



Applying the Okanagan Charter for health promoting campuses in Aotearoa New Zealand

2018



OKANAGAN CHARTER
AN INTERNATIONAL CHARTER
FOR HEALTH PROMOTING
UNIVERSITIES & COLLEGES

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Whakataukī

*Nā tō rourou, nā taku rourou ka ora ai te iwi.
With your food basket and my food basket, our people will flourish.*

About the authors

This guide was prepared by the Tertiary Wellbeing Aotearoa New Zealand (TWANZ) executive group. The executive is responsible for coordinating the TWANZ national network which aims to support local, national and international collaboration and initiatives between the health promotion and tertiary education sectors to increase the health and wellbeing of tertiary students and staff. More information is available at www.twanz.org

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www.twanz.org

Executive Summary

This guide has been designed as a practical tool for health promoting campuses in Aotearoa New Zealand. Its purpose is to increase understanding and activation of the Okanagan Charter <http://hdl.handle.net/2429/54938> in tertiary campuses in Aotearoa New Zealand. Health promoters, policy makers, health and wellbeing staff, cultural and student support staff, student bodies and management are encouraged to engage with this guide for a strategic, comprehensive, coordinated and culturally responsive approach to health and wellbeing in tertiary education.

The Okanagan Charter makes a valuable contribution to health promotion practice in higher education settings, with its set of guiding principles and priority actions. This includes Aotearoa New Zealand, where the Charter's principles and calls to action can be applied to national tertiary needs and approaches. Māori wellbeing frameworks, Te Pae Mahutonga and Te Whare Tapa Whā, comfortably sit alongside the Okanagan Charter. The Okanagan Charter is viewed as a useful and flexible framework to further develop strategic planning, coordination and integration in tertiary settings.

This document is a practical guide for translating the Okanagan Charter into practice for tertiary education settings in Aotearoa New Zealand, reflecting its unique settings, knowledge and populations. Its purpose is to support the implementation of health promotion activities and assist the integration of wellbeing into campus initiatives, policies and teaching practices, to assist in reducing inequalities and preventing ill health.

This guide serves to raise awareness and inspire action aligned with the Okanagan Charter and its Calls to Action within higher education settings in Aotearoa New Zealand. It is hoped that it will be an informative and visionary resource for tertiary institutions nationally and support efforts to develop active health promoting campuses and local and global collaborations.



The Okanagan Charter and the Aotearoa New Zealand context

The potential of promoting health and wellbeing within tertiary education settings is being realised locally and globally. In June 2015, tertiary education and health promotion delegates from 45 countries (including Aotearoa New Zealand) collaborated to develop the Okanagan Charter – An International Charter for Health Promoting Universities and Colleges. The Okanagan Charter provides a framework for tertiary institutions to embed health and wellbeing into all policies, practice and collaborations.

The importance of Aotearoa as a bicultural and multicultural nation is well recognised in the health and wellbeing sector. The Te Tiriti o Waitangi, as the founding constitutional document in Aotearoa New Zealand, and Māori approaches to health promotion are considered in this guide applying the Okanagan Charter. Purposefully supporting student and staff wellbeing in tertiary settings helps with recruitment, retention, engagement and achievement (Bevan, 2010; Bradley & Greene, 2013); resulting in personal, organisational, community and economic gains. Both students and staff perform at a higher level, enjoy better health and report greater happiness when health and wellbeing promotion is activated in education settings (Oades et al., 2011).

All action areas of the Okanagan Charter are designed to overlap in practice and be used simultaneously, as part of an interconnected approach. The approaches and actions described in this guide are not prescriptive, but rather form integrated guidelines on which to build wellbeing strategy and action plans within tertiary education settings. It is recommended that health and wellbeing promotion have a strategic direction; be coordinated, action orientated, supported by senior management and be developed in partnership with affected students and staff. To assist local tertiary institutions to practically apply the Okanagan Charter, each of the Charter's action points has been interpreted using the lenses of Te Pae Mahutonga and Te Whare Tapa Whā. Each action point incorporates aspirations, three suggested phases of development and ways of measuring success, to help guide tertiary organisations strategically coordinate health, wellbeing and sustainability on campus.



