

PACIFIC SCHOOL HEALTH PROMOTION FUTURES

LE FUTUR DE LA PROMOTION DE LA SANTÉ À L'ÉCOLE DANS LE PACIFIQUE

A seminar co-organised by:



Pacific
Community
Communauté
du Pacifique



Welcome
Bienvenue à toutes et à tous

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Pacific School Health Promotion Futures
Le futur de la promotion de la santé à l'école dans le Pacifique



Acknowledgement of Country Reconnaissance du pays

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Professor Sharon Pickering
DVC (Education) Vice-présidente
Monash University

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Objectives of the meeting

- Share current approaches to school health promotion across the Pacific region;
- Discuss what we want school health promotion to look, and feel, like in 2050;
- Identify current key enablers and barriers to school health promotion within our local and regional contexts;
- Identify key priorities and actions for strengthening school health promotion in the short and medium term

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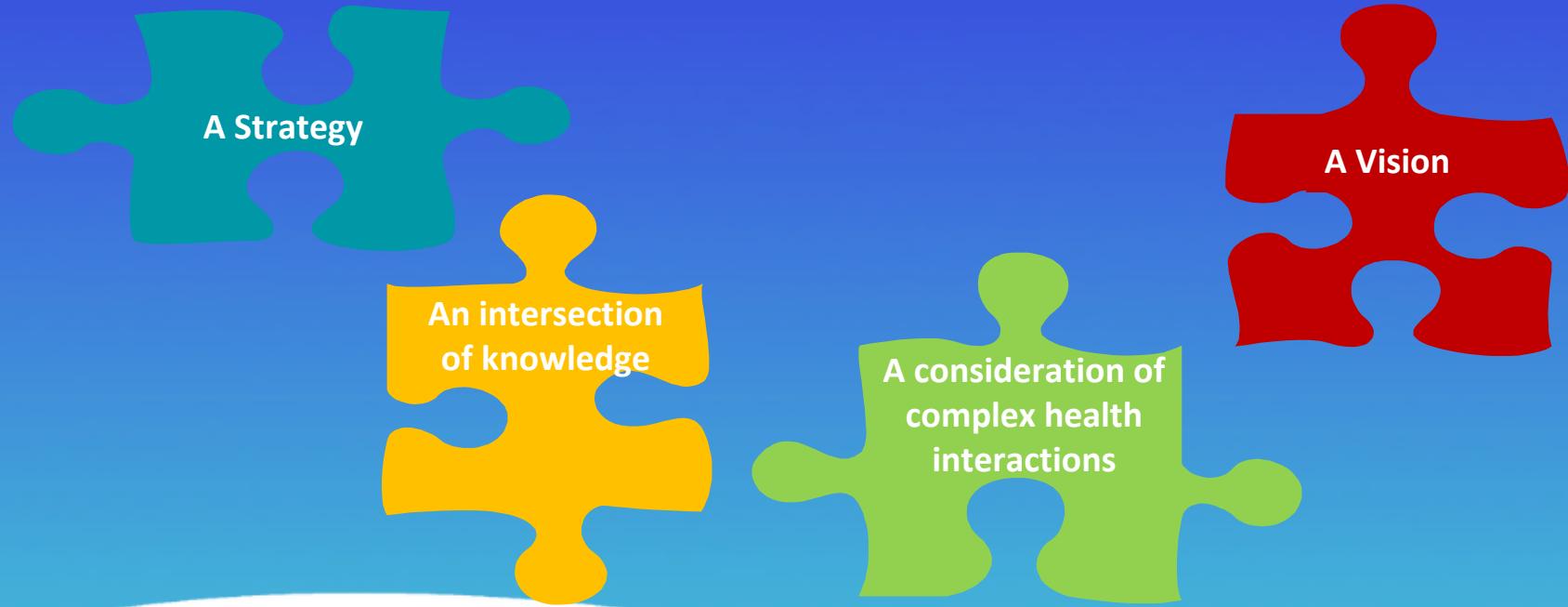


Key principles-Des principes clés

Valuing → Sharing → Improving
Valuing → Sharing → Improving



What we are sharing. Ce que nous partageons



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What to take with you for the day

Que prendre avec vous pour cette journée ...

