

Internal Assessment Resource

Health Level 2

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| This resource supports assessment against:Achievement Standard 91237 version 2Take action to enhance an aspect of people’s well-being within the school or wider community |
| Resource title: Our Mentally Healthy School |
| 5 credits |
| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | January 2015 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-01-2015-91237-02-5537 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard Health 91237: Take action to enhance an aspect of people’s well-being within the school or wider community

Resource reference: Health 2.3A v2

Resource title: Our Mentally Healthy School

Credits: 5

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

You need to be very familiar with the outcome being assessed by Achievement Standard Health 91237. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to take action to promote an aspect of mental and emotional well-being in their school community by planning, implementing and evaluating a plan for health promoting action that aligns with the principles of, or implements aspects of, the Health Promoting Schools framework.

It is expected that this assessment will take place after a teaching and learning programme that includes developing an understanding of effective health promotion, needs analysis, goal-setting and action planning in a health promotion context, theory on the mentally healthy schools framework and issues relating to mental and emotional well-being for youth and school communities in New Zealand.

Mental and emotional well-being issues for the health promoting action might emerge out of, or run concurrently with, learning in the health education programme related to any of AS 2.1, AS 2.2, AS 2.4 or AS 2.5.

It is recommended that students choose the specific issue on which they take action. For example, the class might negotiate a common goal/issue and small groups within the class contribute to the planning and implementation of this overall action.

Alternatively, individuals or groups might work on their own independent health promotion initiatives.

You will also need to teach students about SMART goals.

Actions could include:

* Promote awareness of issues relating to mental and emotional well-being e.g. alcohol use, bullying, coping skills, accessing support services
* Review and/or revise an aspect of school policy and practice related to students’ well-being e.g. anti-bullying processes, pastoral care policies
* Support Year 9 students in an aspect of their mental health education learning programme e.g. friendships, coping with change, self-esteem or personal identity
* Promote acceptance of diversity or resilience within the school, or connectedness to the school.

Conditions

Planning, implementing and evaluating the health promoting action will take place over approximately ten weeks of in- and out-of-class time.

Assess the issue identification and plan of action individually prior to implementation of the health promoting action.

Students will document the implementation of the plan, including their individual contribution, in a log. You might use milestone checks or other form of verification at regular intervals.

Students will need to have access to their planning and implementation documentation in order to complete their written evaluation.

Resource requirements

The resources that students need to complete their health promotion action will depend on the action chosen. Resources might include, for example, access to: a video camera, computer and Internet, school policies, senior management, deans, teachers or counsellors.

Students need to work within the established principles of *health promotion* as adopted by the Health and Physical Education Learning Area. For further reference, see *Curriculum in Action: Making Meaning, Making a Difference*, Years 11-13, Ministry of Education, Learning Media, 2004. This is available online at:

<http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php>

The following other resources may also be useful:

* Health Promoting Schools (NZ): [*http://hps.tki.org.nz/*](http://hps.tki.org.nz/)
* HPS: Mentally Healthy Schools Guidelines:

 *<http://www.mentalhealth.org.nz/file/downloads/pdf/file_250.pdf>* (full)

 <https://www.healthed.govt.nz/resource/health-promoting-schools-booklet-3-mentally-healthy-schools>

* Youth 2000 and Youth 2007: [*http://www.youth2000.ac.nz/*](http://www.youth2000.ac.nz/)
* Youth Development Strategy Aotearoa (2002): [*http://www.myd.govt.nz/about-myd/publications/youth-development-strategy-aotearoa.html*](http://www.myd.govt.nz/about-myd/publications/youth-development-strategy-aotearoa.html)
* The Mental Health Foundation of NZ: [*http://www.mentalhealth.org.nz*](http://www.mentalhealth.org.nz)
* Mind Matters: [*http://www.mindmatters.edu.au/resources\_and\_downloads/resources\_landing.html*](http://www.mindmatters.edu.au/resources_and_downloads/resources_landing.html)

Additional information

Recommended group size would be no more than four students to ensure manageability and accountability for each student within the group.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Take action to enhance an aspect of people’s well-being within the school or wider community. | Take in-depth action to enhance an aspect of people’s well-being within the school or wider community. | Take comprehensive action to enhance an aspect of people’s well-being within the school or wider community. |

Student instructions

Introduction

This assessment activity requires you to take action to promote an aspect of mental and emotional well-being in your school community by planning, implementing and evaluating a plan for health promotion that aligns with the Health Promoting Schools framework for a mentally healthy school. You will write a report which documents your involvement in, and evaluates, the health promoting action process.

