

Tūturu Year 2 evaluation: Case studies of effective engagement— “It’s like having a guardian to help guide us”

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tūturu.



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He mihi | Acknowledgements

Tūturu whakamaua kia tina! Tina! Hara mai te toki. Haumi e, hui e, tāiki e!

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Ngā kaupapa matua | Key messages

The report and evaluation focus

The main aim of this report is to provide emerging evidence of effective engagement with Tūturu from the second year of the initiative (2024). The report also offers feedback to assist the New Zealand Drug Foundation (NZDF) to continue to build Tūturu. The report includes six case stories and findings from a cross-case analysis of short-term outcomes, factors that assist schools to engage with Tūturu, challenges and tensions, and possible next steps.

The six case stories were selected to demonstrate what effective engagement looks like across a range of contexts that Tūturu leads and NZDF staff are working within. Included are:

- four case stories from secondary schools with higher-than-average equity needs. These stories highlight a range of ways Tūturu leads are supporting school staff to strengthen pastoral processes and better meet a range of student health and wellbeing needs
- two system cases that highlight how the Tūturu team is working to build alignments and a shared view of good practice with agency partners from education, health, and justice.

The stories and cross-case themes were developed from interviews with 12 school staff, nine students, five agency partners, and six Tūturu leads and NZDF staff during September–December 2024.

Effective engagement strategies support the leads' work with schools and agency partners

The case stories all highlight how change rests on working partnerships underpinned by good relationships. In order for effective partnerships to develop, school leaders and agency partners need to be able to see how Tūturu can support their goals. Trusting relationships are also key. For schools, support to self-review and/or consult with students, whānau, and staff helps identify and raise awareness of a range of health and wellbeing issues and needs. Assistance to develop a plan to address these needs helps to create a momentum for action and pathways forward.

The Tūturu team brings needed tools, skills, and expertise

One key reason school and agency partners value their engagement with Tūturu is related to the knowledge and expertise of the Tūturu team. Particularly valued is the team's: relational and flexible ways of working; skilled facilitation; commitment to youth-centred positive youth development (PYD); networks and knowledge of local service providers; cultural competencies including knowledge of their communities; and focus on evidence-based and harm minimisation practices. The way Tūturu can be adapted to each school's needs and context is another reason schools engage with Tūturu. Also important is the offer of free support and resources.

Tūturu processes and tools assist schools to develop new approaches. Most mentioned include Tūturu self-reflection and tailored plan processes, support to consult about wellbeing needs with students and whānau (particularly Māori and Pasifika whānau), service mapping, face-to-face and online professional learning and development (PLD) for pastoral teams, student-led action processes, support relating to vaping, and a pre-ball workshop for senior students that encourages the development of strategies for keeping safe.

Emerging outcomes are evident for schools and agency partners

The Tūturu team is contributing to shifts in school practice. The main shifts relate to pastoral teams' knowledge and practice. Key changes that Tūturu is contributing to include:

- strengthening school wellbeing consultation and action planning processes
- shifting mindsets towards a view that the use of alcohol and other drugs (AoD), or challenging behaviour, can signal a need for wellbeing support rather than discipline (e.g., offering counselling or wellbeing support as opposed to a stand-down)
- strengthening pastoral teams, and processes for supporting vulnerable students
- raising awareness of the range of external wellbeing services available for students to use
- developing additional ways schools can offer health and wellbeing input to senior students (for whom health learning is non-compulsory).

Overall, Tūturu is assisting schools to more deeply explore student wellbeing needs and to fill gaps in wellbeing support and health education. The Tūturu team is also working at a system level with regional partners from health, education, and justice agencies. Tūturu is supporting the alignment of key messages and good practice such as the valuing of student input and leadership, harm minimisation approaches, and viewing behaviour through a wellbeing lens.

In the longer term, the work with schools and agency partners is likely to contribute to a wellbeing foundation that supports Government priorities such as increasing student attendance and engagement at school and improving youth mental health prevention and early intervention.

Addressing tensions and challenges could enhance support for schools in areas of need

Tūturu could further assist schools by:

- offering additional ideas for how health input can be provided to senior students in ways that raise student awareness about options and support critical thinking about choices
- modelling and sharing ways school staff can work in culturally sustaining ways with Māori and Pasifika rangatahi and whānau to explore health needs and community solutions
- finding ways to meet some schools' needs for ongoing support
- using a more needs-based approach to allocating support and resources to ensure schools with higher equity needs receive needed support.

Key challenges and tensions relating to the Tūturu model and work of Tūturu leads include:

- maintained connections with schools in a time of significant change in the education sector
- enhancing strategies for raising awareness of Tūturu across a range of sectors
- refining the support model to contribute to community building beyond individual schools.

There are changes ahead that Tūturu will need to navigate

The COVID pandemic created new challenges for schools, and the next couple of years also bring significant changes for secondary schools as the curriculum and NCEA practice is revised. Looking to the future, Tūturu will need to navigate this shifting space to ensure the initiative's resources and processes are kept up to date, and relationships with schools are maintained to ensure longer-term momentum and impact.

Schools and agency partners have a range of plans for strengthening their current focuses and continuing their work with the Tūturu team in 2025. For most schools, plans include continuing to strengthen pastoral processes, reviewing discipline processes to ensure they are wellbeing focused, and enhancing approaches to wellbeing through exploring the use of Tūturu PLD for staff, and curriculum and learning resources for students.

1. He kupu whakataki | Introduction

What is this report about?

This report presents findings from year two of the evaluation of Tūturu. The report includes six case studies of successful engagement with Tūturu to support readers to learn from what is working well. Four cases focus on the work that Tūturu leads are doing with schools, and two focus on work with agency partners. Data for these cases were collected from September–December 2024. Case study interviewees included school staff, students, Tūturu leads and NZDF staff (called the Tūturu team in this report), and representatives from partner agencies working with the Tūturu team.

As well as the case studies, the report includes summaries of the factors that support engagement with Tūturu, and the short-term outcomes to which Tūturu is contributing. The report also includes interviewees' views on tensions and challenges. For some challenges, reflective questions are included to assist readers to consider next steps. The report offers feedback to assist NZDF to continue to build Tūturu.

What is Tūturu?

Tūturu was initially developed and piloted between 2017 and 2019 with 11 schools in five regions (Boyd & Overbye, 2020). The current version of Tūturu incorporates a focus on some aspects of the pilot that were perceived as most successful.

Tūturu is a health–education partnership. Four local AoD and youth providers and a kaupapa Māori provider have been contracted to employ Tūturu leads to support schools in four communities: Auckland, Waikato, Christchurch, and Dunedin. NZDF offers national oversight, training for Tūturu leads, and development of support models, tools, and resources for schools such as a school reflection tool, and resources for curriculum, student-led action, whānau consultation, and PLD for school pastoral teams, boards, and teachers. Schools can download these tools and resources from the website or use them with support from a Tūturu lead. To promote teamwork and sharing of practice, Tūturu leads are part of a community of practice.

Tūturu aims to support secondary schools to develop a proactive hauora/wellbeing-focused approach to student use of AoD. The initiative is designed as a whole-school approach (WSA) which is a multilayered way of working that aims to align different aspects of school life. Tūturu offers support across four main aspects:

- enhancing school climate (such as senior leadership team [SLT] and school board training and policy support)
- facilitating pastoral care for students at school or in the community
- PLD for school staff
- production of curriculum resources for students mostly in Years 9–13.

Tūturu offers three tiers of support for schools:

- *Partnership school*: Schools use the Tūturu WSA, with provider support (***focus of this report***)
- *Select as needed with support*: Schools access Tūturu resources with some provider support
- *Select as needed independently*: Schools independently access Tūturu resources from the website or conferences.

