social injustice (in other words, the opposite of what social justice means). Pick out parts of the definition and link to parts of the news story that show this.

Attitudes and values - social justice (continued)

Stepping up the learning to years 12-13 - include in senior programmes consideration of:

- Terms such as equity and equality and how these relate to social justice.
- What is meant by the 'values' of social justice (what are 'values' as distinct from opinions and beliefs?)
- Deeper understanding of the way peoples' values affect how they treat others and how this impacts on well-being.
- Greater understanding of the way a range of laws work to protect people and ensure fair treatment.
- Increased critical insight into social and well-being situations and being able to recognise examples of social injustice.
- Investigate social justice at population level (or groups in populations) - national and international as well as individual and local examples of unfair treatment.
- Conducting school surveys to determine whether or not students think they are treated fairly at school on a range of issues. Based on the results either plan and take action themselves or advocate that the Board of Trustees take some form of school wide action.
- Develop understanding about what it means to think and act ethically.

These ideas are applied to social situations of interest and relevance to the class through contexts such as: diverse sexual and gender identities; cultural, ethnic and racial inequality; age discrimination; gender inequalities; size discrimination – remembering to keep focus on the well-being aspects of the issue.



NZHEA PLD and networking event

Auckland, 2nd March 2017:
12-4PM

For all the details, including how to register
go to www.healtheducation.org.nz/pld

New resources and NZQA news

Information and resources to support LGBTQ+ students:

- <http://www.voicingpride.org/>
- Making Schools Safer: <http://insideout.org.nz/trans-resource/>
- Starting and Strengthening Rainbow Diversity Groups: <http://insideout.org.nz/starting-and-strengthening-rainbow-diversity-groups/>

Health publications:

- NZ Health Survey: <http://www.health.govt.nz/publication/annual-update-key-results-2015-16-new-zealand-health-survey>
 - Child Poverty Monitor: 2016 Technical Report: <http://www.childpoverty.co.nz/>
- Regular magazines/newsletters you can sign up for:
- <http://www.drugfoundation.org.nz/matters-of-substance/nov-2016>
 - <http://www.alcohol.org.nz/resources-research/alcohol-resources/alcoholnz-magazine>
 - <http://www.alcohol.org.nz/resources-research/alcohol-resources/ease-up-e-newsletter>
 - Mental Health Foundation: <http://mentalhealth.us8.list-manage.com/subscribe?u=c4f6b2fca0e12e49c424dea9f&id=2bcd693428>
 - Ministry of Youth Development's Youth Matters: <http://www.myd.govt.nz/news/2016/myds-youth-matters-e-newsletter-november-edition.html>

NZQA news:

- Check for the 2017 assessment specifications for externally-assessed standards: <http://nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/health/levels/>
- Note that Level 3 standards are now version 2. The only change is the addition of a comment stating the AS is also derived from Te Marautanga o Aotearoa. The MoE has rolled over the planned review date until at least December 2018.
- Health Education Best Practice Workshops are advertised for Auckland, Waikato and online: <http://www.nzqa.govt.nz/about-us/events/assessor-support/best-practice-workshops/2017-schedule-for-best-practice-workshops/>

NZHEA Alcohol and Drug Education teaching and learning resource:

- Written for teaching about alcohol and other drugs at year 9-11 and has a large number of activities to choose from as well as planning considerations.
- The resource will be available to download from our members' only area in April, once we have reset the password for 2017 members.

