



WELL-BEING AND VITALITY IN EDUCATION



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Better Health Greater Learning Brighter Futures

Like its namesake shaping the shores it breaks upon, WAVE seeks to shape a brighter, healthier future for the tamariki and rangatahi of South Canterbury. Childhood is a time of rapid growth and development, and good health in childhood is strongly linked with positive health outcomes later in life. Health and well-being also influences other areas of a child or young person's life, including whether they are able to achieve to their full educational potential.

WAVE stands for 'Well-being and Vitality in Education', illustrating the link between health and education. WAVE was initiated in 2006 by the South Canterbury District Health Board and Community and Public Health. The WAVE team supports South Canterbury education providers to implement health promotion programmes and initiatives.

WAVE is based on health promotion frameworks, in particular Te Pae Māhūtonga and Health Promoting Schools. Te Pae Māhūtonga (a Māori name for the Southern Cross) was developed by Sir Mason Durie and describes six key aspects of health promotion:

- **Mauriora** - access to the Māori world
- **Waiora** - environmental protection
- **Toiora** - healthy lifestyles
- **Te Oranga** - participation in society
- **Ngā Manukura** - leadership
- **Te Mana Whakahaere** - Autonomy (see Appendix One).

Health Promoting Schools was developed by the World Health Organisation, and describes a health promoting school as one that is constantly strengthening its capacity '*as a healthy setting for living, learning and working*'.¹ It was introduced into New Zealand in 1997.

WAVE uses these frameworks to support all education settings including early childhood, primary and secondary schools, and tertiary education. The WAVE process takes a whole setting approach and involves students, staff, families and whānau, and community partners or agencies working with the education setting.

WAVE's vision and values align with *Te Whāriki's* principle of kotahitanga (holistic development), and support the hauora and health promotion concepts of the health and physical education learning area of *The New Zealand Curriculum*. WAVE also recognises the importance of equitable health outcomes, particularly for the Ministry of Education's and Tertiary Education Commission's priority groups of Māori, Pasifika, and students with special education needs.

Key People

The importance of the four key groups is based in the tikanga concept of ako, or reciprocal teaching and learning. Ako recognises the interdependence of the key groups, and that settings and WAVE team members are learning from each other, as well as from the child or young person and their whānau.

***"Nau te rourou
naku te rourou
ka ora ai te iwi"***

*'With your food basket and
my food basket, the people
will thrive.'*



Education Setting Community

WAVE's success depends on the engagement of staff, students and your wider setting community. The community includes boards of trustees, management boards or early childhood management committees, families and whānau. The WAVE team for your setting should include representatives from these groups, as well as lead staff.

Your setting's WAVE team will help to promote health and well-being initiatives and programmes, support signing the Memorandum of Agreement with WAVE, celebrate setting successes, and strengthen links with other education settings and other parts of the community.



WAVE Lead Staff Member

Your setting will identify one or more lead staff members to coordinate your involvement in WAVE. Lead staff members will work with your WAVE team and act as a contact point for other staff, students and community members, working with the WAVE Facilitator and Health Priority Advisors.

The key responsibilities of this role are to develop, implement and monitor your setting plan, contribute to the WAVE evaluation, and promote WAVE across your setting and your community.



WAVE Facilitator

The WAVE Facilitator is your primary WAVE contact, and is responsible for building effective relationships with you and your community. They will assist your WAVE team to identify priority health areas, develop your setting plan and to access resources, funding and professional development to meet the goals identified in your plan.

Facilitators will encourage your team to maintain a focus on sustainability in your planning and implementation. This ensures that the gains made are sustained over time and that the WAVE process becomes embedded in your practices. As part of their support with the delivery of health promotion activities and initiatives the Facilitator will work with the appropriate Health Priority Advisors. Facilitators also assist with building relationships across settings, and will identify opportunities for multiple settings to work collaboratively in clusters.



Health Priority Advisor

Health Priority Advisors have specialised knowledge in their health area, such as mental health, nutrition, and smokefree. The Advisors work in partnership with the Facilitators to provide information, resources and advice, and to assist with developing settings plans. They are able to provide feedback and guidance with plans and can help with professional development opportunities.

Advisors provide information and health promotion ideas and messages through the use of social and print media, such as through newspaper articles, Facebook and the WAVE website. They maintain relationships and professional links with relevant agencies, organisations and networks, and are able to provide referrals to regional and national bodies.

Health Priority Areas

The Health Priority Advisors are available to give advice and support in a number of different health and well-being areas.

