
Ngā Wharenoho
The University of Auckland
2019

He waka eke noa:

The journey of moving Accommodation from more than a bed and some fun events to an environment that supports positive transformations

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Area Manager – Residential Experience

Presentation Outline

- About Ngā Wharenoho & UoA
- Identifying a need for a change
- Where our timeline of change has been
- Our tool – the waka of wellbeing
- How we have implemented the tool
- Our change model
- What has been achieved
- Where are we going



If you always do what you've always done, you'll always get what you've always got – Anonymous



Campus Life | Accommodation

Our Campus Life Mission:

Campus Life is a Service Division that supports an engaging and inclusive campus experience for students at the University of Auckland.

Our Campus Life Values:

Innovation, Integrity, Engagement, Vibrancy, Support

Our Accommodation Vision:

To establish a community which promotes Hauora and enables ALL to reach their full potential.

Accommodation at the University of Auckland

4,300+ beds in Halls and Residences. Three functional areas in Accommodation: Accommodation Solutions, Accommodation Operations (divided into geographical & operational areas), Auckland Summer Stays.

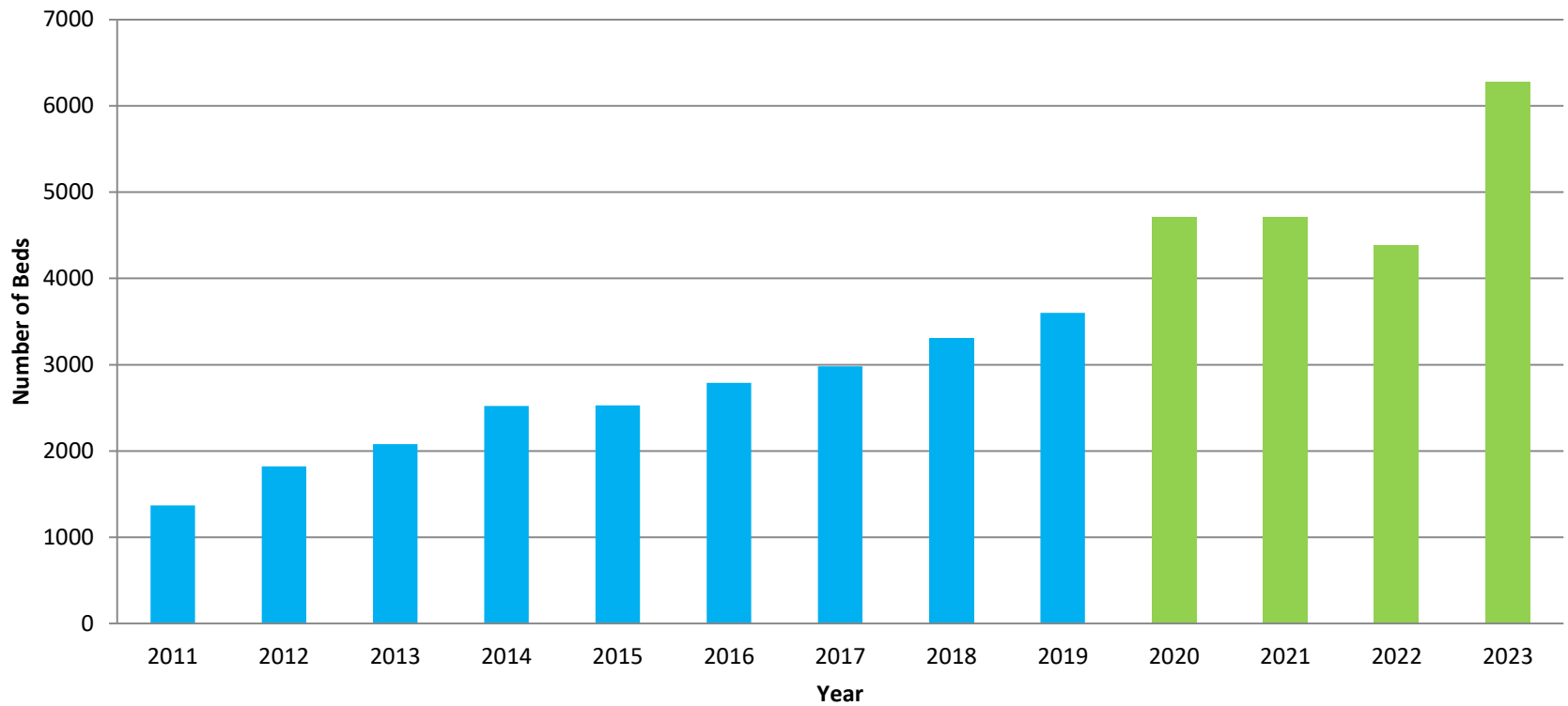
Halls (2000+ beds):