*You, who you are, your culture, your experience,
your practices, your ideas, your vision of health
promotion...*

*Vous, qui vous êtes, votre culture, votre
expérience, vos pratiques, vos idées,
votre vision de la promotion de la santé*



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What to take with you for the day

Que prendre avec vous pour cette journée ...

Your space, country, land....

*Votre espace de vie, votre
pays, votre terre...*



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What to take with you for the day

Que prendre avec vous pour cette journée ...

*Your community, schools, the
people you work with...*

*Votre communauté, écoles, les
personnes avec qui vous travaillez...*

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What to take with you for the day

Que prendre avec vous pour cette journée ...



A time machine

Une machine à remonter le temps



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What to take with you for the day

Que prendre avec vous pour cette journée ...



Your professionalism, your commitment

Votre professionnalisme, votre engagement

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School health promotion
Looking backwards to move forward
La promotion de santé à l'école
Savoir d'où l'on vient pour aller de l'avant
Pr. Lawry St Leger

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Snapshots from the Pacific Témoignages du Pacifique

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Break/Pause

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Parallel Sessions Sessions Parallèles

45 minutes (11.15am - 12pm)

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Sessions

1.0 Digital futures

- Online (English) - Dr Rosie Welch

2.0 Climate change and sustainability

- 2.1 Online (French) - Ms Solene Bertrand
- 2.2 Online (English) - Dr Lisa Young

3.0 Future Workforce Development

- Online (French) - Ms Nathalie Dupeux

4.0 School health policy and environments - changes and challenges

- Online (English) - Associate Professor Deana Leahy, Ateca Kama and Sophie Goudet

5.0 New approaches to curriculum, teaching and learning

- Monash face to face (English) - Professor Katie Fitzpatrick & Professor Didier Jourdan



Feedback from focus sessions

Mise en commun

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Lunch break/pause déjeuner

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Re-thinking futures Repenser le futur Sione Tuitahi

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Pacific health promotion school futures: 2050

- Sione Tu'itahi
- President, International Union for Health promotion and Education
- Executive Director, Health Promotion Forum of New Zealand
- February 21, 2023
- Seminar on Pacific School Health Promotion Futures,
- organized by UNESCO Chair – Global Health and Education, and partners



IUHPE

INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION



Health Promotion Forum of New Zealand
Runanga Whakapiki Ake i te Hauora o Aotearoa