Through providing support and resources, Tūturu aims to assist schools to:

- strengthen their focus on proactive and PYD approaches to AoD that prioritise student competency development, and health and wellbeing support for students
- build a stronger foundation of proactive prevention and early intervention in schools that is supported by responsive connections with local youth AoD service providers
- prepare students with the knowledge and competencies they need to live in a world where there is AoD use.

A second aim of Tūturu is to support the development of **shared and evidence-based practice across the wider social sector**. This work includes two components that aim to align:

- 1) **Internal systems**: Work undertaken to connect Tūturu leads across the country and provide leadership and co-ordination of the overall initiative.
- 2) **National systems**: Work that aims to strengthen system connections across health, education, justice (the NZ Police), research, and health promotion groups and agencies to support the implementation of Tūturu and the sharing of good practice.

About the evaluation

The evaluation has four main stages:

- Stage 1: Scoping and development of an evaluation plan (completed March 2023)
- Stage 2: Formative report with reflections on the first year of Tūturu (completed March 2024) (Boyd et al., 2024)
- **Stage 3: Case studies of effective engagement and emerging outcomes (2024) (*the focus of this report*)**
- Stage 4: Lessons learnt, and outcomes-focused report.

Three formative/process and three short-term outcome questions guide the evaluation. Four of these questions are the main focus of this report.

Formative/process questions

- Question 1: To what extent are schools (and system stakeholders) engaging with and using Tūturu resources and processes? *(focus of this report)*
- Question 2: What factors support school readiness to engage with Tūturu? *(focus of this report)*
- Question 3: What aspects of the Tūturu leadership structure and provider support model assist NZDF, providers, and system stakeholders to build expertise?

Short-term outcome questions

- Question 4: What changes are occurring for schools accessing Tūturu support? *(focus of this report)*
- Question 5: What changes are occurring for students and whānau in schools that use the Tūturu resources?
- Question 6: To what extent is the Tūturu leadership structure and provider support model building capacity (in schools, providers, and the wider system)? *(system focus included in this report)*

Mātāpono (values) that guide the evaluation

The evaluation team drew on five mātāpono (values) as a guide to the evaluation focus and data collection. These mātāpono are:

- **Whanaungatanga:** Building and maintaining relationships from the beginning. When visiting schools, doing the interviews kanohi ki te kanohi if possible, taking kai and koha, and using tikanga related to each situation.
- **Manaakitanga:** For this kaupapa, manaakitanga and respect are essential to ensuring the safety of participants. This involves showing care, being respectful of what participants want to share, offering confidentiality, and considering the wellbeing of the students, staff, Tūturu leads, agency participants, and schools.
- **Tino rangatiratanga:** Ensuring we respect the mana and rangatiratanga of participants. We will do this through consent and ensuring we provide a platform for their voice.
- **Service:** Tūturu is about service, and our aim is to support that kaupapa by understanding how different layers of service relate to change. Tūturu is serving schools and students, school leaders, and other school staff. They in turn are serving their school and community.
- **Mana ōrite:** Ensuring equity through highlighting practices that support young people's wellbeing and their ability to stay in school and thrive, and through schools' work to address equity needs.

The case studies

This report includes six case studies of effective engagement that span some of the contexts within which the Tūturu leads and NZDF staff are working. The cases include:

- Four case studies of engagement with secondary schools. These cases highlight a range of ways Tūturu leads are supporting schools to strengthen their health and wellbeing focus. All four schools have higher than average equity needs with three having “many” needs, placing them in the second to top Equity Index (EQI) band.¹ Some also have equity needs related to their isolated or rural location.
- Two system cases that highlight how the Tūturu team is working to build alignments and cohesion across sectors such as education, health, and justice. The first case describes work undertaken with The NZ Police to align practice and promote evidence-based harm minimisation approaches. The second describes work with the Northern Health–Education collaboration aimed at assisting schools to keep students engaged at school.

A case study design is a good fit for this purpose, as case studies can be used to explore change or innovations in particular settings. Case studies allow us to provide examples of practice as well as explore the complexities of the context within which this practice occurs (Punch & Oancea, 2014; Yin, 2003). We used a purposeful “success case” sampling approach (Patton, 2002) which highlights effective practice in order that lessons can be learnt from what works well. A success case approach also supports the spread of effective practice by providing narratives that can be shared with schools and other agencies.

Collecting case study data to inform Tūturu

Semistructured qualitative individual or group interviews were used to collect case study data from the key groups involved in each case (see Appendix 1 for an example of an adult and student interview guide). Interviews were in person or by Zoom. The groups were:

- **a total of 12 staff and nine students from four case study schools.** We talked to staff from two South Auckland schools and two rural schools. At each school we talked to three staff nominated by a Tūturu lead or school contacts. These people included the principal and/or the main school contact (mostly an assistant or deputy principal [AP or DP] or a hauora lead). We also talked to staff from pastoral or curriculum teams. At two schools, we talked to a group of students: four had attended a Tūturu pre-ball workshop and five had been supported to engage in student-led action activities. These students were in Years 12 and 13
- **five agency partners** including representatives from the NZ Police, Te Whatu Ora, and the Ministry of Education (MoE) involved in supporting schools at a regional level
- **six Tūturu leads and NZDF staff** working with case study schools or partners.

¹ The EQI uses a range of data sources to measure the socioeconomic barriers students face. See <https://www.educationcounts.govt.nz/data-services/code-sets-and-classifications/the-equity-index>

Reading this report

The report includes six case studies. Thematic chapters summarise factors that assist schools to engage with Tūturu and implement the processes and resources, challenges and tensions, and possible next steps suggested by the data. This report also summarises stakeholders' perspectives on changes that Tūturu is contributed to (a short-term outcomes focus).

Where practices, perspectives, or suggestions are common across the majority of interviewees or one group of interviewees, we use terms such as “most” or “many”. If a perspective or suggestion were noted by a smaller number of interviewees, we use terms such as “some” or “a few”. Quotes are used to illustrate key points. We selected a range of quotes from each group of interviewees. To protect the confidentiality of interviewees, we have not labelled quotes with a role that could identify them. In some cases, the text or grammar of quotes has been slightly edited or altered to enhance readability or to protect confidentiality.

Draft case studies were reviewed by the main case contacts and Tūturu team member to ensure the case story fairly represented their views and actions.

For ease of reading, some terms are abbreviated. A list of common abbreviations is provided at the end of this report.

Strengths and limitations of the case study design

The “success case” methodology selected for this aspect of the evaluation aims to demonstrate what successful engagement can look like after 1 to 2 years of Tūturu, and assist in building understandings about the factors that contribute to effective practice.

The use of a success case approach means that this report does not cover all of the work with schools and agencies currently undertaken by NZDF staff and Tūturu leads. As a success case approach focuses on effective practice, it is likely to result in some under-reporting of tensions and barriers to engagement which may be experienced by the wider group of schools and agencies working with the Tūturu team.

Different methods would be needed to collect data across all the schools and partners with whom the Tūturu team is working. These methods are more appropriate for the final phase of the evaluation in 2025.

2. E tautoko hurihanga ana a Tūturu i roto i ngā kura | Tūturu is supporting change in schools

Introduction

This chapter presents the four school-focused case studies. Each case explores the work the Tūturu team is undertaking with a school, how the school is making use of Tūturu processes and resources to enhance their wellbeing and pastoral focuses, and the initial impact of these changes. The evaluation questions focused on in this chapter are:

- Question 1: To what extent are schools (and system stakeholders) engaging with and using Tūturu resources and processes? ***(Formative/process question)***
- Question 4: What changes are occurring for schools accessing Tūturu support? ***(Short-term outcome question)***

All four cases highlight how change in schools rests on working partnerships that are underpinned by good relationships. The stories demonstrate how, by working collaboratively with school staff in ways that integrate new ideas, processes, tools, and PLD, the Tūturu team is assisting in shifting mindsets and practice.