You will work individually or in a group with up to four members to plan and use health promotion strategies to take positive action which links to the Mentally Healthy Schools (MHS) framework to bring about health-enhancing change in relation to an issue that relates to the mental and/or emotional well-being of members of your school community, that you have identified in your previous studies.

Although you will work in a group, you will need to document individually the planning, implementation and evaluation of your health promoting action.

You will be assessed on how well you develop and implement your plan, and evaluate its effect on well-being.

You will have 10 weeks of in– and out–of–class time to complete this task.

Final submission date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher note: Amend this timeframe to suit your teaching and learning programme.

Task: Take health-promoting action

Take action within your school community to enhance an aspect of mental and emotional well-being and write a report on the health promotion process. See Student Resource A for further guidance. In your report:

Identify the issue

Briefly describe the issue relating to mental and emotional well-being that your class/group has identified as the focus for your health-promoting action. Include:

* how the issue arose
* its importance (now and in the future) in your school community
* how it links to the mentally healthy schools framework.

State clearly the overall SMART goal of your health promotion action.

Explain how your planned action could enhance the well-being of people in your school community.

Develop a detailed, workable plan of action

Develop a plan to enhance well-being in relation to your issue which relates to the concept of SMART goal setting. Include:

* actions which are critical for addressing the issue and an explanation why each of these actions is needed. Link your explanation to the MHS framework
* description of potential barriers and enablers involved in taking these actions
* explanation of how the barriers could hinder the plan’s implementation and how the enablers could assist with the plan’s implementation. Consider how the barriers could be overcome
* an appropriate, realistic timeframe for the actions.

Teacher note: You may want to develop a template for students to use to develop their plan of action.

Implement the plan of action

Carry out your planned health promoting action.

Keep a log as you carry out your action that details your personal contribution. This will also help you in completing your evaluation.

Teacher note: You might develop a log template for students to use.

Evaluate the outcomes of implementing the plan of action

Critically reflect on the outcomes of the implementation of your plan for the well-being of people in your school community. Describe:

* the results of your actions – a summary of what actually happened, and to what extent you achieved your SMART goal and link to the Mentally Healthy Schools (MHS) framework
* actions that were successful, and how these actions resulted in a positive impact on people’s well-being as planned
* actions that were not successful, the reasons for this and how this interfered with your ability to achieve positive impacts for people’s well-being
* whether the actions impacted on all or only some people and reasons for this
* alternative or additional actions needed to meet the overall goal if this health promotion was continued or repeated, and reasons why these changes would be needed.
* What steps should be taken now to build upon the positive impacts for well-being achieved by the actions.

Support your evaluation with specific evidence from your implementation. See Student Resource A for further guidance.

Student Resource A: Further Guidance

Identifying the issue

Relate your answer to the concept of *hauora* by describing how each dimension of *hauora* could be enhanced and how the enhancements to the dimensions inter-relate to improve well-being for people in your school community.

Note that, although the focus for this task is on mental and emotional well-being, you need to include links to enhanced well-being across the four dimensions of hauora.

Keeping your log

Your log should show your involvement in at least FIVE actions. Include:

* date the action was taken
* the specific action taken
* what happened (self-reflection, feedback and comments from others)
* any enablers that arose
* any barriers/problems that arose

Where possible, provide evidence that demonstrates the implementation of your plan of action, such as: photographs, video, poster(s), written submission, assembly presentation, library display, seminar, drama production, or a copy of a letter and reply.

Mentally Healthy Schools Framework

**Aims of Mentally Healthy Schools**

* Promote mental health for all students and staff
* Educate for and about mental health
* Implement initiatives to support the mental health needs of students, staff, families.

**What is mental and emotional well-being and mental health promotion?**

* How adults and young people feel, think, behave and think about themselves
* Mental and emotional well-being is interdependent with other dimensions of hauora
* Mental health promotion aims to help individuals and communities take control over their own lives and improve their mental health.