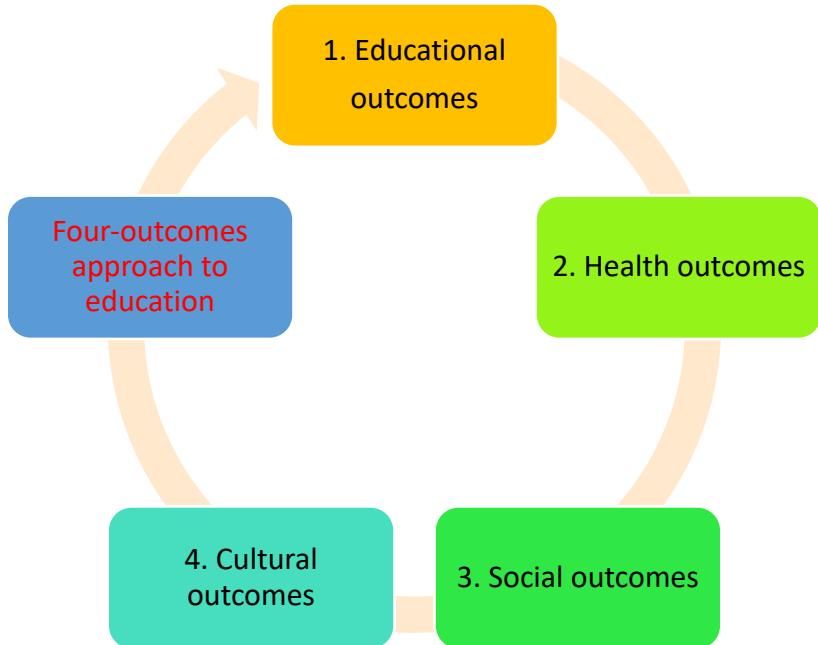
Going back into the future

- The health leaders
- of the Pacific envisioned Healthy Islands where:
 - children are nurtured in body and mind;
 - environments invite learning and leisure;
 - people work and age with dignity;
 - ecological balance is a source of pride; and the ocean which sustains us is Protected
- Yanuca, Fiji, 1995.



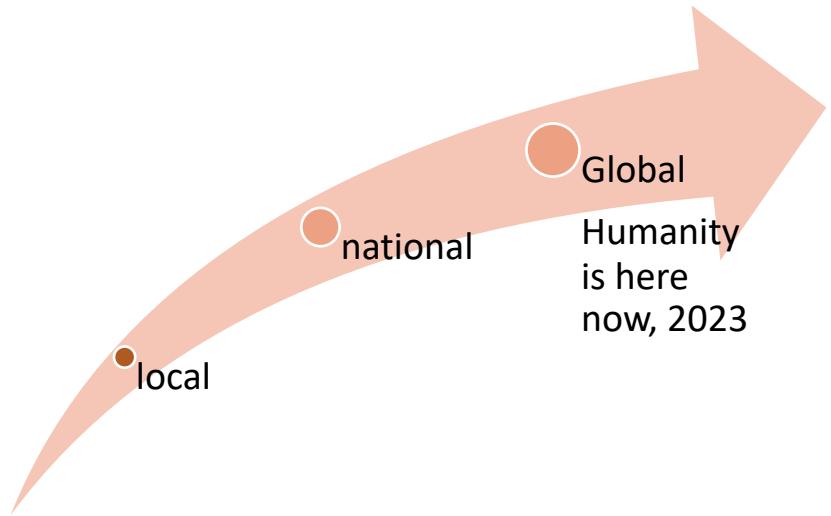
Health promotion school crucial to Moana (Pacific) wellbeing

- Our children, our future
- School a setting to promote ‘physical, mental, social, spiritual and ecological wellbeing’
- School a change agent, and part of a societal system that aims for holistic wellbeing
- School often focuses primarily on **academic outcomes**, but there are other goals that support the intellectual pursuit.
- Together, they complement each other, and ensure knowledgeable and wise, responsible citizens of the Moana, and our one human family, on our one common home, Planet Earth