Okanagan Charter

Purpose

1. Guide and inspire action by providing a framework that reflects the latest concepts, processes and principles relevant to the Health Promoting Universities and Colleges movement, building upon advances since the 2005 Edmonton Charter
2. Generate dialogue and research that expands local, regional, national and international networks and accelerates action on, off and between campuses
3. Mobilise international, cross-sector action for the integration of health in all policies and practices, thus advancing the continued development of health promoting universities and colleges

Two calls to action with eight key action areas

- 1. Embed health into all aspects of campus culture, across the administration, operations and academic mandates**
 - 1.1. Embed health in all campus policies
 - 1.2. Create supportive campus environments
 - 1.3. Generate thriving communities and a culture of wellbeing
 - 1.4. Support personal development
 - 1.5. Create or re-orient campus services
- 2. Lead health promotion action and collaboration locally and globally**
 - 2.1 Integrate health, wellbeing and sustainability in multiple disciplines to develop change makers
 - 2.2 Advance research, teaching and training for health promotion knowledge and action
 - 2.3 Lead and partner towards local and global action for health

Eight key principles for action

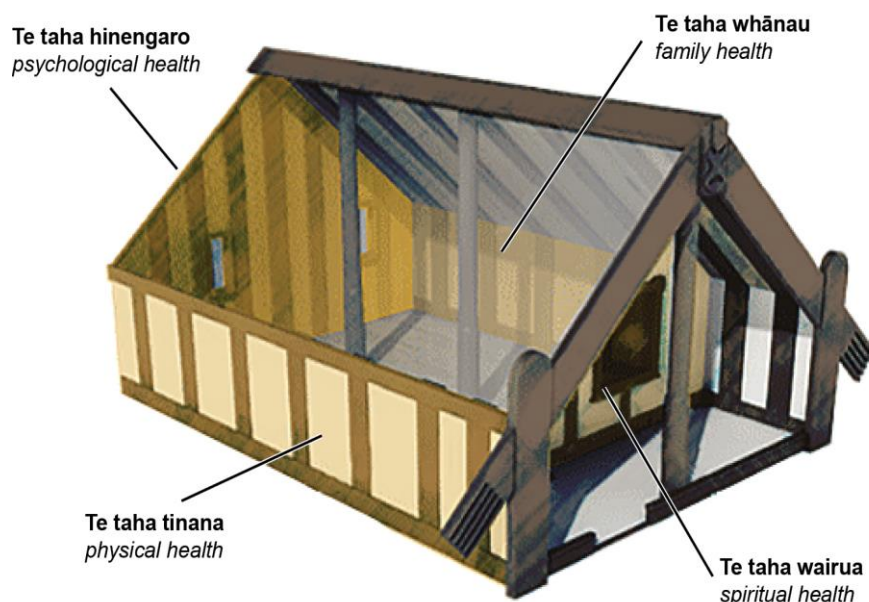
1. Use settings and whole systems approaches
2. Ensure comprehensive and campus-wide approaches
3. Use participatory approaches and engage the voice of students and others
4. Develop trans-disciplinary collaborations and cross-sector partnerships
5. Promote research, innovation and evidence-informed action
6. Build on strengths
7. Value local and indigenous communities, contexts and priorities
8. Act on an existing universal responsibility

Aotearoa New Zealand wellbeing frameworks

To apply the Okanagan Charter in an Aotearoa New Zealand context, this guide used Te Pae Mahutonga (Durie, 1999) and Te Whare Tapa Whā (Durie, 1982) as interpretative lenses. These two models can be used when working with people of all cultures. The key principles and concepts from these models were considered and incorporated when interpreting and analysing the Okanagan Charter's 'Calls to Action'. This guide also incorporates Te Tiriti o Waitangi understanding of hauora and the principles of protection, partnership and participation (Health Promotion Forum of New Zealand, 2002).