School staff are clear about the relationship between hauora including a sense of belonging and feeling safe at school, staying engaged at school, and better outcomes for young people. For all four schools, the wellbeing plans and priorities they are developing with Tūturu support are working towards a range of Government priorities including:

- increasing student attendance and engagement: The Tūturu team is assisting schools to consult with students about their needs, enhance mental health support for students, and provide a stronger wellbeing foundation so students feel safe and supported at school, and therefore more ready to attend and engage
- improving mental health prevention and early intervention: The Tūturu team is assisting in raising staff awareness about student mental health concerns, improving pastoral care and student access to service providers, and offering education experiences that build students' hauora capabilities and critical thinking. Recent studies show mental health issues are rising for secondary age students (Alansari et al., 2022; Sutcliffe et al., 2022); however, not all teachers have the training they need to help recognise mental health warning signs (Alansari et al., 2022). Tūturu is assisting schools to adapt to this changing environment and offer more support to students

- lowering stand-down, suspension, exclusion, and expulsion (SSEE) rates: The Tūturu team is assisting schools to enhance pastoral care and find alternatives to SSEE for student AoD use or challenging behaviour. In New Zealand, stand-downs are disproportionately applied to Māori and Pasifika students. In general, stand-downs are associated with poorer short- and longer-term education, health, and employment outcomes for young people such as early school leaving, attaining lower levels of educational qualifications, unemployment, and offending (ERO, 2024c; Sanders et al., 2024; Towl & Hemphill, 2016). Therefore, shifting to a wellbeing and support approach to discipline is likely to assist young people to stay engaged at school and support better longer-term outcomes for them.

Supporting wellbeing in urban high equity needs schools

Two case stories from schools in South Auckland are presented first. The two case study schools mostly serve Māori and Pasifika students. When reading these case stories, it is important to consider the context of the schools. South Auckland has a large number of higher EQI schools. Overall, this region is disproportionately affected by disparities in education, health, and employment and had longer COVID lockdowns than the rest of New Zealand during which young people were significantly impacted. Student attendance rates dropped (ERO, 2024a) and schools are still working to re-engage students with school. In addition, prior to COVID, data showed a national increase in youth mental health needs, particularly for Māori, Pasifika, Asian, and female students and those from high EQI neighbourhoods (Sutcliffe et al., 2022). These are some of the reasons that school and local mental health and wellbeing services in this region are stretched. In addition, there are many national changes underway in both the education and health sectors, and high staff turnover in the Auckland health sector. Therefore, school staff are working in a shifting and challenging environment.

The case stories demonstrate how the Tūturu team is supporting school staff to reflect on their practice, identify needs, develop action plans, and work in ways that reflect community values and perspectives. At both schools, the Tūturu team is assisting staff to develop more effective ways of working in partnership with whānau and students, uncover new insights about wellbeing, and involve students in finding solutions. Student consultation processes are assisting staff to better understand students' changing wellbeing needs and are likely to be supporting school efforts to re-engage students post-lockdowns and therefore increase student attendance. Student consultations and student-led action both provide a vehicle through which young people's voices are listened to and offer opportunities for young people to build agency through contributing to decision making and actions at their school.

Story 1 is an example of a school that has been supported by Tūturu leads to engage in an extensive consultation process which has identified and raised awareness about a range of

student wellbeing needs. The consultation findings are now being used to assist staff to reimagine and re-indigenise how they provide wellbeing support to students.

Story 1: Indigenising and enhancing hauora support for ākongā

Introducing Manurewa High School

Manurewa High School is a large school of around 2,200 students located in South Auckland; an area with a very high proportion of young people. The school serves students from about 50 nationalities with the majority being Pasifika (around half) and Māori (around one-third). The student population is highly mobile with new students enrolling throughout the year. Students also move to different types of education and employment during the year. The school is rated as having “many” equity needs using the EQI.

What was the context and need?

In 2018, the school started a new pathway on their journey to re-indigenise their educational pedagogy and processes so they better reflect the school community. Through a community co-design process, a framework was developed that connects the learning and life journeys of students to a pūrākau about the leadership of a Tainui ancestor. Te Ara o Taawhaki* is represented by the visual metaphor of a whare that rests on a hauora foundation based on Te Whare Tapa Whā.

Building on this shift in thinking about educational journeys and pedagogies, school leaders started to consider what indigenised student support and pastoral processes might look like. One trigger for the school was the significant impact of COVID on the hauora of students and the wider community. School leaders could see some students were struggling, and the student support services at the school had a high case load (similar to other health and youth services in the local area).

Therefore, a review was timely to assist in exploring student, staff, and whānau hauora perspectives and needs. School leaders wanted the space to consider how Te Whare Tapa Whā could help them think about how to support students and redesign pastoral care and discipline processes through an indigenous framework.

How did the Tūturu team become involved?

One catalyst for the Tūturu team coming on board was the connection between a school leader and a Tūturu lead who used to work for the school. The Tūturu lead assisted the school leader to apply for a sabbatical during which she reviewed student support approaches and co-designed, with the Tūturu team, an extensive school and community consultation process. This process occurred during Terms 1 and 2 of 2024. It was timed so insights could inform the school planning process in Term 3.

The consultation process started with whānau. To hear whānau views, the school used existing effective processes such as consultations at school celebrations. They shared their focus and a survey link during a fiafia night at which all the school Polyfest groups performed, and lots of whānau attended. The survey link was also sent in the Friday email newsletter which is an established process for communicating with whānau.

Next was a student survey followed up with five focus groups with student leaders from across the school. The final consultation was with staff who were also given a survey. Three focus groups were held with Māori and Pasifika staff.

What did the school find out from the consultation?

The school and Tūturu team analysed the feedback and uncovered five key insights:

1. Ākonga felt toilets were run down, unsafe, and did not promote hauora.
2. Ākonga see regular hauora check-ins as important to their wellbeing.
3. Cultural connection is crucial to ākonga hauora.
4. Staff wanted PLD to assist them to better support ākonga wellbeing.
5. We all need to be upstanders of Te Ara o Taawhaki to address unsafe behaviours that don't align with our school values.

Staff wanted to check their interpretations of some student consultation data before they shared the insights more widely. At a student leadership hui, the Tūturu team did a wellbeing presentation, and then inquired about two insights relating to hauora check-ins and toilets. The 50 students who attended provided further information on these insights.

Then to share the insights more widely, two personas were developed for each group: students, staff, and whānau. Each persona represented the common themes from the survey and focus group data, or an area the school wanted to check their interpretation of.

A walk through was then held where the insights and personas were set up on boards. To check whether the insights resonated with students and staff, they were given sticky dots. Different coloured dots were used to indicate how much each persona resonated with them. The team also presented the insights to the board.

The school and the Tūturu team used this process to develop a pūrākau (story) to show how different groups see hauora at the school, and their hauora aspirations.

... I also think it's opening people's thoughts as they listen to what our kids need. People are already taking on board some of the things just from what we presented back ... I think for some people, it just reinforced what they already kind of knew. And for others it's probably opened the eyes about a couple of things around what our students want, or need, to support them to be academically successful in terms of their wellbeing. (School leader)

One key insight from students was the importance of day-to-day relationships. For initial chats and pastoral support, students mostly go to teachers they know and have daily contact with. For example, students go to their Kaitiaki (a form teacher who travels with students from Years 9–13) who sees students and whānau regularly. They were less comfortable going to the counsellor as this suggested things were not going well for them.

Accessing support ... and speaking around ... mental health or emotions for Pasifika communities is very taboo, so ... to have someone ... who can start this awareness and have these talanoa, all these kōrero around certain subjects can help bring a lot of awareness and just support for young people in our families. (Tūturu team)

Students also wanted to have regular hauora check-ins. School leaders realised they needed to develop a check-in process and language that provided a foundation to help staff feel comfortable talking to students about hauora. School leaders are now considering how to develop a check-in process that has a shared tikanga.