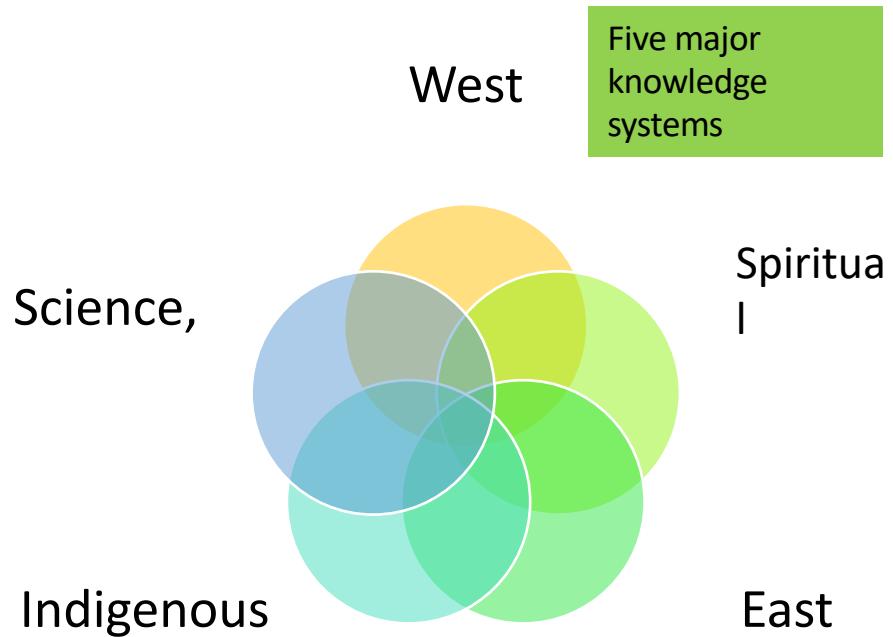
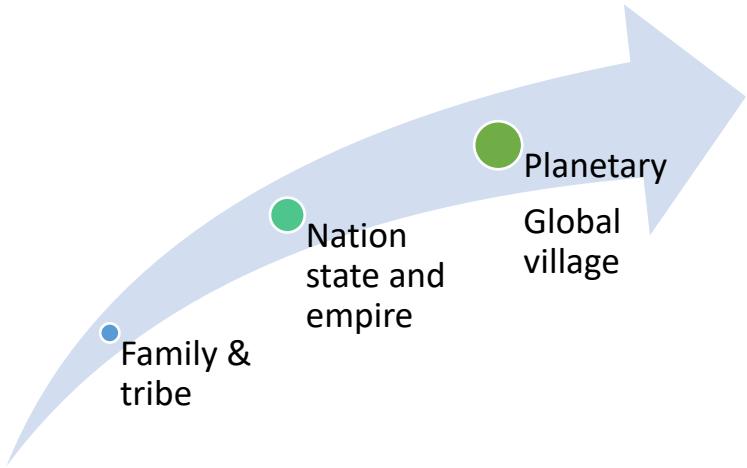
“World faces complex and interrelated crises...”

- *The state of the planet is broken... Humanity is waging war on nature. This is suicidal...*
- *Making peace with nature is the defining task of the 21st century...In overcoming the pandemic, we can also avert climate cataclysm and restore our planet. This is an epic policy test. But ultimately this is a moral test. (A. Guterres, 02 Dec.2020)*
- Four human-induced major global challenges of environmental calamities, economic crises, geo-political conflicts, and pandemics



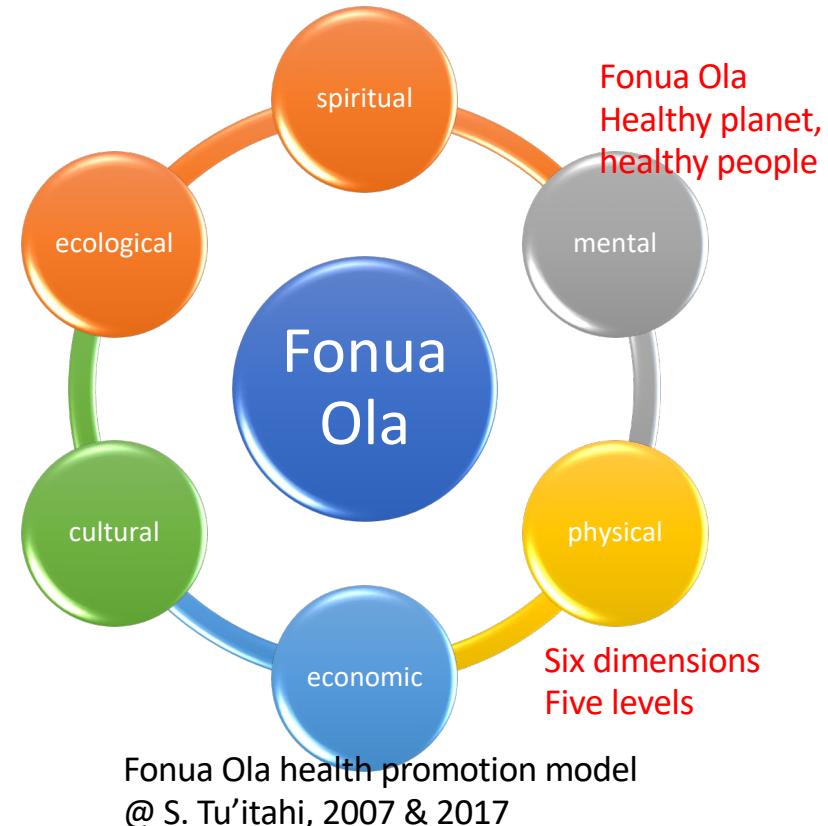
From the local to the global: Our collective social evolution as humanity
Our planetary home is burning. We must work together or perish together. The parts must collaborate for the wellbeing of the whole.