Te Pae Mahutonga is depicted using the Southern Cross constellation where the four stars provide the foundations of health promotion; waiora (physical environments), mauriora (cultural identity), te oranga (participation in society) and toiora (healthy lifestyles). The guiding stars, acting as prerequisites for health promotion, are ngā manukura (leadership) and te mana whakahaere (autonomy) (Durie, 1999).



Te Whare Tapa Whā is depicted as a house, with the four walls representing four dimensions of wellbeing. These are taha tinana (physical health), taha wairua (spiritual health), taha whānau (family/social health), and taha hinengaro (emotional health). All walls must be strong for positive wellbeing (Durie, 1982).

Call to Action 1: Embed health into all aspects of campus culture, across the administration, operations and academic mandates

1.1 Embed health in all campus policies

Review, create and coordinate campus policies and practices with attention to health, wellbeing and sustainability, so that all planning and decision making takes account of and supports the flourishing of people, campuses, communities and our planet.

Aspirations

- Connects strongly with *Te Oranga* (participation in society) and *Nga Manukura* (leadership) in Te Pae Mahutonga
- Supports positive and sustainable development of people, culture and the environment
- Reflects a commitment to Te Tiriti o Waitangi and is equity-based
- Is mana enhancing and reflective of diverse student culture and identity
- Culturally affirming development by diverse representatives of students and staff having input into policy development, implementation and review in health, wellbeing and sustainability eg Māori, Pasifika, international, LGBTIQ+, youth, mature and those with disabilities

Phases

Phase 1: Questions

1. Do you have frameworks for health, wellbeing and sustainability?
2. What are the intended outcomes of the proposed policies and practices?
3. Do wellbeing frameworks incorporate holistic models that all peoples can engage with in culturally affirming ways? (eg Te Whare Tapa Whā or Te Pae Mahutonga?)
4. Is Te Tiriti o Waitangi visible in policies?

Phase 2: Action

5. Ratify the Okanagan Charter
6. Policy development includes diverse student and staff consultation, co-design and user-led approaches
7. Connections between policies are clear and cited in relevant policies
8. Policies incorporate the latest evidence

Phase 3: Development

9. Support the understanding and implementation of health, wellbeing and sustainability policies/strategies in each area of your organisation
10. Teaching practices incorporate wellbeing promotion

Measuring success

1. The Okanagan Charter is ratified by senior leadership
2. Policies have regular review dates
3. Policy reviews include health, wellbeing and sustainability and Te Tiriti o Waitangi
4. Students and staff have input into policy reviews
5. Policies work towards a more inclusive campus and support reductions in inequality by ethnicity, gender, sexuality, sex, disability and other demographic indicators
6. Evidence of interconnectedness between policies
7. Wellbeing working groups address policy and procedures eg diversity committee
8. A campus wide sustainability plan is in place and implemented

1.2 Create supportive campus environments

Enhance the campus environment as a living laboratory, identifying opportunities to study and support health and wellbeing, as well as sustainability and resilience in the built, natural, social, economic, cultural, academic, organisational and learning environments.

Aspirations

- Connects strongly with Te Pae Mahutonga's *Waiora* (physical environment) and Te Oranga (participation) while considering all aspects of Te Whare Tapa Whā and an appreciation of connection to whenua
- Supportive campus environments help all students and staff feel included, engaged and valued
- There is a focus on enhancing social connectedness, addressing the determinants of health and encouraging participation in all aspects of the tertiary education experience
- Students and staff are supported to optimise mauri ora and hauora (academic, social, spiritual, health and wellbeing) potential on campus
- All campus environments (built, natural, social, economic, cultural, academic, organisational and learning) provide opportunities for staff and students to connect, affirm identity and foster resilience

Phases

Phase 1: Questions

1. Listening to student and staff voices on campus – how do people experience your campus?
2. How can your campus environment be adapted to facilitate academic success, social connectedness, health and wellbeing, and positively influence the determinants of wellbeing?
3. How safe is your campus for diverse groups?
4. How do your campus environments ensure positive outcomes are sustained?