ORAL HEALTH

One in eight New Zealand young people (2–17 years) had time away from school or ECE last year due to problems with their teeth. For one in nine children, their parent took time off work in the last year due to problems with their child’s teeth or mouth. ²

Good oral health means more than just having good teeth and a nice smile, it is critical for good health and well-being. Teeth are important for good nutrition, language development, and self-esteem.

Tooth decay is associated with speech development problems, difficulty sleeping, lost school days, and difficulty learning and concentrating. Most cases of tooth decay are preventable.

Establishing good oral health habits early gives benefits over a child’s whole lifetime. Tooth decay in primary teeth is associated with tooth decay in permanent teeth, which in turn is associated with diabetes and heart disease.



What WAVE can do:

- Incorporate oral health into the curriculum
- Develop resources/guidelines to increase good oral health behaviours
- Support settings to develop an environment that promotes good oral health
- Include parents/whānau and wider community
- Provide professional development on oral health

‘WAVE has also helped with a few initiatives that have enhanced the breakfast club. We had a world oral health day, from that we added cleaning your teeth to the breakfast club routine. So the kids that go to the breakfast club now clean their teeth. Our facilitator helped out with getting the toothpaste and toothbrushes. Our facilitator trained the coordinator and also came to the first few sessions and helped the launch. Our facilitator was involved in getting that all going, which was pretty cool.’

– Participating setting



NUTRITION

‘Research has shown that poor nutrition can be associated with lower academic achievement and poor school attendance. Teachers report improvement in attendance, attention, behaviour, and levels of concentration in schools and early childhood education services where healthy eating has become accepted practice.’ ³

Education settings are a learning environment where children and adolescents look up to teachers as role models and where peers influence their values and behaviours. Having a healthy eating environment at the setting helps to support the development of positive lifelong eating habits.

Children and young people spend more time at education settings than any other environment when away from home, and consume an average of 32% of their daily energy intake whilst there.

What WAVE can do:

- Support settings to provide and promote healthy food and beverages
- Develop and support initiatives which promote healthy eating including edible gardens and healthy fundraisers
- Incorporate healthy eating into the curriculum
- Increase opportunities to eat healthily at settings and setting events
- Provide professional development on nutrition

Ranui Kindergarten Healthy Kai Project

Over the past few years WAVE has been working with the Ranui Kindergarten community on a project that aims to increase the confidence and ability of families to eat fruit and vegetables daily by making them more accessible and affordable.

Each week, families can purchase a bag of fruit and vegetables at half the retail cost. A tip card that shows families how to store, prepare and cook one of the fruits or vegetables is included in each bag. More than half the families reported using the recipes.

The kindergarten is now establishing an edible garden, which will be used to educate the community about growing fruit and vegetables, and will eventually contribute kai to the project.



PHYSICAL ACTIVITY

Recent research reveals nearly half (46%) of New Zealand children are not playing actively every day.⁴

Students gain more benefit from physical activity if they have opportunities to be active at regular times during the day.

There is a strong correlation between being physically active as a student and being physically active in adulthood.

Academic performance is improved by regular participation in physical activity.

What WAVE can do:

- Encourage physical activity opportunities in other parts of the curriculum
- Develop resources and guidelines to increase physical activity
- Identify ways of making it easier for the setting community to be involved in physical activity
- Support settings to connect with community physical activity/sport organisations and clubs
- Increase awareness and knowledge of the importance of being physically active for staff, students, and the wider community

Ki O Rahi Tournament

Incorporating traditional Māori games into South Canterbury secondary schools has led to an annual Ki O Rahi Tournament. In the first year, eight teams of Year 9 and 10 students from seven secondary schools competed in the tournament.

In addition to the physical benefits, this has given students an opportunity to develop awareness and knowledge of te reo Māori me ona tikanga.

Active Transport Plans at St Joseph's School, Timaru

WAVE can also assist settings to develop and implement active transport initiatives. At St Joseph's School Timaru, the setting plan had a goal of reducing the number of students travelling to or from school by car from 74% to 50%, and to increase the number walking or cycling to school from 19% to 43%. WAVE and the Timaru District Council assisted the school to run a competition to win a bike over a six week period.



'In the last three weeks of term three students had to walk, bike or scooter to school at least two times a week to go in the draw and in term four we increased this to three times a week. We advertised this at assembly and shared a map of our school with classes showing how they could begin by being dropped a block away from school and walking the last part. Also we had a day at school for bikes during bike week at the beginning of the year and Avanti Plus came along and checked all the bikes and helmets to make sure they were safe and then did some safe cycling around the playground.'