Indigenous knowledge in a planetary context



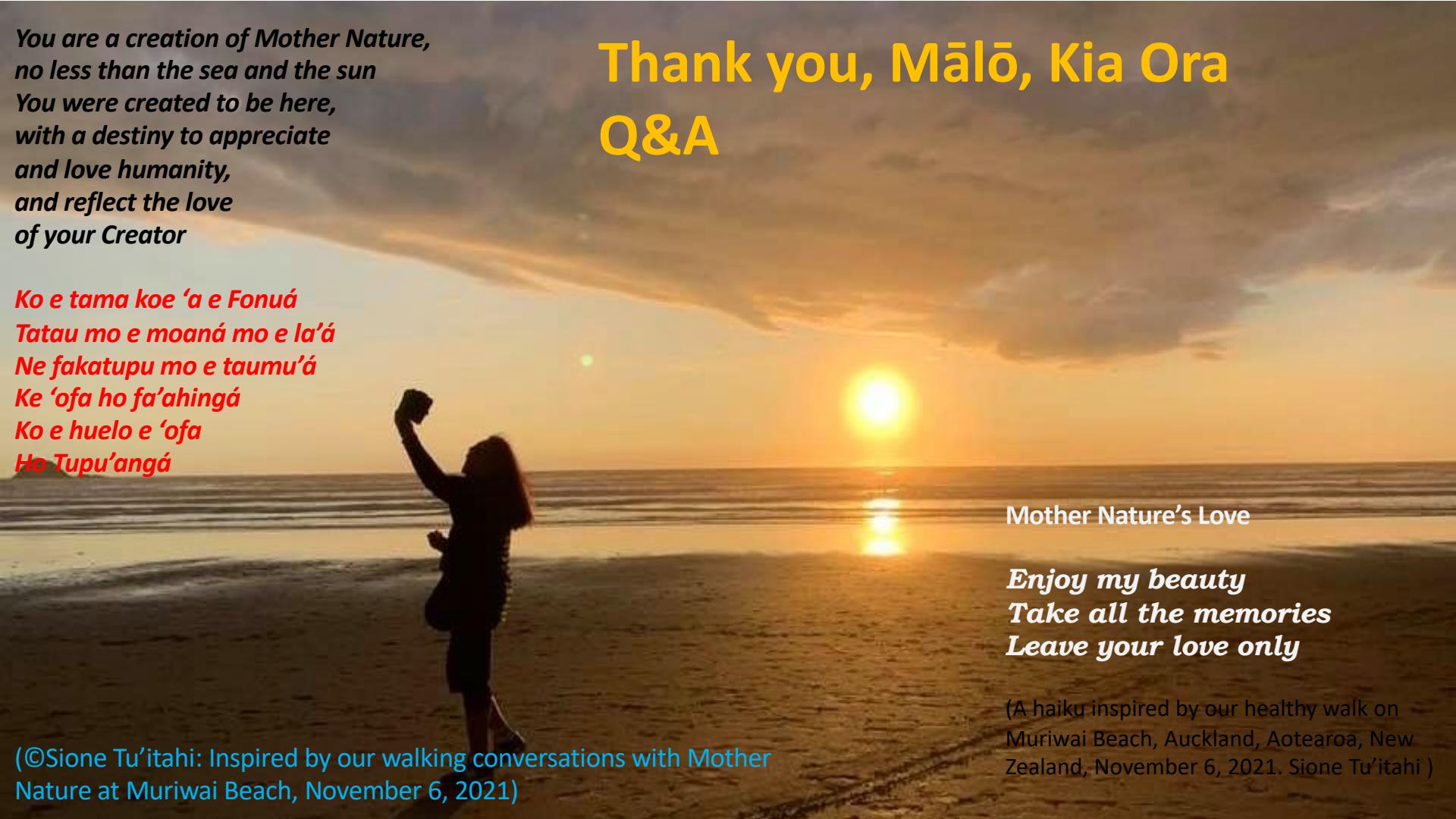
Elevate health promotion to planetary level in order to solve problems created at national level

