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| Title of Innovation in policy and practice presentation Change leadership in undergraduate Health Promotion: Educating future leaders from South Auckland communities |
| **Setting/problem**  In 2016 undergraduate Health Promotion, at Auckland University of Technology (AUT), South Campus, undertook a change process to benefit students as leaders for the future. Change drivers include: a culturally diverse, vibrant and youthful population; health inequity and the importance for mātauranga Māori and Pacific health; shifting educational and industry paradigms emphasizing continuous learners, blended learning, technology and new markets, cost issues, skills and knowledge balance, and shorter targeted programmes. This paper explores the change process from the perspective of the student transformed to health leader.  **Intervention**  A co-design underpinned by Māori and Pacific health principles within a design-based approach i) investigated curriculum development of future health promotion; access for student driven learning and voice; and closer partnerships with health groups; ii) enabling early adopters and prototype papers; scenario 2030 – working with students towards future look and impacts of health; use of communications and media tools (e.g., Google+; Word Press), more scope and creativity in assessment.  **Outcomes**  Early adopters using 21st pedagogy in their practice, first sought to champion building digital learning opportunities with the aim of diffusion to others. This did not happen. Barriers were: few responses to social change and thinking about the future of tertiary education; an adherence to top down rather than bottom up instruction, limited public health literacy and, the rapid advances in technology. Unfamiliarity of skills needed for change were also more significant than the institution leaders realised. The early adopters continue to work in parallel processes - traditional and innovative.  **Implications**  We have learned that change leaders should be in the forefront of innovative progress in universities. There is need for a willingness to prototype new ideas with others; hold more conversations about the roles of staff, students, faculty, and, other university specialists such as pedagogy specialists, government and the wider health promotion industry, to incorporate significant change to higher education in Aotearoa. It is a space to share, translate and embrace understandings and experiences to transform the future of tertiary health promotion.  **Preferred presentation format**  Oral presentation followed by an interactive discussion with the audience. |