– St Joseph's School Timaru WAVE team

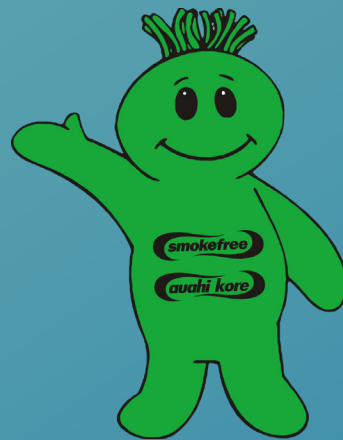
SMOKEFREE

The risk of a student smoking if both parents smoke is almost seven times greater compared to the risk of a student whose parents do not smoke. Even having just one parent who smokes, triples the risk of a student being a daily smoker. ⁵

Education settings have a place to play in role modelling smokefree behaviour, and the earlier we can role-model smokefree lifestyles and environments to young people, the less likely they are to be smokers.

For some children and young people, education settings are the only place they are provided with a smokefree environment.

The average age of uptake for smoking in New Zealand is 14 years old, with young people commonly experimenting with smoking when aged 12 – 13 years.



What WAVE can do:

- Support students, parents and wider setting community to access support to quit smoking
- Provide guidance and tools for settings to address students' smoking behaviour whilst in the setting environment or on setting grounds, such as policy development and guidelines for managing smoking behaviour
- Encourage staff and community to role model and influence smokefree environments at home or out of education setting

'We had a big initiative on playgrounds this year, we had a lot of assistance from WAVE to help us put the submission through to the district council at Mackenzie District Council, the students all had to organise amongst themselves, and there were ten of them, about how they are going to pitch their submission to the council. They had to go in front of the council which was a really amazing thing for them, they would have never have had that opportunity – they saw it right through from when they put the submission through to saying yes we have received it, all the way through until they came back and said yes, we agree with you, we are not just going to make the playgrounds smokefree but we are going to make the parks in Mackenzie District Council smokefree as well. It was just wonderful.'

- Health Teacher, Twizel Area School

MĀORI HEALTH

In 2013, Māori students made up the lowest proportion of students remaining at school to age 17 (67.9%). This compares with a retention rate of 81.3% for Pasifika and 85.1% for Pākehā. Asian students had the highest retention rate (93.9%). ⁶

Increasing health and well-being outcomes for Māori students assists settings to meet their obligations under Te Tiriti o Waitangi and to meet Ministry of Education requirements for Māori students.

By improving the health of Māori children and young people, we also improve retention rates and academic outcomes.



What WAVE can do:

- Support settings to weave a cultural component through the curriculum, which may include the development of resources
- Increase knowledge and skills to ensure a welcoming environment for Māori students that values their language, identity and culture
- Enable links and relationships with the wider Māori community



ALCOHOL

From conception to 25 years, the developing brain is more susceptible to the harmful effects of alcohol.

Recent research demonstrates that there are no health benefits to consuming alcohol and all health risks increase with usage.

57% of secondary school students have tried alcohol and 18% consume alcohol weekly. Most of these students are supplied alcohol by their parents.

The 2012 legislation changes mean that if parents and guardians give alcohol to their under 18-year olds they must provide supervision.



What WAVE can do:

- Provide advice and support for the development of alcohol policies for settings to meet their legal requirements and responsibilities
- Arrange a speaker to present to parent groups, school age groups, or a combination of both

SEXUAL HEALTH

*'One in five New Zealanders 13 years or younger report having had sexual intercourse.'*⁷

Only a small part of healthy sexuality is about what happens physically. Equally important is our ability to manage relationships and our feelings.

Positive sexuality is fundamental to our sense of self, self-esteem and ability to lead a fulfilling life.

A whole setting approach to sexual health should consider the attitudes, culture, values and diversity of individuals, families and the wider community.

What WAVE can do:

- Support a whole setting approach to the development of positive sexuality, friendships and relationships
- Provide advice and age-appropriate resources to support curriculum content delivery
- Organise professional development to support delivery of sexuality education
- Develop and/or review sexuality-related policies and guidelines
- Provide guidance for community and parental consultation processes



MENTAL HEALTH AND WELL-BEING

Success in education is associated with positive outcomes for the student in the short and long term, whereas disengagement from education is associated with long term social exclusion and poor mental health outcomes.