**Factors that underpin mental health promotion in schools**

* Acknowledging the importance of school ethos (culture, values) and climate
* Comprehensive approach to mental health
* Empowerment and student involvement
* Addressing barriers to learning.

**Mentally healthy schools in practice**

* Student and staff well-being is supported by maintaining a safe social and emotional working and learning environment
* Students and staff are valued and encouraged to reach their full potential
* Self-worth is fostered through implementation of relevant policies and practices
* Positive mental health is modelled
* Positive effort and achievement is acknowledged
* Communication is respectful and attitudes are caring and nurturing
* Relationships between staff and students are warm
* Accessible and culturally supportive systems and services are provided.

**Involving young people**

* Empowering young people to make decisions helps foster resilience
* Involving young people in working in partnership with adults allows student ownership and shared decision-making.

**What can schools do to promote mental health?**

* Promote resilience, personal identity and self-worth
* Enhance connectedness to the school as well as other protective factors
* Implement mental health education programmes
* Provide supportive pastoral care and guidance systems and avenues for seeking help
* Provide a safe and supportive learning and social environment
* Develop clear processes for identifying, supporting, referring students at risk
* Support young people in distress and provide effective crisis and trauma support.

Source: Adapted from *Ministry of Health* (2003). HPS Mentally Healthy Schools <https://www.healthed.govt.nz/resource/health-promoting-schools-booklet-3-mentally-healthy-schools>.

Assessment schedule: Health 91237 Our Mentally Healthy School

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| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student takes action to enhance an aspect of people’s well-being within their school, and documents this in a report. The student has:* identified an issue that affects the mental and emotional well-being of people within their school community, describes a SMART goal and describes how implementing this goal could enhance people’s well-being across the four dimensions of hauora
* made a valid link to the MHS framework
* developed a workable plan to improve the identified aspect of well-being, based on the concept of SMART goals
* implemented the plan and provides evidence of the implementation by log entries and/or other evidence, such as photographs, video, written submissions, posters or an assembly presentation
* evaluated the effectiveness of the implementation of the plan on well-being.

The evaluation describes what happened, what was successful, what was not successful, the extent to which the SMART goal was met and the MHS framework linked to, and the extent to which people’s well-being was enhanced by the action. For example: **Identifying the issue:** Consult with school community to propose changes to the anti-bullying policy. This policy has not been reviewed since it was written and we have looked at it and it is out of date. It is important that this policy is updated to reflect the mentally healthy schools guidelines that all school members feel involved and the policy is healthy and useful for now and future students. We will survey students in the school and use the findings to suggest changes/updates to the policy, and present our findings and ideas to the BOT so they can decide whether to make the changes. We will do this over the next six weeks. This will allow all students to have a voice and their opinion heard, which will make students feel valued and connected to school (spiritual). The school will be a physically safer place to be if the policy is changed and reduces bullying and students will feel safe and confident at school (mental and emotional). Students will interact more positively with peers and teachers in the school (social). These enhancements link together to make the school a safer place and a mentally healthy school. **Developing a plan of action (one step sample):** 6 May: Read the policy and highlight areas we feel could be improved or are out of date. We do this to increase our knowledge before we survey other students. Enabler: The teacher provides us with a copy. Barrier: She is unable to find a copy, or several group members are away. This means we will have to put our plan on hold. **Implementing the plan of action (one step sample):** 10 March We developed our survey for students in the school – the survey gives them extracts of the policy and we want them to comment on the good, the bad and the interesting. After having some trouble deciding how to set it out and printing it off, we finally got the survey done. The teacher helped because she used her printing credit and photocopied the survey for us. **Evaluating the outcomes of the plan of action:**In the end, we made notes on what we thought could be improved, and surveyed about 10% of the school who gave us some good feedback and ideas. We presented our suggestions to the Principal, who seemed impressed at our effort and said she would pass it to the BOT. Surveying the students went well, as we had a simple survey with good questions, which gave useful feedback. This helped us to make intelligent comments and suggestions, which the Principal said were valuable. We didn’t end up presenting to the BOT, which was a big problem. We didn’t have our findings ready for the meeting we were hoping to go to, and then we weren’t able to go to the next one. Luckily we saw the Principal instead. I think that people’s well-being will be enhanced and the MHS framework followed if the BOT do consider our ideas in the future. The policy does need updating and we feel pleased that we could have our say, as with other students who we surveyed.  | The student takes in-depth action to enhance an aspect of people’s well-being within their school, and documents this in a report. In their report the student has:* developed a detailed, workable plan to improve the identified aspect of well-being, based on the concept of SMART goals
* supported their evaluation with evidence from their plan, implementation and results.