Grafton Hall
O'Rorke Hall
University Hall – Towers
Wāiparūrū Hall

Residences (2,300+ beds):

55 Symonds
Carlaw Park Student Village
Grafton Student Flats
Goldies Homestead
Te Tirohanga o te Tōangaroa
UniLodge - ANZAC/Beach
UniLodge – Whitaker
University Hall - Apartments
Waikohanga House

Accommodation bed growth



UoA students living on campus

57.5% Female | 42% Male | 0.5% Diverse

Top countries:

1. New Zealand
2. China
3. Hong Kong
4. Japan
5. Singapore & USA
6. Malaysia & UAE

Faculties in order of numbers:

1. Science
2. Engineering
3. Business
4. Arts*
5. Medical & Health Sciences
6. Creative Arts & Industries
7. Education & Social work
8. Law

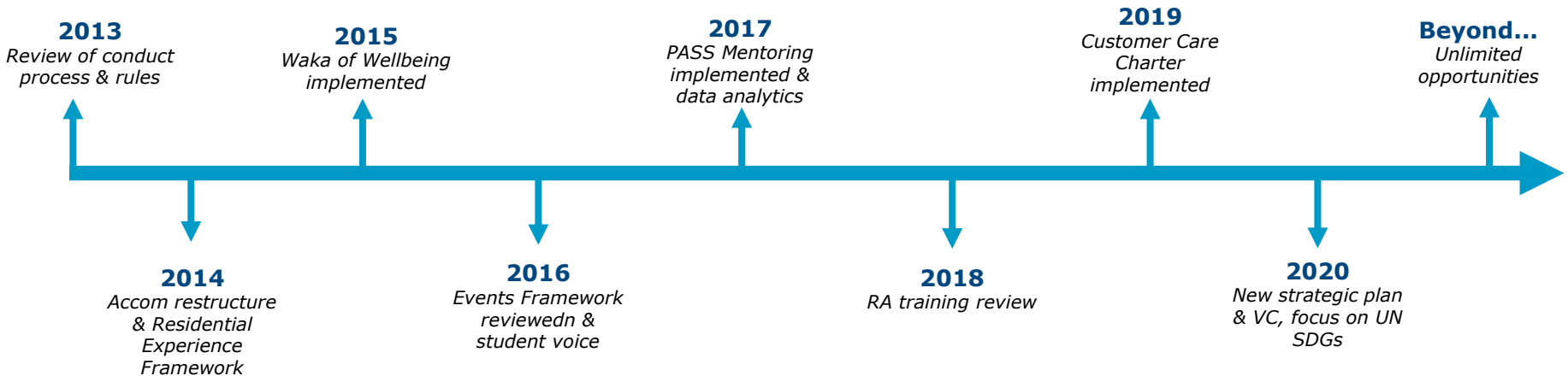
Our students are:

- More time poor, more ambitious
- Socially and environmentally aware
- Status orientated
- Focused on a long term goal with more tangible short and medium term steps
- FOMO
- WIIFM
- Culturally diverse – families are blended cultures