Phase 2: Action

5. Accessible and appropriate services address study, financial, housing, physical and wellbeing needs
6. Universal access to the natural and built environments encouraging physical activity and mental fitness
7. Activities celebrate cultural diversity
8. Identify and address barriers and opportunities to ensure a supportive campus for all

Phase 3: Development

9. Access to a campus marae
10. Safe, quiet spaces for personal expression and time out, including Muslim prayer rooms and chapels
11. Provision of Pasifika study spaces
12. Smokefree campus with smoking cessation services
13. Online environments support distance students to achieve
14. All gender toilets

Measuring success

1. Student and staff surveys on perceptions of safety and security around the campus
2. Student and staff surveys demonstrate engagement with and enjoyment of the campus environment
3. Audits assess barriers and opportunities to being a supportive campus community
4. Review of diverse student enrolment, engagement, supports and achievement
5. Review of diverse staff recruitment, engagement, supports and achievement

1.3 Generate thriving communities and a culture of wellbeing

Be proactive and intentional in creating empowered, connected and resilient campus communities that foster an ethic of care, compassion, collaboration and community action.

Aspirations

- Connects strongly with Te Oranga (participation), Mauriora (cultural identity) and Te Mana Whakahaere (autonomy) in Te Pae Mahutonga and Te Taha Whānau (family health) in Te Whare Tapa Whā
- Campuses are settings for developing student and staff potential in education, health and hauora
- A sustainable culture of wellbeing in learning environments recognises and celebrates the diversity of staff and students
- The rights of tangata whenua are respected and demonstrated through culturally appropriate, accessible and affirming services that promote mauri ora and hauora
- Students and staff from diverse backgrounds are encouraged and enabled to start initiatives and seek solutions to their own wellbeing

Phases

Phase 1: Questions

1. What are the values, realities and aspirations of your students and campus community?
2. How do your students and staff identify regarding ethnicity, culture, disability, gender identity, sexual orientation?
3. How does your campus foster collaboration and community action – internally and externally - to encourage a culture of wellbeing?
4. Are strength based approaches, such as positive education and cooperative learning used in curriculum development and education delivery?
5. Are broader cultural models considered when appropriate, such as Fonofale for Pasifika, or Eastern philosophies for Asian cultures?

Phase 2: Action

6. Interdisciplinary approach to address priority issues eg promoting mental wellbeing, reducing alcohol harm and sexual violence on campus
7. Low cost accessible healthcare options
8. Strong reciprocal relationship with local iwi and tangata whenua

Phase 3: Development

9. Health care could include rongoā Māori and holistic approaches
10. Campus infrastructure supports wellbeing eg healthy foods, sun shades, bike sheds, showers, mental health first aid training, ethical bystander training
11. Develop a system to monitor alcohol harm reduction campus-wide
12. Community action fund available for staff and students

Measuring success

1. Increase in staff and student engagement with wellbeing activities and programmes
2. Evidence of interdisciplinary staff collaboration
3. Review of collaborative partnerships with local external communities
4. Health events demonstrate linkages to on-going programmes that support behaviour/cultural change
5. Students and staff express strong levels of engagement, connection and thriving
6. Regularly and consistently monitor alcohol harm reduction across campus

1.4 Support personal development

Develop and create opportunities to build student, staff and faculty resilience, competence, personal capacity and life enhancing skills – and so support them to thrive and achieve their full potential and become engaged local and global citizens while respecting the environment.