For example: **Developing a detailed plan of action (one step sample):** 6 May: Read the policy and highlight areas we feel could be improved or are out of date and ask the teacher if we need help understanding it. We will do this because it is important for us to be informed about what the policy means before we try to survey others and try to improve it. Enabler: The teacher provides us with a copy. This helps because we can read it and learn more about the policy. Barrier: She is unable to find a copy, or several group members are away. This means we will have to put our plan on hold and wait until the teacher can find it, or go and find it ourselves, which will be a setback for our timeframe. We could overcome this by setting aside another time to see the teacher, when everyone is available, if need be. **Evaluating the outcomes of the plan of action:**In the end, we made notes on what we thought could be improved, and surveyed about 10% of the school who gave us some good feedback and ideas (see the typed summary of the survey findings and our annotations on the policy). We presented our suggestions to the Principal, who seemed impressed at our effort and said she would pass it to the BOT. Surveying the students went well, as we had a simple survey with good questions, which gave useful feedback. This helped us to make intelligent comments and suggestions, which the Principal said were valuable. We didn’t end up presenting to the BOT, which was a big problem. We didn’t have our findings ready for the meeting we were hoping to go to, and then we weren’t able to go to the next one. Luckily we saw the Principal instead. I think that people’s well-being will be enhanced and the MHS framework followed if the BOT do consider our ideas in the future. The policy does need updating and we feel pleased that we could have our say, as with other students who we surveyed.  | The student takes comprehensive action to enhance an aspect of people’s well-being within their school, and documents this in a report. In their report the student has:* included actions that are critical for addressing the issue
* critically evaluated the effectiveness of the implementation of the plan on well-being.

The evaluation includes relevant consideration of: whether the action has resulted in a positive impact on people’s well-being as planned; reasons for the failure of actions to achieve the overall goal; alternative or additional actions required to meet the overall goal and reasons for these; whether the action impacted on all or only some people and reasons for this; next steps for sustainability of the impacts on well-being achieved by the action. For example: **Developing a plan of action (one step sample):** 6 May:Read the policy and highlight areas we feel could be improved or are out of date and ask the teacher if we need help understanding it. We will do this because it is important for us to be informed about what the policy means before we try to survey others and try to improve it.Enabler: The teacher provides us with a copy. This helps because we can read it and learn more about the policy. Barrier: She is unable to find a copy, or several group members are away. This means we will have to put our plan on hold and wait until the teacher can find it, or go and find it ourselves, which will be a setback for our timeframe. We could overcome this by setting aside another time to see the teacher, when everyone is available, if need be. This links to the MHS framework because it allows us to feel empowered and work with adults in the school. We’ll also be working on improving a policy to enhance safety in the school. [NB: Across the plan, the more critical actions are included.] **Evaluating the outcomes of the plan of action:**In the end, we made notes on what we thought could be improved, and surveyed about 10% of the school who gave us some good feedback and ideas (see the typed summary of the survey findings and our annotations on the policy). We presented our suggestions to the Principal, who seemed impressed at our effort and said she would pass it to the BOT. Surveying the students went well, as we had a simple survey with good questions, which gave useful feedback. This helped us to make intelligent comments and suggestions, which the Principal said were valuable. We didn’t end up presenting to the BOT, which was a big problem. We didn’t have our findings ready for the meeting we were hoping to go to, and then we weren’t able to go to the next one. Luckily we saw the Principal instead. I think that people’s well-being will be enhanced and the MHS framework followed if the BOT do consider our ideas in the future. The policy does need updating and we feel pleased that we could have our say, as with other students who we surveyed. At this point in time, our actions have only impacted upon those who have been involved in our process, but we hope for that to be expanded out to all staff and students when the policy is updated on the basis of our suggestions. An additional action that is needed is for the group (with the help of our teacher) to follow up on this after the next BOT meeting and see if changes are going to be made. This will make sure that the MHS framework is followed, because a healthy policy will be developed, and students will feel that their opinions were valued in the process of it changing.  |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.