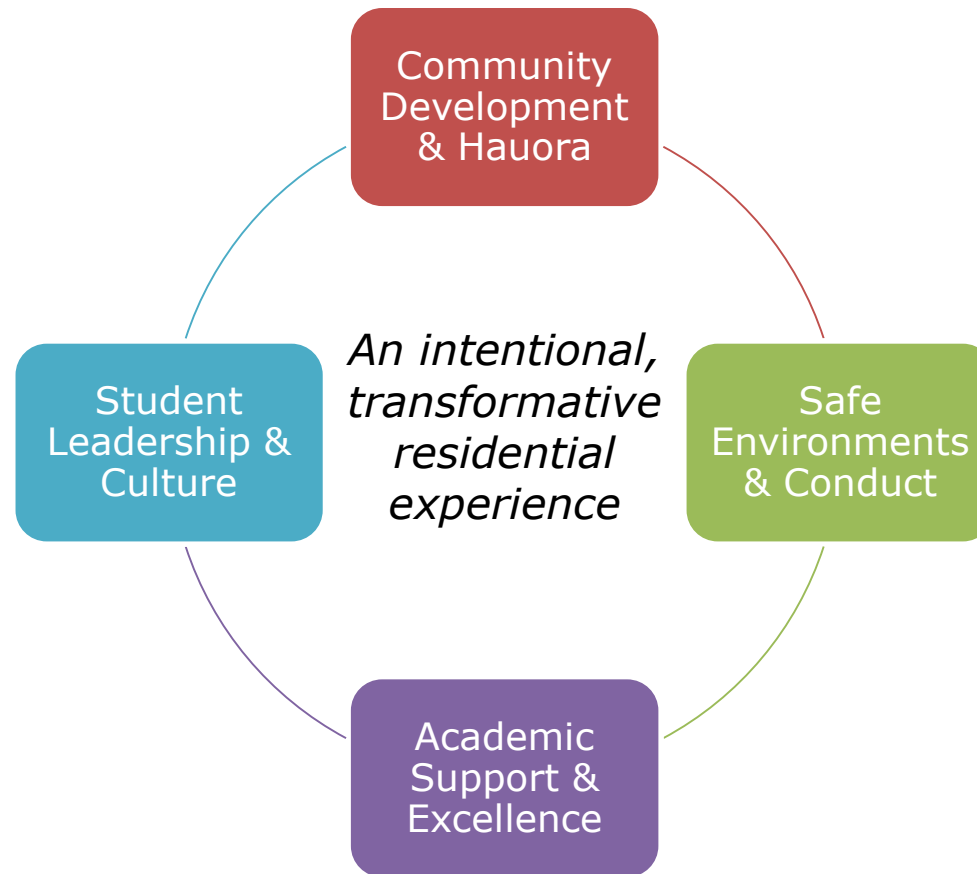
Where did we want the Residential Experience to sit?



Timeline



Residential Experience Framework:

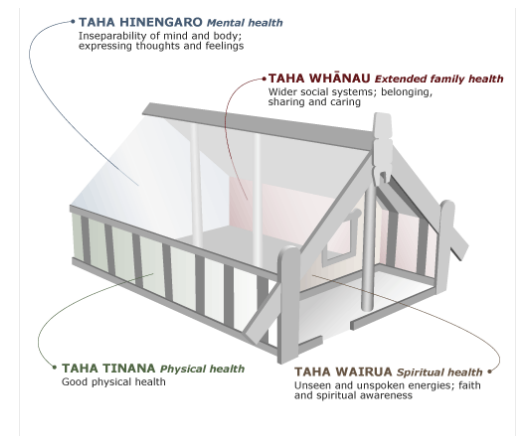


First challenge – engagement

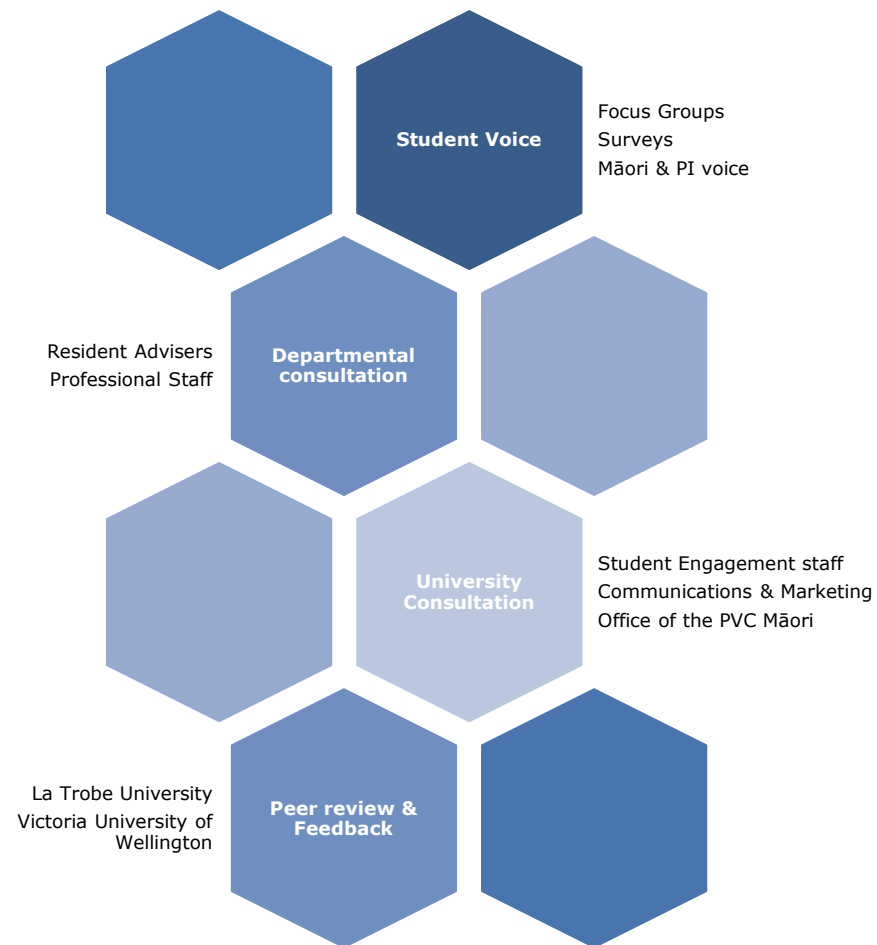
- What experiences did we want our residents to have?
- What was the current offering?
- How can we assist staff and students in delivering support and engagement opportunities?
- What can assist us in telling our story?