Aspirations

- Connects strongly with *Toiora* (healthy lifestyles) in Te Pae Mahutonga and all aspects of Te Whare Tapa Whā
- Supporting healthy lifestyles for students and staff is a priority
- Meaningful personal development opportunities are easily accessible for students and staff to increase wellbeing, resilience, mauri ora, competencies and achievements
- Diversity is acknowledged, affirmed and celebrated, leading to stronger, more resilient and culturally safe campus communities
- Targeted efforts and resources dedicated to Māori, Pasifika and potentially vulnerable populations eg international students, students with chronic health conditions
- Multiple and diverse pathways assist individuals and groups to positively contribute on campus, regionally and nationally to build skills, personal capacity and encourage participation

Phases

Phase 1: Questions

1. What meaningful, appropriate, on-going personal development opportunities exist on campus?
2. How does your campus support personal wellbeing for both students and staff?
3. Do your staff demonstrate cultural safety with students?
4. What cultural competence development opportunities exist for staff and students?
5. What barriers exist for the range of staff to take part in professional development?

Phase 2: Action

6. Pedagogy encourages personal growth
7. Students and staff know about and use community resources and services
8. Access to healthy environments on campus eg free gym, recreational services, outdoor exercise stations, mindfulness zones, quiet spaces
9. Work with student unions and club networks

Phase 3: Development

10. Range of mentoring programmes and peer education
11. Te Reo Māori classes available for all students and staff
12. Consistency with external health organisations and agencies
13. Personal development plans for all staff
14. Health education connects with health initiatives

Measuring success

1. Students and staff feedback guides personal development initiatives
2. Use of periodic quantitative wellbeing measures
3. Increasing numbers of students feel culturally safe and staff feel culturally competent
4. Training is available and well utilised in relation to Māori kaupapa and tikanga
5. Training and mentoring opportunities for staff and students on identified issues

1.5 Create or reorient campus services

Coordinate and design campus services to support equitable access, enhance health and wellbeing, optimise human and ecosystem potential and promote a supportive organisational culture.

Aspirations

- Connects strongly with *Toiora* (healthy lifestyles) and *Waiora* (physical environment) of Te Pae Mahutonga and *Te Taha Whānau* (family health) of Te Whare Tapa Whā
- Tertiary services and infrastructure (wellbeing, education, recreation, operational) align to positively promote hauora, enhance access and prevent illness
- Health and wellbeing services are well integrated on campus, holistically interpreted and sufficiently resourced
- Campus services are inclusive and designed to optimise the education, health, wellbeing, social and economic benefits a tertiary institution can generate for individuals and the community
- Campus services are designed and coordinated to be flexible and reflective to meet the needs of diverse campus populations

Phases

Phase 1: Questions

1. How do staff and students participate in the design of services?
2. Do students and staff meaningfully participate and have input into how services are delivered?
3. What is the balance between prevention and intervention services on your campus?
4. How is equality promoted while discrimination, bullying and harassment actively discouraged?
5. Who are your internal and external partners promoting wellbeing on campus?

Phase 2: Action

6. Health and wellbeing services are well promoted and advertised throughout campus
7. Occupational health services are available and accessible for staff
8. Subsidies for students for health, gym, public transport, events, libraries
9. Environment friendly services eg recycling stations, compost, vegetable gardens and green spaces

Phase 3: Development

10. The Public Health Association Code of Ethical Principles help guide health promotion practice on campus
11. Services provide coordinated, wrap-around care and student one-stop shops
12. Campus infrastructure aligns with health promotion activities eg no cigarettes or alcohol sold, limiting sugary drinks, drinking water freely and widely available
13. Campus halls employ proactive alcohol policies with a harm minimisation focus
14. Sexual violence services and prevention are well coordinated on campus and externally

Measuring success

1. Systematic review of all services considering use, access, barriers, user experience and effectiveness
2. Services and staffing are representative of the student populations.
3. Evidence of preventative and responsive approaches supporting individual and community wellbeing.
4. Evidence that the campus provides safe spaces and opportunities for students and staff to express, celebrate and share their culture and aspirations
5. Evidence that the campus has a strong, reciprocal relationship with local iwi, rūnanga, marae and kura

Call to Action 2: Lead health promotion action collaboration locally and globally

2.1 Integrate health, wellbeing and sustainability in multiple disciplines to develop change agents

Use cross-cutting approaches to embed an understanding and commitment to health, wellbeing and sustainability across all disciplines and curricula, thus ensuring the development of future citizens with the capacity to act as agents for health promoting change beyond campuses.