There's a tikanga to it, and no one walks in not knowing how it will unfold ... [Currently students] don't reach out for help, because they're not sure how it might be ... If we all understood and knew what a check-in was, and we could all speak that common [language] ... it's less frightening to people, and it also equips our staff better ... because they have a framework ... to have that conversation.

And to understand that we're not clinically trained, so we need to stay in our lane ... but to be able to also not refer on things that don't need to be. That we could, as a trusted adult, support our kids with working through peer issues ... how do we help them navigate a conversation, or something that's happened on social media? How do we help them navigate those conversations to support them as opposed to needing to always give it to a clinical team? (School leader)

What are the next steps?

The team of school and Tūturu leads have a wide range of planned next steps. A focus on hauora had been in the strategic plan for a couple of years and the plan is to continue to build on this focus. Overall, school leaders know this hauora journey will take some time.

Tūturu came in absolutely the right time on that journey to then keep us going and take us further and take us deeper ... It's [helped by working] in collaboration with a recognised outside organisation, bringing expertise and knowledge to the project ... and so that gives it mana and credibility when you then work it back with the [school] board and the staff, and work it through into the programmes. (School leader)

The plan going forward is to find ways to address the current insights through prototyping and improving approaches. Next step plans include:

Students

- further unpacking some key insights with students (particularly those that resonated more with staff than students)
- running a 5-week hauora programme for all students in Kaitiaki (form) time to focus on areas such as identities, values, and managing stress and conflict through the lens of Te Whare Tapa Whā. This is planned for the start of Term 1, 2025
- revising the school's Ako-Connect programme and spaces. This programme is designed to support manaaki for students, and assist in building cultural connections and a sense of belonging at school
- weaving more hauora-related activities into the learning programme. Some staff are keen to find out more about the Tūturu NCEA and curriculum resources so they can build a stronger health curriculum based on their insights about students' current needs.

Staff and pastoral processes

- prototyping a student hauora check-in with groups of staff who have some wellbeing training (such as with health teachers and the clinical student services team), before supporting other staff with PLD. The process will be trialled by students at a couple of year levels
- supporting staff to complete Tūturu PLD on holding conversations with students

- reflecting on discipline processes which are currently a mix of restorative and punitive (e.g., stand-downs). One plan is to strengthen the restorative process for working with students who use AoD, including vapes.

Whānau

- reporting back insights to whānau and increasing kōrero with whānau groups about hauora. One plan is to hold wānanga and talanoa with existing Māori Whānau and Mana Pasifika committees of whānau and staff. Topics could include:
 - other hauora issues of concern to whānau (e.g., managing social media and devices)
 - kōrero about other cultural frameworks the school could work within.

Benefits for students and the school

For school leaders, 2024 has been a year of consulting and starting new ways of working. They consider the changes they are making will assist the school to better support students to piki atu ki te rangi (the school vision). The ultimate aim is to support tino rangatiratanga, and ensure students feel happy, confident, and proud to be at school (these aims are the roof of the whare in the school learner profile of Te Ara o Taawhaki*).

What is the value of working with the Tūturu team?

Staff described their connection with the Tūturu team as a “genuine collaboration”. Their school is large and school leaders have many priorities. Particularly valued is the way the Tūturu team co-designs approaches so they are woven within the school’s existing focuses, and how this joint work is enabling staff to be more intentional about thinking about and addressing student and community hauora needs.

Also valued is the flexibility, knowledge, and expertise of the Tūturu team and how they: blend cultural competencies with clinical expertise; are youth-centric and understand students’ identities and needs; know the local community; and use culturally valued ways of working.

Team Tūturu is a group of professional people who care, who connect, who are relational, who can have fun and use humour in their engagement through whanaungatanga activities. They can break down barriers, so that we can get to the serious mahi, the touching the heart stuff for our young people, so that they can open up. They are awesome, they are an essential team in helping us, as pastoral staff, to connect and engage better for our students’ hauora. (School leader)

* <https://www.manurewa.school.nz/about-us/educational-framework>

Story 2 shows the value a school is gaining from support from the Tūturu team to consult with students and identify wellbeing needs, some of which school staff were unaware of. At this school, students are a core part of the solution. Through being supported by the Tūturu team to engage in student-led action, students are innovating to meet the wellbeing needs of their peers as well as developing wellbeing and leadership capabilities for themselves.

Story 2: Student leaders create a wellbeing legacy for their peers

Introducing Southern Cross Campus

Southern Cross Campus is located in Māngere, South Auckland. The school has a high proportion of Pasifika students, mostly Samoan, Tongan, and Cook Islander. There are also around 12% of Māori students. Southern Cross Campus has a full range of health and social services available onsite such as access to social workers, a school nurse, a physiotherapist, doctors, and counsellors. The school is rated as having “many” equity needs using the EQI.

The school’s relationship with Tūturu and NZDF goes back some time to when a member of the NZDF staff was a Stand-Up provider at the school. The school lead was also familiar with the Tūturu curriculum resources and had attended workshops about shifting mindsets around vaping. Additionally, two of the Tūturu leads previously attended Southern Cross Campus themselves.

What was the context and need?

There are two main drivers for the school’s focus. One is a desire by students to make a difference. At Southern Cross, student leaders go through an application process, then attend a leadership camp at the start of the year. At the start of 2024 camp it became clear to staff that students wanted to leave a legacy of service to improve the lives of other students. As one school leader had recently attended Tūturu workshops about vaping, he thought that student leaders could contribute to a focus on shifting mindsets around vaping. So the school leader asked for support to use the Tūturu student-led action resource.

The second driver was a need for better health information for senior students. School staff were finding that Years 9 and 10 students had access to AoD and relationship and sexuality education, but by Years 12 and 13 they did not get any formal health and wellbeing input. They had also noticed that the health and wellbeing needs of students were increasing.

So, since starting our health programme, it has been all over the place and we’re only focusing on topics but not the in-depth stuff like hauora, values, health promotion. So, we need to try and run those health concepts into our school programme so that our kids understand them. (Teacher)

What happened?

Initially, Tūturu leads came to the school and ran a workshop with Years 12 and 13 deans and the health head of department (HoD) about good practice in student leadership and how to integrate approaches into the school. This led to the Tūturu leads helping to run a school Wellbeing Day.

At the start of the year, we used the Tūturu help. We had a Years 12 and 13 Wellbeing Day, and we had them come in to talk about alcohol and drugs. People came in ... we had sexual violence, mental health, youth law ..., and so we had a series of about eight workshops, and [the Tūturu leads] were part of it ... we would like to grow on that next year ... and make it a longer event. (Pastoral staff)

The Tūturu leads then supported the school to engage in two interwoven processes. One was a consultation with students, whānau, and staff to help identify needs and priorities. The second was setting up a group of student leaders who could help develop and manage actions to address the priorities.

Setting up a consultation process

First, the Tūturu leads helped the school design surveys for students and whānau to provide a platform to highlight student and whānau health concerns.

The surveys showed that students were not aware of all the services available; nor were they confident accessing them. Additionally, students reported feeling unsafe in the school bathrooms. Therefore the school's focus shifted from addressing vaping to implementing more wellbeing-focused student-led action.