Creating a framework

- What data did we have? What was it telling us?
- What was Student Development theory suggesting?
- Looked a best practice across the globe
 - La Trobe University wellness model
 - University of Wollongong Positive psychology approach to Residential Living
 - Wheel of wellbeing from South London and Maudsley NHS
 - Wheel of wellbeing from Kids help phone, Canada
 - *Te Whare Tapa Whā* by Mason Durie



Creating a framework



Creating a framework

Our criteria:

- Had to be visually identifiable
- No more than 4-6 dimensions
- Easy to remember
- Shouldn't be too specific or too vague
- Should have a cultural element

The Final dimensions:

- Mind
- Body
- Spirit
- Environment
- Social



Wairua Spirit

Understanding ourselves, our values and feeling connected with our community and what brings us fulfilment.



Tinana Body

Looking after ourselves physically. Our body's development and ongoing care.



Hinengaro Mind

Ensuring our academic achievement and emotional wellbeing are balanced, with connection to support readily available.



Whenua Environment

Reflecting on both our personal and global environment, making sure we are positioning ourselves into a healthy place for success.



Whanaungatanga Social

Our relationships, connecting with others and building networks and memories with people.



Making the Waka a living Framework:

Engagement opportunities:

- Events had to have outcomes linked to learning objectives
- Reporting, Assessment and Evaluation linked to outcomes
- Focus on intentional interactions over bulk eventing

Promotion:

- Communications & processes linked to framework
- RA training linked to the framework