Aspirations

- Connects strongly with *Ngā Manukura* (leadership) and *Te Mana Whakahaere* (autonomy), the two pointers of Te Pae Mahutonga
- Health promotion on campus is integrated across the institution
- Development of change agents for health, wellbeing, sustainability and cultural competence
- Individual roles, formal and informal committees assist in coordinating health and wellbeing promotion activities
- Active, diverse multidisciplinary and interdisciplinary partnerships are promoted to progress combined health, wellbeing and sustainability priorities across disciplines and curriculum
- Priorities and processes are well coordinated across all campuses and supported by management

Phases

Phase 1: Questions

1. How is staff and student leadership fostered in health, wellbeing and sustainability on campus?
2. How are collaborations supported between disciplines, departments, students, staff and external organisations?
3. Is there support and resourcing from senior leadership to support health and wellbeing promotion?

Phase 2: Action

4. Formalised senior leadership team support and resourcing for health and wellbeing promotion
5. Established positions supported to advance wellbeing eg Wellbeing Coordinator position at senior level
6. A Wellbeing Committee is established on campus
7. Development of a campus wide Health and Wellbeing Strategy and Action Plan

Phase 3: Development

8. Integrate and embed health, wellbeing and sustainability into best teaching practice throughout departments
9. Health, wellbeing and sustainability champions lead priority projects on campus
10. Collaboration with Health and Safety to promote staff wellbeing
11. Student and staff involvement in public health campaigns eg prevention of intimate partner violence

Measuring success

1. Regular student and staff surveys about health and wellbeing needs and priorities
2. Evaluations of health, wellbeing and sustainability initiatives on campus
3. Regular reporting of collaborations between departments and services internally and externally
4. Review embedding of wellbeing frameworks, action plans and roles
5. Evidence of institutional wide support for health and wellbeing initiatives

2.2 Advance research, teaching and training for health promotion knowledge and action

Contribute to health promoting knowledge production, application, standard setting and evaluation that advance multi-disciplinary and trans-disciplinary research agendas relevant to real world outcomes, and also, ensure training, learning, teaching and knowledge exchange that will benefit the future wellbeing of our communities, societies and planet.

Aspirations

- Connects strongly with *Te Mana Whakahaere* (leadership) and *Te Mana Whakahaere* (autonomy) of Te Pae Mahutonga
- Health, wellbeing and sustainability are embedded into research and the curriculum
- Innovation in health promotion learning, teaching and research are valued
- Multidisciplinary and transdisciplinary research collaborations on health, wellbeing and sustainability issues are encouraged and communicated
- Partnerships with other agencies and communities are developed to progress health promotion knowledge and research

Phases

Phase 1: Questions

1. How do you embed health, wellbeing and sustainability into the curriculum across departments?
2. How do you utilise the resources and skills within your institution to advance innovative, collaborative, multi-disciplinary research and teaching in health, wellbeing and sustainability?
3. How do you support and promote Kaupapa Māori teaching, learning and research on campus?