Originally, the ideas were around vaping and how [students could] leave changes ... But ... things progressed on from that ... to any kind of student-led action ... we surveyed the students and the community. [We found that] the kids didn't know how to access the support services in school, or were unaware about what support services were in school ... They didn't know we had social workers, counsellors ... They felt that things wouldn't be confidential, and also, they felt that their parents would be informed about any kind of contact they had. So that was an area of weakness that we thought to address rather than the vaping. (Pastoral staff)

Supporting student-led action

School staff then invited some Year 13 student leaders, Year 12 potential leaders, and Year 12 health students to student-led action sessions. For the Year 12 students, this work was part of their NCEA health promotion unit. The data from the surveys were shared and students split into groups to brainstorm possible actions. The students wanted to promote the school's health services and grow a better understanding among students of what is available to them in the health and wellbeing space.

Student 1: We were also trying to promote the counsellors.

Student 2: Yeah, the counsellors and the help that they have. To make them realise that it's available anytime.

Student 3: Yeah, because there's like a lot of students that don't know about that. And also, that we have a physio. I only found out, like, 2 months ago.

The students decided on a range of resources and actions that aimed to raise awareness of the school wellbeing services available to them and their peers including:

- displaying posters about student services in every classroom
- putting confidential boxes in classrooms for students to signal any concerns they had which could be followed up (e.g., about a range of issues including sexual or mental health or AoD use)
- text for speaking at assemblies about student services
- banners about services for use at assemblies or at other school functions
- text for speeches about wellbeing services that staff and students could use in classrooms
- speeches to launch their focus at the end-of-year assemblies. This launch will include information about the student wellbeing day in early 2025. Whānau will be at these assemblies so it will be a good time to share their approach with the wider community.

What are the benefits for the school and students?

It is early days for Southern Cross since they began working with the Tūturu team, but the main future benefits include removing barriers to wellbeing support for students and assisting students to develop leadership skills and feel empowered through engaging in real-life actions to support their community. Pastoral staff were already starting to see changes.

Well, being a dean, for me, it's made a difference ... some kids did come forward about their issues. And we also work with our counselling team. (Pastoral staff)

Staff also felt that, since working with Tūturu, student leaders have become more confident in themselves and about the impact they could have on the health and wellbeing of their peers at school.

I think, it gave the kids confidence to know that they could make change. It gave the kids confidence to know that their problems, their concerns, are real and that they're shared by lots of other people. It gave them confidence to know that they can fulfil their actions. (Pastoral staff)

Students reported their school has made a lot of changes in the last year to the way wellbeing is approached which include consulting students about their needs, working on priorities such as student safety, promoting services (e.g., during mental health week), and fundraising to support others' wellbeing. Students consider all these changes provide them and their peers with more ways of sharing their concerns which will ultimately benefit their peers in the longer term.

I guess another benefit that students would have from it is knowing that they always have a safe space in school.

I think a benefit that our school or our students would have ... is knowing that there's always help when needed ... I think another thing would be, like, students feel more comfortable to share their problems, and that's what we need. A lot of students, you know, are just going through stuff on their own. But then once they find out they have help available, but the thing is, it will just take a bit just to ... earn their trust ... But I think it will benefit ... students to have help. (Students)

A more immediate benefit for student leaders was building their leadership capabilities.

Student 1: I learned how to communicate with people in the way they need the help; rather than the way I want to help them.

Student 2: I was able to just be more open-minded and just made me realise, oh, we need to pick up on this area ...

What are the next steps?

The school has a wide range of next steps planned including:

- continuing to review and promote their approaches to health and wellbeing services so frequent promotion becomes the norm in classrooms and the wider school
- seeking feedback and engaging in cycles of work. Feedback will include repeating some of the student survey questions to see if students' awareness and views of health and wellbeing services and confidentiality change positively over time

- building the new student leadership approaches into current student leadership processes so they create a cycle of change and support new students so they are confident to make changes
- building a stronger focus on sharing health and wellbeing information with senior students
- updating the junior health programme and sharing the Tūturu curriculum resources with departments such as maths, science, and social studies.

What is the value of working with the Tūturu team?

Staff value the Tūturu team's support, and the expertise they bring to the table from working across many schools. They also value their evidenced-based knowledge about health resources and trends, and their support in fostering student leaders.

... the reason why we engage with Tūturu is for the students to leave a legacy, a mark to try to improve the lives of other students, so that improves their community. So the students wanted to do that. They wanted to support students. They wanted to make them healthy. They wanted to help friendships. They wanted to make sure they didn't make mistakes. (Pastoral staff)

Student leaders thought the process they had been through was fun and valuable and wanted other students and year groups to be able to access Tūturu leadership support.

Supporting wellbeing in rural schools

The next two cases are from small rural schools. One equity issue for these schools is their isolation from the student services and staff PLD that urban schools can more easily access. Another issue is that their small size results in staff having many different roles including leading or being part of a pastoral team. These multiple roles can make it harder for staff to build specialised knowledge relating to their pastoral roles.

These two case stories highlight the ways the Tūturu team provides new ideas and evidence-based practice, PLD, and processes that act to strengthen pastoral teams' planning and procedures and build staff confidence in supporting the wellbeing of young people.

Story 3 provides an example of a Tūturu lead supporting a school to develop an overview of their wellbeing-related activities and strengthen pastoral processes so they can better address barriers that get in the way of student attendance and learning.

Story 3: “It’s really collaborative and young people focused”: Building a stronger hauora team

Introducing Ōtorohanga College

Ōtorohanga College is a small secondary school in a rural town. The school serves students who live locally and in surrounding rural farming and coastal areas. Over 50% of students identify as Māori and most others as Pākehā. The school is rated as having “many” equity needs using the EQI. Students come from a range of backgrounds, and barriers relating to a range of challenges are a concern for staff.

The school has a hauora team consisting of a DP, Special Education Needs Coordinator (SENCO), deans, and a counsellor. This team oversees behaviour management (based on restorative processes), pastoral care, and other wellbeing work.

What was the context and need?

Staff want to eliminate the barriers that get in the way of some students attending and staying at school. They also want to ensure students have a strong wellbeing foundation, so they are ready to learn.

[Our needs are] attendance, removing the barriers of kai, uniform, learning needs ... We know why our kids weren’t coming. And another one is vaping. That was huge. And social decision-making, relationships. We’ve recently had a big thing ... with our junior school—a lot of sexualized behaviour. And just knowing ... how to navigate that in a safe way. Understanding who our support services are in our area. Being rural is ... really hard. (School leader)

Being a small rural school means staff hold many different positions. Finding the time and PLD needed to develop specialist knowledge for each position brings challenges. Staff on the hauora team want more consistent pastoral processes, and to increase their confidence and skills in supporting students.

In the hauora space, the school has many individual activities and services and wants a more coherent approach that will enable them to plan ways to build students’ ability to make good decisions.

With students, we were doing lots of things, but in silos. And so then our students’ behaviour would reflect that. There were differences between cohorts, differences between genders, differences between needs and abilities, and how they were dealt with. And then when I first started [at the school], I actually felt that there were lots of areas that were not safe. (School leader)

What happened?

As a starter, the hauora team and Tūturu lead worked through the Tūturu school self-reflection tool. Staff found this collaborative process helped strengthen their team and was very valuable in assisting them to build a shared focus and a plan tailored to their needs.

Everybody’s voice was in, and heard. Everybody’s voice had the same value, and we also heard the same things. So that’s also helped with consistency and teamwork. We did the audit together, we did the [self] review, all the planning and everything; we did all of that together. Everybody was involved. (Pastoral staff)

Priorities in the plan include building more coherence across services, programmes, and wellbeing activities. With this aim in mind, the Tūturu lead and hauora team members worked together to:

- map all the external services including their purpose, key contacts, eligibility criteria, overlaps, and gaps. The Tūturu lead introduced staff to new services for students they could use
- review all the existing school wellbeing programmes and focuses (such as the Loves-Me-Not workshop and Pink Shirt Day). The outcome was a one-page term calendar to alert staff to upcoming activities so they could build this focus into school life and health programmes. New supports were also introduced such as the Tūturu pre-ball workshop for senior students (*see story 5*)
- modify or address some of the unsafe spaces in the school
- start a weekly Komodo student survey and a staff wellbeing survey to provide a gauge of wellbeing
- plan a whānau survey and consultation (to build up to next year's whānau health consultation).