Three key factors which foster resilience in young people are caring relationships, high but achievable expectations, and opportunities to participate in their families, school or community.⁸

Providing a safe and inclusive learning environment is paramount to successful learning outcomes and engagement and retention in education.

In committing to promoting healthy minds in children and young people, education settings also help to foster satisfaction, success and engagement in all aspects of their students' lives.

What WAVE can do:

- Support you to gather evidence about your setting's mental health priorities
- Work with you to provide a safe, caring and supportive environment
- Develop and/or review behavioural policies and guidelines
- Provide guidance and resources to support student and staff mental health and wellbeing
- Provide mental health and wellbeing professional development
- Provide advice and resources to promote and support a focus on positive mental health and wellbeing across the curriculum



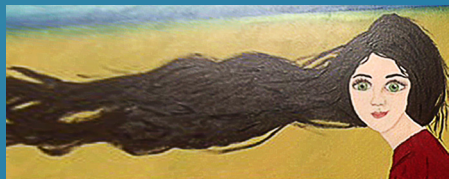
VOICE Youth Week Art Exhibition

The VOICE Youth Art Project is a joint venture between WAVE and Youth Alley. The aim of this project is to give all young people aged between 12 and 24 years an opportunity to express themselves through the visual arts and to showcase their work at an exhibition. A key focus is to encourage young people not in mainstream schooling to participate.

For two months prior to the exhibition WAVE supports a group of local artists to run a series of art workshops for young people in education settings outside the mainstream school environment. We access funding grants to provide the materials required and to cover many of the costs associated with the exhibition itself. For most young people the workshops have been their first opportunity to explore art skills and techniques with professional artists.

During Youth Week, we run an exhibition with an official opening and awards night. This includes the cataloguing of exhibits and the chance for the young artists to sell their artworks.

Alternative tertiary sector students are often very creative kinaesthetic learners who respond extremely well to this type of hands-on learning experience. The neurological processing involved in developing a work of art enhances their ability to concentrate and focus their attention, and improves calmness, confidence and communication.



'Finally I feel recognised and respected positively as an artist. It has given me the confidence to exhibit my art to the world.'

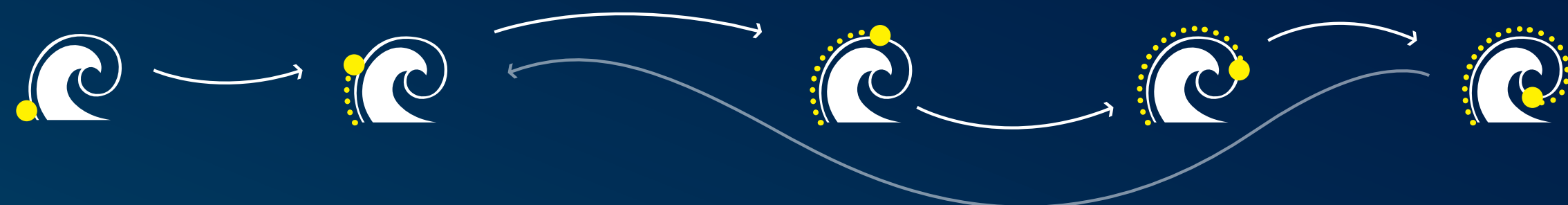
– Youth artist

'We have noticed that our students who participated in the art workshops and exhibition are calmer, more thoughtful and confident. The difference was significant enough for us to find funding to include art year round as part of our regular programme.'

– Participating setting



The WAVE Cycle



Engagement

Establishing key roles and team members. Signing Memorandum of Agreement.

Inquiry

Identifying health and well-being issues. Consulting with staff, students and whānau to determine priorities.

Planning

Developing a plan to address identified needs. Facilitator and Health Priority Advisor determine relevant advice and support to be offered.

Action

Implementing initiatives and programmes as outlined in the setting plan. Ensuring ongoing collaboration and engagement across the community.

Transformation

Evaluating and reviewing outcomes, and adjusting actions as required.

The WAVE cycle is based on a model of planning, implementation and review. Once settings are engaged in the WAVE process, team members work collaboratively to gather evidence to determine the setting's health and well-being priorities.

The Facilitator and the Health Priority Advisor will support you to develop and implement sustainable goals to address identified health priority areas, and your setting will then be supported to evaluate the gains made.

Similar to the teaching as inquiry cycle as outlined in *The New Zealand Curriculum* and *Health Promoting Schools*, the WAVE journey uses review and evaluation to reveal the gains that have been made, and what next steps are needed to achieve your setting's health and well-being goals.