Phase 2: Action

4. Students opportunities to apply their knowledge to improve campus health, wellbeing and sustainability
5. Māori kaupapa and tikanga training are promoted on campus
6. Māori, Pasifika and generic health promotion papers are offered
7. Teaching and learning services are available for students and staff, and tailored to meet the needs of Māori and Pasifika
8. Positive psychology and education is used in pedagogy

Phase 3: Development

9. Staff undertake health promotion training and use the Health Promotion Forum competency framework
10. Living laboratory and action research methodologies are promoted for campus health development
11. Student scholarships and staff support for health promotion practicums, internships and research

Measuring success

1. Curricula reviews incorporate health, wellbeing and sustainability incorporated where possible
2. Health and wellbeing promotion strategies and action on campus are driven by evidence and research
3. Māori health and wellbeing promotion in the curriculum, and support for Māori research development is evaluated and reported
4. Funding for health, wellbeing and sustainability research is reported on
5. Review of campus and community information about health, wellbeing and sustainability issues
6. Research outputs assessed on health promotion and use of impact, process and outcome measures

2.3 Lead and partner towards local and global action for health promotion

Build and support inspiring and effective relationships and collaborations on and off campus to develop, harness and mobilize knowledge and action for health promotion locally and globally.

Aspirations

- Connects strongly with *Ngā Manukura* (leadership) and *Te Oranga* (participation) of Te Pae Mahutonga
- Campuses help lead local and global health promotion action
- Relationships and partnerships with external stakeholders help drive participation and change on campus, local communities and wider society
- Management and academic leadership support local and global action around health, wellbeing and sustainability
- Staff and students are actively encouraged towards health, wellbeing and sustainability action linking campus learning with global world issues

Phases

Phase 1: Questions

1. How are relationships fostered locally and globally to activate health, wellbeing and sustainability?
2. How do you transition from conversations to action about health, wellbeing and sustainability?
3. How do you build a health promotion movement on campus?
4. How can senior management become health and wellbeing champions and change makers on campus?
5. How do you promote awareness of local and global action to students, staff and the public?
6. How do your staff and students engage with and contribute to the health promotion evidence base?

Phase 2: Action

7. Engage the Senior Leadership Team to formally adopt the Okanagan Charter
8. Develop campus wellbeing working groups eg staff wellbeing
9. Working collaborations with individuals and organisations off campus eg climate change
10. Established and formalised partnerships with Māori and Māori health promotion providers aid the promotion of Māori priorities for action on and off campus

Phase 3: Development

11. Departmental collaborations are encouraged with iwi, hāpu and other organisations
12. Partner with networks and agencies to share resources, build knowledge and collaborate on relevant health promotion projects eg TWANZ, student associations, ANZSSA, AQA, TEC, TEU, I-PEN, NZAPP, ISANA, Ako Aotearoa, HPA, PHA, HPF, ISCN, Worksafe
13. Increase the institutional profile externally by sharing good practice initiatives eg website, social media
14. Community involvement is incorporated into student assessments to encourage 'good citizenship'

Measuring success

1. Adoption of the Okanagan Charter
2. Review and stocktake of community and organisational relationships and collaborations to promote health, wellbeing and sustainability actions
3. Wellbeing and Sustainability Committees established with terms of reference and action plans
4. Evidence of diverse representatives on campus health, wellbeing and sustainability groups
5. Number of staff and students who are active members of the TWANZ network

Resources and links

Tertiary institutions: North Island

- NorthTec <http://www.northtec.ac.nz/>
- University of Auckland <https://www.auckland.ac.nz/>
- Auckland University of Technology (AUT) <http://www.aut.ac.nz/>
- Unitec Institute of Technology <http://www.unitec.ac.nz/>
- Manukau Institute of Technology (MIT) <https://www.manukau.ac.nz/>
- Auckland Institute of Studies NZ <http://www.ais.ac.nz/>
- University of Waikato <http://www.waikato.ac.nz/>
- Waikato Institute of Technology (WINTec) <https://www.wintec.ac.nz/>
- Eastern Institute of Technology (EIT) <http://www.eit.ac.nz/>
- Bay of Plenty Polytechnic (Toi Ohomai) <https://www.boppoly.ac.nz/>
- Massey University <http://www.massey.ac.nz/>
- Universal College of Learning (UCOL) - <https://www.ucol.ac.nz/about-ucol>
- International Pacific College (Palmerston North) <http://www.ipu.ac.nz>
- Western Institute of Technology at Taranaki (WITT) <http://www.witt.ac.nz/>
- Victoria University <http://www.victoria.ac.nz/>
- WelTec <http://www.weltec.ac.nz/>
- Whitireia Polytechnic <http://www.whitireia.ac.nz/>