Another priority was developing shared processes for deans and building their confidence in using these. The Tūturu lead supported staff to map out a key incident pathway so deans knew what to do for different situations. The deans now have opportunities for regular PLD including a face-to-face Tūturu session on student support plans during which they were provided with restoratively focused templates to use during conversations with students. The templates included hauora questions structured around Te Whare Tapa Whā. The deans then accessed three online Tūturu PLD sessions (Intro to AoD, and sessions on supporting young people through conversations). The Tūturu lead also recommended external PLD, and some deans went to a session on AoD education.

What are the benefits for the school and students?

Pastoral staff identified a range of benefits from the connection with Tūturu. They feel less isolated and are building a more holistic and joined-up approach to student wellbeing. The hauora team feels more empowered to have wellbeing conversations with students, and have increased their knowledge of local wellbeing services. They have better processes for communicating with each other and local services without compromising confidentiality. Tūturu support also assisted in improving processes for consulting with whānau.

School data are starting to show a drop in crisis incidents, and staff attribute this to deans addressing issues earlier. The school is also shifting towards a wellbeing approach to vaping.

So vaping for example has shifted from being a punitive approach to ... a health approach to dealing with it. So instead of if a kid gets caught vaping they are stood-down, now if a kid is caught vaping, it's compulsory drug and alcohol counselling ... As policies and issues are coming up, they are being looked at with like a more critical lens because now we know better. We can do better. (Pastoral staff)

Staff considered the development of a coherent student hauora plan was resulting in increased safety and students having more skills to manage their wellbeing. This view was supported by Komodo survey results which now show students are feeling safer at school.

And I feel like through Tūturu, we've been able to remove the unsafe feeling for students and for staff as well ... So the shift for students is because we have a targeted plan that eliminates those barriers. (School leader)

A successful school ball was one indication that the focus on building students' ability to make good decisions was starting to pay off.

*The feedback that I got from our students [on the Tūturu pre-ball workshop] was that it was useful and did get them thinking about their own behaviour ... They all thought that a standard drink was a hell of a lot more than it is. So that blew them away ... **[How did the ball go?]** It was a massively successful event, we only ejected one person, and they were not one of our students. Our students all freely admitted that they had all been to pre-ball parties where they had alcohol. But they all limited their alcohol intake before our ball, and it was a massively successful evening, and it was a lot of fun ... It was definitely a much better event than it was last year. (Pastoral staff)*

What are the next steps for the school?

The hauora team has a range of next steps planned for 2025, including:

- using Tūturu curriculum resources to integrate health and wellbeing topics across learning areas
- exploring support-based approaches to reducing stand-downs, especially for ākonga Māori
- using the Tūturu student-led action resource to set up student leadership projects. This focus was inspired by taking some students to a Festival for the Future Leadership Summit
- running a health services hui jointly with another local secondary school.

What is the value of working with Tūturu?

Overall, staff were impressed by the Tūturu lead's skills and expertise. Having an external perspective brought new ideas and gentle challenges that are helping the school hauora team to work together to remove barriers for students. Overall, the revision of pastoral processes is resulting in a more coherent approach to hauora and students being offered more support to stay at school.

I think [Tūturu] is very valuable ... it's provided the framework and a critical eye over everything we do for the wellbeing of our students. It is supportive, and they walk the journey with us. Through inquiry we're able to put things in place that improve the wellbeing of students. (School leader)

When you work somewhere for a long time ... even though you enjoy it, you do start thinking, same-same. If somebody from outside comes in ... they tell you what's new out there. They challenge you to think about things from a different perspective, in the nicest possible way. (Pastoral staff)

Story 4 provides an example of how a Tūturu lead is supporting school staff to shift their mindsets about AoD, strengthen pastoral approaches, and promote student safety and critical thinking about AoD use.

Story 4: Tūturu is an “eye-opener” that raises staff awareness and provides ways forward

Introducing East Otago High School

East Otago High School is a small Years 7–13 school rated as having “above average” equity needs using the EQI. Most students are Pākehā and the roll includes around 25% Māori students. Some students are highly mobile as their families move with seasonal farming jobs or mining. The school is in a small town about 50 minutes away from larger urban areas. Because of this more isolated location, students have less access to the wellbeing-related services that are available in larger towns or cities. Like some other rural areas in New Zealand, a community drinking and drunk-driving culture creates wellbeing concerns for the school.

What was the context and need?

Due to the small size of their school, staff have seen how the impact of alcohol-related incidents in their community can be felt by students across all year levels. They worry that students do not have the skills they need to cope with stressors and make good decisions, particularly around formal balls at the school, and alcohol. Staff were not sure about how to talk to students about these issues, and tended to see AoD use as a student and community “problem”.

What happened?

The school started working with the Tūturu team in late 2022. Many staff wanted to be involved so around half attended a Tūturu self-review workshop. The self-review process was “eye-opening” for some staff who were not fully aware of the AoD culture that existed in the community. From the staff assessment of their current situation and needs, the Tūturu team put together a tailored plan to assist the school, and the school started working through this plan. All staff were offered regular PLD such as AoD101: Intro to AoD and how to talk about it with students. The overall aim was to shift the focus from viewing student behaviours as a “problem” towards equipping staff to ask wellbeing-focused questions, listen to student needs, and then make sure they were referred to the pastoral team to access wellbeing support if necessary.

The input from the Tūturu team also raised awareness of the importance of supporting students to develop the skills they needed to be well-rounded people who could manage their wellbeing (e.g., are able to think critically about wellbeing choices and have good coping mechanisms). Listening to the experiences of other schools at the Dunedin WSA day helped staff consider what Tūturu resources for students could be useful at their school.

To assist students to think more critically about AoD use and keep themselves safe, the school added a pre-ball workshop developed by the Tūturu team (*see story 5*) into their existing mix of health and wellbeing supports. The workshop focuses on keeping students and their peers safe when drinking alcohol, explores what a standard drink is, as well as healthy alcohol limits. In 2024, the school ran this workshop in collaboration with the local health nurse and the Police School Community Officer.

What are the benefits for the school and students?

Staff were finding having a tailored plan to work through helped focus their actions and regular Tūturu PLD, such as how to raise AoD in conversations with students, was helping to create an “ethos change” at the school.

I think it's upskilled the teachers, and given us more confidence in having those conversations [with students about AoD]. Like ... a change in [our] mindset from, 'You shouldn't do it.' But going, 'Look you do it ... How can we make sure you're safe?' (Teacher/Dean)

As the school was still working through its tailored plan, not all changes had filtered through to students yet. We spoke to four senior students who had attended the pre-ball workshop. They thought this workshop reinforced and reminded them of strategies for keeping themselves and their peers safe. It also introduced them to new information to help them stay safe. Much of the information in the workshop about standard drinks was new and thought-provoking for students.

For me it was how your liver can only process one standard drink an hour. I didn't know that.

(Student 1)

I didn't know how different spirits and drinks have different measures. Like if you have one beer it is like one standard drink, but if you have one shot it is probably about three standard drinks.

(Student 2)

Teachers thought the formal ball went smoothly and the workshop contributed to students staying safe. Students considered the workshop was valuable for themselves and many, but not all, of their peers.

It definitely made me more cautious to look out for myself and my friends. [Did your peers use the strategies from the workshop at the formal?] ... Some were definitely a bit careless. But yeah, most of us looked after each other. (Students)

Overall, students thought their school provided good access to wellbeing education and support. They also wanted external input, such as the standard drinks workshop, to be offered to new students.