Partnerships

The extent to which your setting will be able to sustainably meet its health and well-being goals depends on the strength of your partnerships. Open and collaborative relationships between the four key groups (WAVE Lead Staff Member, Education setting community, WAVE Facilitator, Health Priority Advisor) are central to WAVE's effectiveness.

More broadly, WAVE is a partnership between the health and education sectors, and the Facilitator can assist settings to develop and maintain partnerships with other health and education agencies.

Planning

Setting plans are developed for the start of the education year, but they are living documents, and are revisited and updated during the year to acknowledge progress and record next steps. Plans are developed with the assistance of the Facilitator and the Health Priority Advisor, and require support and collaboration across the setting community.

When your staff, students and whānau understand and support the goals and strategies captured by the plan, they are more likely to contribute towards ensuring that those goals are achieved.

Similar to learning progressions for students and annual targets for education settings, progress towards achieving your setting's health and well-being aspirations will be more effective when your setting plan incorporates SMART goals. These goals have a similar format to those set in other education domains, and WAVE Facilitators and Health Priority Advisors will provide support to set these goals with you.

Funding

WAVE Facilitators can support your setting to identify potential funding sources for health and well-being initiatives. If WAVE funding is identified as an option, the Facilitator can assist you to develop a funding application based on your setting plan. Applications for WAVE funding will be submitted by the Facilitator on behalf of your setting, and are evaluated by a panel comprised of Community and Public Health, South Canterbury District Health Board and Sport Canterbury representatives. For a funding application to be considered by WAVE, the following criteria must be met:

- The plan reflects a 'whole setting' approach, indicated by involvement from staff, students, families and whānau and the wider community.
- The setting plan's targets indicate that progress towards outcomes will be sustainable.
- The intended initiatives are based on sound evidence.
- The setting shows proactive willingness to engage with other settings or community partners.
- Co-funding from the setting is available.

Evaluation

Progress towards goals is reviewed on an ongoing basis with regular evaluation. The Facilitator will support your setting to complete an evaluation questionnaire, and will enter and analyse the data gathered. Results are used as part of the inquiry and planning process for your setting's next health and well-being steps.

The information gathered is also combined and presented in aggregated form to meet WAVE's funding and reporting requirements, and also assists the WAVE team to improve our service and processes. As part of our focus on continual improvement, these responses are used to contribute to a report of WAVE. The latest evaluation report can be accessed on our website: www.wavesouthcanterbury.co.nz

Professional Development

As professional development needs are identified, the WAVE team develops a proposal. These include the expected outcomes and how this will support education settings to achieve their goals.

Professional development is most effective when multiple settings are able to share a development opportunity and strengthen their connections with other settings. When one setting identifies a need or requests support with an initiative, there are often other settings keen to participate. Facilitators can help identify and support opportunities for settings to work together to address professional development needs.

Kapa haka

One school wanting to expand its kapa haka knowledge led to a series of cluster sessions with multiple settings that took place over a term. These sessions provided an opportunity to learn and pool resources and knowledge with other settings. These sessions provided an introduction to Māori culture, and prepared them for participation in the FLAVA festival in Timaru.



'As a result of this professional development programme – open to teachers, support staff and parents, our staff at Point Primary are confidently preparing our tamariki to enter this year's FLAVA festival, and greater partnerships have been established with our parents and whānau. Thanks WAVE – your support is hugely appreciated!'

– Pleasant Point Primary School

Strength in Numbers: Working in Clusters

WAVE clusters are groups of settings working together to increase the effectiveness of their health and well-being initiatives or programmes. Clusters are a great way to pool resources, network, inform the planning, monitoring and evaluation of programmes, and share professional development opportunities. Working in clusters can help settings to deliver consistent messages across their wider communities.

"Me mahi tahi tātou mō te oranga o te katoa."

'Working together for the well-being of all'



Building Links in Temuka

Temuka early childhood settings meet each term, with a focus on building relationships with whānau, community and Arowhenua marae, sharing information and ideas, and working collaboratively on solving any problems or issues that have arisen.

Ngā mihi o Matariki

A Matariki festival for Waimate was originally initiated by early childhood settings, with schools and iwi joining in with the celebrations. The first Matariki celebration included kapa haka and performing arts, visual art displays of artworks from the settings, and a shared hangi. Since then, the celebration has grown so much that settings from early childhood through to secondary are involved, and planning is led by Waihao marae representatives.

Celebrating Success

Celebrating progress and success is important for any WAVE setting.