Tertiary institutions: South Island

- Nelson Marlborough Institute of Technology <https://www.nmit.ac.nz/>
- Ara Institute of Canterbury <http://www.ara.ac.nz/>
- University of Canterbury <http://www.canterbury.ac.nz/>
- Lincoln University <http://www.lincoln.ac.nz/>
- Tai Poutini Polytechnic <https://tpp.ac.nz/>
- Otago Polytechnic <http://www.op.ac.nz/>
- University of Otago <http://www.otago.ac.nz/>
- Southern Institute of Technology <https://www.sit.ac.nz/>

Wānanga

- Te Wānanga o Aotearoa <https://www.twoa.ac.nz/>
- Te Whare Wānanga o Awanuiārangī <http://www.wananga.ac.nz/>
- Te Wānanga o Raukawa, <http://www.wananga.com/>

Other key organisations and networks

- Academic Quality Agency (AQA) <http://www.aqa.ac.nz/>
- Achieve – Post secondary education disability network <http://www.achieve.org.nz/>
- Ako Aotearoa National Centre of Teaching and Learning in New Zealand <https://ako.aotearoa.ac.nz/>
- Australian and New Zealand Student Services Association (ANZSSA) <http://www.anzssa2016.com/about-anzssa.html>
- Health Promotion Agency (HPA) <http://www.hpa.org.nz/>
- Health Promotion Forum of New Zealand <https://hauora.co.nz/>
- Healthy Universities UK www.healthyuniversities.ac.uk
- International Sustainable Campus Network <http://www.international-sustainable-campus-network.org/>
- Ministry of Education <http://www.education.govt.nz/>
- Ministry of Health <https://www.health.govt.nz/>
- National Student Union Association (NZUSA) <http://www.students.org.nz/>
- New Zealand Qualifications Authority (NZQA) <http://www.nzqa.govt.nz/>
- Regeneration Network (2010) - Sustainability in the tertiary sector <http://www.regeneration.org.nz/Sustainability-in-the-Tertiary-Sector.pdf>
- South Island Tertiary Forum www.cph.co.nz
- Sustainable Tertiary Education New Zealand <https://sites.google.com/site/strongsustainability/projects/stenz-1>
- Tertiary Education Commission (TEC) <http://www.tec.govt.nz/>
- Tertiary Education Union (TEU) <http://teu.ac.nz/>
- Tertiary Wellbeing Aotearoa New Zealand (TWANZ) <http://www.twanz.org>
- UniQ (Queer Students Association at NZ tertiary institutions) websites in larger tertiary institutions
- Universities New Zealand <http://www.universitiesnz.ac.nz/>

Health promotion models

- Fonofale Model of Health (2001) <http://www.hauora.co.nz/resources/FonofalemodelExplanation.pdf>
- Fonua Model for Pacific Health Promotion (2007) <http://www.hauora.co.nz/resources/22ndJan2.pdf>
- Health Promotion Forum of New Zealand Competencies <http://www.hauora.co.nz/assets/files/Resources/Health%20Promotion%20Competencies%20%20Final%20-%202012.pdf>
- Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015) <http://internationalhealthycampuses2015.sites.olt.ubc.ca/files/2016/01/Okanagan-Charter-January13v2.pdf>

- Ottawa Charter for Health Promotion (1986)
<http://www.who.int/healthpromotion/conferences/previous/ottawa/en/>
- Te Pae Mahutonga (1999) <http://www.hauora.co.nz/resources/tepaemahutongatxtvers.pdf>
<http://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-pae-mahutonga>
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