[The support is good]. The counsellor is pretty nice and all the teachers are pretty open and a lot of them talk to students ... The nurse—she comes every second week ...

We'd had a domestic violence workshop and the sexual assault one. I think it is all covered pretty well actually for the small school we are, and where we are. We are pretty lucky to get all those courses. Like the guys that come out here and help us.

... more would be good especially as we have new lots of seniors every year, and they want to experience drinking. It would be better for their safety. (Students)

Next steps

Next steps for the school include working through the rest of the actions in their tailored plan, such as undertaking a health consultation with parents and whānau and building some of the Tūturu curriculum resources into their 2025 programme. Overall, they want a stronger health and wellbeing focus in the senior programme, and more focus on resources for Years 7 and 8 students.

As their mindset about AoD use and wellbeing is changing, another next step will be to align policies and processes so they better reflect their current understandings. They want to move further towards a wellbeing and support approach to vaping and other student behaviours.

I think it's just ensuring that we have really, really strong procedures ... in place. So in worst case scenarios where things do pop up ... nobody gets left behind, and it is there's always catchment ... and that trauma is addressed. (Teacher/Dean)

What is the value of working with the Tūturu team?

Overall, school staff value the guidance of the Tūturu team as they are assisting staff to shift their mindsets and better support student wellbeing.

I suppose it's like having a guardian to help guide us, and bring forward things we might miss; current thinking ... current resources, ideas, and things which other schools are doing ... Unfortunately schools very much focus on [NCEA] results ... rather than the picture of this person who leaves the door at the end of Year 13 or 11. Rather, have we made them a better person, improved their lives? ... At the end of the day, if these kids have got bad wellbeing, they're not going to learn very well ... [Contact with Tūturu] made us think that little bit deeper. (School leader)

Particularly valued is the evidence-based approach of the Tūturu team.

Tūturu have got some things that we can ... learn about, but it's learning ... in a very, very transparent place with statistical evidence to back it all up, which is something that Tūturu have been quite clear about ... It's not just like a programme [saying] 'Don't do drugs' ... That transparency I really like. (Teacher/Dean)

3. E tautoko hurihanga pūnaha ana a Tūturu |

Tūturu is supporting system change

This chapter presents two case studies that highlight different ways NZDF staff and Tūturu leads are working collaboratively with agency partners to facilitate the development of shared evidence-based practice. These two case stories provide examples of shifts in practice that started in regional groups and now have plans to broaden their sphere of influence.

The evaluation questions focused on in this chapter are:

- Question 1: To what extent are schools (and system stakeholders) engaging with and using Tūturu resources and processes? (*Formative/process question*)
- Question 6: To what extent is the Tūturu leadership structure and provider support model building capacity (in schools, providers, and the wider system)? (*Short-term outcome question*)

These collaborations contribute to the achievement of Government priorities such as:

- increasing student attendance and engagement
- improving mental health prevention and early intervention
- lowering SSEE rates.

Story 5 describes a regional collaboration between the Tūturu team and the NZ Police that is focused on supporting secondary school students to make good choices in relation to AoD use.

Story 5: Tūturu leads and Police School Community Officers working together to build young people's skills and decrease alcohol-related harm

Introducing the partners

This system-focused case highlights a collaboration between the Tūturu team and the Police Alcohol Harm Prevention Officers (AHPOs) and School Community Officers (SCOs) who are aligning the way they work so they can better support secondary schools in Dunedin and in other regions.

What is the context and need?

Dunedin is a “university town” which has a well-known alcohol culture. City outlets are used to marketing and selling alcohol to young populations and there is a strong connection between secondary and tertiary students. Those who work in the AoD space consider these factors are contributing to high levels of hazardous drinking by some secondary and tertiary students. Secondary students also have exposure to drugs such as MDMA through their contact with tertiary students.

To address these concerns, the Tūturu team and the Police have reached out to schools to offer support and build relationships. They also get contacted by secondary school leaders who find it hard to manage after-ball functions, are concerned about students' exposure to tertiary parties, and worry about the impact of these on young people's wellbeing.

To support schools, the local AHPOs started to assist staff and parents to plan for safer functions (e.g., how to set up safe transport and regulate after-balls). The Police SCO also offered support via an educational resource, CHOICE, which is aimed at students. This resource had not been updated for quite a while.

We've had a history of schools, not just in Dunedin, but across the country, holding after-ball parties that are unmanaged and unsupervised. It tends to lead to a lot of harm ... The Police operating model is prevention first. So [we] developed guidance for schools if they're looking at having balls, [covering] the initial issues we had or had found. We saw ... some schools took a traditional approach of 'If you ignore the problem, the problem's not there.' (The Police)

During the Tūturu pilot (2017–2019), Tūturu leads and NZDF had also recognised a need to support schools in this area, and so had put together an education resource. The resource consists of three health education lessons aimed at Years 11–13 students. The lessons are then followed up by a pre-school ball workshop for senior students.

Working together and aligning kaupapa

The two teams came together when the current Tūturu leads connected with the Police via an introduction from Public Health South (Te Whatu Ora). They realised they had similar focuses and aims. The Tūturu team presented evidence about effective harm minimisation approaches that were centred around building young people's knowledge and strategies so they could make good decisions. Both parties realised working together could strengthen their approaches, assist them to work with more schools, and better support young people to think critically about AoD use.

Some Dunedin SCOs trialled the Tūturu education resource and the Tūturu leads enhanced the pre-ball workshop. It now includes a range of engaging and interactive activities that support young people to understand how standard drinks work and develop strategies for staying safe. The workshop was designed to be run by the Police and local health promoters or nurses with support from school staff.

The lessons and workshop were well received by schools in Dunedin and more started signing up. Tūturu leads in other regions also started promoting and using the resource.

We had other schools coming forward wanting to be involved ... because they realised and acknowledged the problem and that they needed help. And so we've got a number of schools in Dunedin who are regular advocates for guidance. (The Police)

Benefits for schools, young people, and the community

As a result of working together, Tūturu leads and the Police are increasingly using the same language and presenting a united approach when visiting schools.

Our values align, we're both working towards the same things. So we can complement each other. And that relationship certainly has evolved over the last year. So we have an idea of what each other's doing and how we can complement each other, or not. (The Police)

Increasingly, the two groups are finding more opportunities to support each other and work with more schools. In Dunedin, Tūturu leads run local events for schools which the Police attend and support. These include WSA days (which focus on sharing practice and forming networks between schools and health-related providers) and whānau hui (to assist whānau to support their young people to minimise the impact of alcohol harm).

What is the value of this collaboration?

Interviewees consider schools and the wider community value, and benefit from, groups working together and promoting consistent messages and approaches.

[At the whānau hui] we and the Police were on that panel alongside an AoD clinician. That went really well. And having the Police involved in that space really ... adds a presence and a united front. I think parents are really relieved to know that we're working with the Police, and that we're on the same page. (Tūturu lead)

Both groups saw these synergies as benefiting their organisations, schools, and ultimately young people. Both are committed to using good practice approaches that focus on developing young people's knowledge and skills as opposed to "Just say no" approaches which evidence suggests do not work.

Tūturu provide a far more comprehensive intervention ... their approach is ... a whole school approach ... They provide more resources, more education, than we can ... We are not subject matter experts as such. So Tūturu provides a more research-based approach ... Working alongside Tūturu ... provides an opportunity to provide education for young people to get them having conversations. All of which I think are contributing to minimising the chances of harm ... (The Police)

We talked to staff from two rural schools that had run pre-ball workshops. They saw these as a valuable addition to their suite of wellbeing supports which helped students stay safe and the schools to have a well-run ball. The new relationships they were developing also made them feel more supported by local agencies.