WAKA OF WELLBEING *Deliverable Outcomes*

	First year	Undergraduate (2 nd year – Honours)	Postgraduate (Masters, PhD)
Resident traits:	Residents in the first year are exploring independent living for the first time. They have a strong reliance on role models and 'authority' figures for knowledge, guidance and the setting of social norms. They are risk takers and inquisitive usually with high levels of participation.	Undergraduate students are accustom to living in community environment and solidifying their independent lifestyle. They don't need much support on negotiating university systems but support in further developing their life skills. With pre-existing friend groups they look for opportunities with tangible and self-perceived benefits.	Post-graduate students are seen as mature, independent well established students. They interact with a community of peers specific to their subject areas and often desire opportunities to professionally interact with others to maintain balance and connections. May need support on negotiating new environment if transferring from another institution.
Experience approach:	Heavy involvement from Accommodation and University staff. Approaches are active and instructive designed around maximum involvement. Relationship building a key identifier for this group.	A combination of student and staff led interactions and opportunities. Benefit to the student needs to be emphasised. A good combination of active and passive needed. A wide range of interests need to be catered for.	A emphasis on collegial exchange of ideas and staff moving to more of a coach, sounding board role rather than an active facilitator. Events are mature and require minimal involvement from student.
Pastoral care level:	High	Medium	Low
Waka of Wellbeing areas: We utilise the "Residents Will Be Able To..." model			
Social / Whanaungatanga	<ol style="list-style-type: none"> 1. Engage in positive and respectful interactions with others 2. Exhibit effective verbal and nonverbal communication skills as appropriate to the situation 3. Demonstrate an ability to successfully negotiate interpersonal conflict and develop positive relationships 4. Recognise potentially harmful situations and have the ability to respond in a way that could positively influence the outcome 5. Understand consent and identify strategies for recognising when consent is given freely in a healthy relationship 6. Identify student support systems available at UoA related to social engagement and relationships 		
Environment / Whenua	<ol style="list-style-type: none"> 1. Understand the effect of physical environments have on their personal wellbeing 2. Develop strategies and utilise techniques to engage in environmentally friendly behaviour (reduce, reuse, recycle, upcycle) 3. Utilise skills to maintain clean and hygienic living environments 4. Produce tactics for creating a positive living environment, including personal and community spaces 5. Identify social, economic, and environmental characteristics of sustainable communities 6. Identify student support systems available at UoA related to sustainability and accommodation 		
Body / Tinana	<ol style="list-style-type: none"> 1. Understand the impact of good healthcare, sleep habits and personal hygiene on physical wellness 2. Practice behaviours and habits that are consistent with a holistic approach to physical wellness 3. Understand the importance of and practice proper nutrition as well as demonstrate good practice when self-catering 4. Utilise and understand safe sex practices and understand the basics of sexual health 5. Acknowledge and be aware of the impact and risk of tobacco, alcohol, and other drugs on physical wellness 6. Identify student support systems available at UoA related to healthcare, physical activity, nutrition and addiction support 		
Spirit / Wairua	<ol style="list-style-type: none"> 1. Celebrate the diverse multi-cultural beliefs and backgrounds in the wider communities 2. Explore their personal values, social and cultural affiliations to understand how their identities are shaped 3. Reflect on the role of an individual in a community and how they can positively impact on communities 4. Identify and participate in opportunities to give back to others 5. Participate in opportunities for self-reflection and communicate their leading and communication styles 6. Identify student support systems available at UoA related to cultural & spiritual activities, equity, self-development, volunteering and leadership 		
Mind / Hinengaro	<ol style="list-style-type: none"> 1. Understand the importance of continued learning 2. Develop and utilise strategies and techniques to manage academic responsibilities effectively 3. Develop ways to cope with and improve/mitigate unpleasant mood states 4. Develop and utilise strategies and techniques to budget effectively, complete financial processes, manage personal spending and seek employment opportunities to support their living 5. Identify areas of strengths and create plans to address gaps between their desired abilities and current skills 6. Identify student support systems available at UoA related to academic support, financial advice, career development & employability, mental and emotional wellbeing 		
Our staff guiding paddle:	<p>Our Accommodation staff will act in a guiding manner that embodies University values with an emphasis on:</p> <ul style="list-style-type: none"> • Respect and Integrity • Professionalism and Diligence • Care and Compassion • Proactive and Responsiveness • Partnership and promoting our unique Maori culture 		

Changes to the RA role

- Pre 2013
 - Focus on Event creation and facilitation
 - Hired incredibly social individuals
 - Focus on 'Hall' needs, not 'University' needs
- Post 2014
 - RAs are first "Academic role models" who focus on the student journey
 - Hired 'academically able' individuals – demonstrated balance
 - Focus on wanting to organise events replaced with desire to intentionally connect with students 1:1



A

AWARENESS OF THE NEED FOR CHANGE

D

DESIRE TO SUPPORT THE CHANGE

K

KNOWLEDGE OF HOW TO CHANGE

A

ABILITY TO DEMONSTRATE SKILLS & BEHAVIORS

R

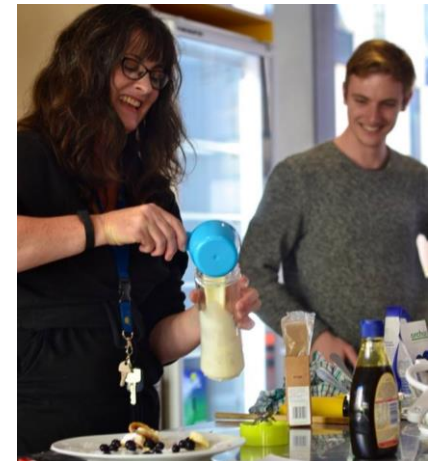
REINFORCEMENT TO MAKE THE CHANGE STICK

The Results when implemented

The Residential programme provides me with events that interest me increased by **8.10%**

My Hall Residential Programme made/make it easy to make friends increased by **5.13%**

The Hall staff know who to refer me to within the University when I go to them with a need that requires referring increased **5.6%**



Where next?



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

Thank you.

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