Settings can choose to have a WAVE sign. WAVE signs indicate your involvement in WAVE, with a WAVE logo, a 'noticeboard' section to let staff, students and wider community know about your current WAVE activities, and a section for 'icons' acknowledging progress on your chosen priority health areas.

To qualify for icons, you can work with your Facilitator to develop an approved whole-of-setting plan for selected health priority area(s), using the WAVE cycle. WAVE staff will review and approve your plan. Once you have met your objectives, acknowledgement by the WAVE team will include awarding the icon for the priority area, as well as mention in the WAVE newsletter and other WAVE publicity. Your Facilitator will work with you to arrange celebrations in your setting, and to monitor ongoing progress.

After your celebration, you may choose to set new objectives for the same health priority area, or to start the WAVE cycle again for a new priority area.

Resource Centre

The Resource Centre has a range of resources (e.g. Maru the Moa, shade tents, Ki o Rahi equipment) to support the implementation of health and well-being initiatives, which are available for education settings to borrow free of charge.

Health priority topics include:

- Nutrition
- Oral Health
- Physical Activity
- Children's Health
- Māori Health
- Alcohol
- Mental Well-being
- Sexual Health
- Smokefree
- SunSmart

The full catalogue of resources can be viewed and ordered online using your log-in details. (www.wavesouthcanterbury.co.nz)

If you don't know your log-in, or if you want to discuss your resource requirements, give us a call on (03) 687 2606, or talk to your Facilitator.



Steering Group

WAVE is overseen by a Steering Group responsible for setting the strategic direction and monitoring progress towards achieving strategic goals.

The Group sets the annual and strategic plans, and has accountability for WAVE to member organisations and financial contributors.

The Group is comprised of representatives from:



The University of Canterbury and the Cancer Society are also key partners, and work collaboratively with WAVE.

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Appendix One: Te Pae Māhutonga

A Māori model of health promotion

Te Pae Māhutonga is the Māori name for the constellation known as the Southern Cross, which is meaningful to Māori for its role in navigation and the discovery of Aotearoa. It is comprised of four central stars in the shape of a cross, with two 'pointer' stars in a straight line pointing towards the cross.

Sir Mason Durie uses Te Pae Māhutonga as a visual metaphor for the components of health promotion as they apply to Māori health and to the health of all New Zealanders, with the central stars as key contributors to Māori health and the pointer stars representing two prerequisites for effective health promotion. Te Pae Māhutonga aligns well with WAVE's vision and practices, and the team's health promotion mahi is guided by this model.

Te Mana Whakahaere Autonomy

The capacity for self-governance of the affairs and destinies of a group are central to health and well-being. Effective health promotion requires that communities must have a level of control and self-determination in achieving their own health aspirations. This may occur at several levels, ranging from the marae, hapū and iwi levels through to national goals.

Ngā Manukura Leadership

Effective health promotion requires local leadership to be supported and strengthened rather than replaced. Leadership will be more effective if it is recognised that no single group has all the skills and relationships necessary to effect sustainable change, and that building relationships and establishing alliances is vital to success.

Waiaora Environmental Protection

Waiaora recognises the spiritual link to the natural environment, and acknowledges that good health is difficult to achieve in an unhealthy natural environment. It promotes environmental protection, such as reducing air and water pollution, as well as emphasising the importance of opportunities to connect with the natural environment.

Toiora Healthy lifestyles

Personal choices can result in high-risk or unhealthy lifestyles, including choices around nutrition, substance use, sexual habits and financial practices. Unhealthy lifestyles can result in adverse consequences and prevent Māori from achieving their full potential. Toiora recognises that different levels of support may be needed to enable people to make choices that avoid risk and maximise the likelihood of good health outcomes. The journey from harmful to healthy lifestyles requires actions at multiple levels, including harm minimisation, targeted interventions, and building on positive initiatives.

Mauriora Access to Te Ao Māori (The Māori World)

While good health is influenced by many factors, cultural identity is considered to be a critical prerequisite. A goal of health promotion is to increase opportunities to strengthen cultural identity, by promoting access to te ao Māori. This includes access to te reo Māori and cultural institutions such as marae, as well as access to Māori economic and social resources and organisations.

Te Oranga Participation in Society

Effective health promotion requires that Māori are confident in their ability to equitably access goods and services such as education, health or recreation services. However, Te Oranga suggests that mere access is insufficient to improve health outcomes, and that Māori need to be empowered to participate in societal decisions about how these goods and services are allocated or made available.