- Elevate to one planet, one people...from autonomous parts to whole system -web of life
- Re-set our societal values and actions... from competition to cooperation, from conflict to peace, from the “I to the We”
- Expand our consciousness of wellbeing to include ecological and spiritual wellbeing
- Elevate our consciousness of wellbeing to include our being one with Mother Nature/Whenua/Fonua who owns us – knowledge was aligned with Nature’s rhythm and cycle



For 2050 school health promotion

- Elevate our consciousness to one world, one people, one health
- Re-set our values
- Learn from the best of all world knowledge systems, including Indigenous
- Align our technology, economy and social life with the rhythm of the sustainable life cycle of Mother Nature/Fonua
- ***And start today***
- References
- Waiora Statement
https://www.iuhpe.org/images/CONFERENCE/world/2019/Indigenous_People_statement_final.pdf
- Geneva Charter for Well-being
<https://www.who.int/publications/m/item/the-geneva-charter-for-well-being>

A photograph of a woman standing on a beach at sunset. She is silhouetted against the bright sun, which is low on the horizon. She is looking upwards with her right arm raised. The ocean is visible in the background under a sky filled with warm orange and yellow hues.

*You are a creation of Mother Nature,
no less than the sea and the sun
You were created to be here,
with a destiny to appreciate
and love humanity,
and reflect the love
of your Creator*

*Ko e tama koe 'a e Fonuá
Tatau mo e moaná mo e la'á
Ne fakatupu mo e taumu'á
Ke 'ofa ho fa'ahingá
Ko e huelo e 'ofa
Ho Tupu'angá*

Thank you, Mālō, Kia Ora

Q&A

Mother Nature's Love

*Enjoy my beauty
Take all the memories
Leave your love only*

(A haiku inspired by our healthy walk on
Muriwai Beach, Auckland, Aotearoa, New
Zealand, November 6, 2021. Sione Tu'itahi)

Postcards from the Pacific Cartes postales du Pacifique School Health Promotion Futures 2050 La promotion de la santé à l'école en 2050

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Your task

Write a postcard from 2050 that tells us what is happening in school health promotion

Who will you send it to?

What do we want school health promotion to look and feel like in 2050?

Where do we go from here? Quel futur pour la promotion de la santé à l'école ?

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Postcards from 2050 – Priorities for action

In your original focus group

- Spend time reviewing people's postcards and come up with three priorities for action. You need to be able to justify why they are priorities
- We will ask you to share your priorities in the chat function once we are back altogether
- We will also invite the group facilitator to share the group's priorities and justification.



Cartes postales depuis 2050 – Les priorités pour l'action

Dans votre groupe de discussion initial

Passez du temps à examiner les cartes postales des participants et définissez trois priorités d'action. Vous devez être en mesure de justifier pourquoi il s'agit de priorités.

Nous vous demanderons de partager vos priorités dans la fonction "chat" lorsque nous serons de retour tous ensemble.

Nous inviterons également le facilitateur du groupe à partager les priorités et la justification du groupe.



Identifying 3 key priorities for action

Identifier 3 priorités pour l'action

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Closing remarks Cloture

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