The police guy, he was really good ... So that was great. He came to the standard drinks workshop, and then he came to the formal and just popped in a couple of times ... At the moment we don't have a policeman. Normally, there's one based here. Yeah, he comes [from Dunedin]. He did the 'Loves me not' with me. [It's good to feel] there are people there ... you are quite isolated in our community. (School staff)

Next steps

This joined-up approach was so successful in Dunedin that the Police suggested to their national SCO organisation that Tūturu present the workshop resources and processes at a national SCO conference. As Police work is managed regionally, it will take time to raise the awareness of SCOs in other regions about Tūturu resources and ensure they are connected with local Tūturu leads. In some regions, these connections are already starting to form. The SCO conference was a step towards scaling up this approach and influencing national practice.

In Dunedin, next steps include getting more local schools involved and continuing to develop the workshop so it is as effective as possible.

Story 6 describes a regional partnership between MoE and Health New Zealand Te Whatu Ora teams, and Tūturu. This partnership aims to assist schools to improve student wellbeing, engagement, and attendance.

Story 6: The Health and Education collaboration “We can do more together and better”

Introducing the Northern Region Health and Education collaboration

The Health and Education (HeEd) collaboration started in 2022, building from relationships that evolved during the COVID pandemic with stakeholders from the two partners; MoE and Health New Zealand Te Whatu Ora teams in the northern region. HeEd developed joint responses around their shared priorities to support schools to improve tamariki wellbeing, engagement, and attendance.

HeEd has two layers; a strategic networking layer that is about working at a regional level to identify opportunities to remove system barriers and influence policies, and an operational layer that focuses on providing better co-ordination between health and education offerings for schools. Work with the Tūturu team is mostly focused around enhancing the operational-level support available to schools.

Key aims for HeEd include raising awareness of the health and wellbeing issues that contribute to poor engagement, low attendance, and stand-downs. In 2023, HeEd implemented new school wellbeing liaison positions across the Northern region to help schools navigate existing mental health and wellbeing services. In addition, there is a focus on providing PLD on health topics relevant to schools. In 2024, the issue of vaping as a major contributor to stand-downs (and therefore disengagement with schooling) was raised by principals and then proposed by MoE as a potential HeEd workstream.

How does Tūturu fit with the HeEd context and school needs?

HeEd is focused on primary and intermediate schools. There are also specific pieces of work that HeEd has progressed in secondary school settings.

Due to a desire from principals around dealing with a number of different issues in secondary schools, some suicide prevention work, and also the issue of vaping in schools, we’ve moved into that secondary school space as well. That’s where the connection to Tūturu occurred. (HeEd partner)

The issue of vaping was raised by education representatives at HeEd meetings. HeEd considered potential providers to support schools with vaping. They were only aware of small pockets of uncoordinated and unfunded support. Te Whatu Ora Smokefree services could extend their support to vaping in a limited way.

In early 2024, HeEd connected with Tūturu. After discussions, HeEd and Tūturu realised they were working in parallel and they shared similar values and key aims. They also could see that school concerns about vaping could act as one entry point to explore how to respond to a range of health and wellbeing issues.

Vaping was for us, one of many triggers: vaping, aggression, failing academic performance, use of other drugs ... all these different triggers that kids were getting in trouble for. And it's about just trying to encourage schools to take more of a pastoral care approach [or a] restorative approach as opposed to punitive. In the case of vaping ... Kids are getting stood-down for vaping; some for three days at a time. And we were just trying to look at an alternative. So Tūturu could provide that whole of school approach to many of those issues. (HeEd partner)

What is the current focus of the joint work between HeEd and Tūturu?

A project team was established under HeEd which included representatives from MoE and Tūturu, and the Smokefree lead. This team is working collectively to address school concerns regarding vaping.

In Central Auckland, Tūturu has been introduced to schools when opportunities have arisen through conversations around wellbeing supports (following on from work with the school wellbeing liaisons) as well as changes in senior leadership and school priorities, or other catalysts such as a large number of stand-downs.

In South Auckland, data were used to identify six priority schools in South Auckland with high rates of stand-downs and large Māori and Pasifika populations. The Tūturu team was already working with some of these schools; others required supported introductions which were facilitated by MoE project team members.

The Tūturu team is now in various stages of working with each priority school to address their needs through the use of the Tūturu planning processes (e.g., the school self-reflection process and tool) and PLD. The schools have different priorities: some want PLD to assist staff to have safe conversations around mental health and AoD; others want to develop a focus on critical thinking or student-led action. Some are reviewing their behaviour management policies and procedures with the aim of re-indigenising these (e.g., holding restorative hui on the school marae). Others want assistance to develop community-focused ways of undertaking school health consultations with families and whānau.

A second stream of work follows on from actions initiated in the primary and intermediate school space by the school wellbeing liaisons. They were finding that schools' knowledge about the range of health agencies and services available for youth, and how to make connections with these services, was variable and often reliant on individual relationships. The Tūturu team ran a multi-agency hui for schools. Staff could attend to meet with youth-focused providers that offer services in relation to AoD and gender identity and sexuality. Providers included the Odyssey Stand-Up! and Amplify teams, TupuToa, InsideOUT, Smokefree and vaping teams, and Community AoD Services.

HeEd also recognised that AoD use, including vaping, could start when students are at primary and intermediate schools. Therefore, there was a need to provide more support in this space.

One of the priorities we're trying to address is the fact ... that a lot of these issues are prevalent a lot earlier. So intermediate schools are struggling with vaping and alcohol and other drugs and how you get the support for that? (HeEd partner)

The two HeEd partners and Tūturu are working together to pilot approaches aimed at Years 7 and 8 students. The role of Tūturu includes offering schools support relating to vaping.

What value does Tūturu add to the HeEd collaboration?

All three agencies highly value the connections they are forming and the openness and willingness of all to collaborate and share insights, ideas, and relationship capital. The two HeEd partners particularly value the knowledge and expertise of the Tūturu team.

I think the main benefits from who we have currently involved, and working with Tūturu is their resources, their capacity to walk alongside the schools. It's also their authenticity. They are young Māori and Pasifika youth workers who know how to engage the school populations. And they're also very good at engaging the senior leadership team as well. They have very good connections, so they ... very much have ... the authenticity to be able to sit in that space ... And the resources ... they've really thought about it from the education side. (HeEd partner)

They also consider Tūturu had many features that are a good fit for working with schools, including:

- a focus on holistic wellbeing, but with expertise in AoD
- a youth-centred approach and a focus on student-led action
- a view of schools as a system, and use of a WSA that identified key layers (curriculum, school climate, working with SLT and pastoral teams, procedures, and policies)
- the flexibility to adapt to emerging needs
- a focus on service mapping and connecting schools with relevant health and wellbeing providers
- skills in modelling ways of working with whānau and communities
- a focus on longer-term sustainability and exit strategies.

What are the next steps?

The collaboration with Tūturu is in an early stage, and future work includes seeking further alignments between the existing models and resources that have been independently developed by each group.

One next step for HeEd is clarifying their priorities for the next year. In addition, the two HeEd partners and Tūturu each have their own next steps they would like to action. Some of these suggested actions that relate to Tūturu include:

- increasing the focus on youth setting directions and engaging in student-led action
- expanding the focus to other areas of Auckland and Northland
- working together to ensure Tūturu curriculum resources align with the revised curriculum and changes to NCEA
- promoting Tūturu in education and health circles to raise awareness about the support offered
- connecting communications and data between the three groups in order to identify and highlight the successes of schools that have shifted to a more wellbeing-focused model and have lowered SSEE rates or improved attendance.

For the Tūturu team, one next step is leveraging off HeEd relationships to reach clusters of schools. Many of the current priority schools are part of the AIMHI group, which the Tūturu team already have a connection with. HeEd facilitated relationships with the other schools. The Tūturu team is in the process of planning a presentation to the wider Achievement in Multi-cultural High Schools (AIMHI) group.

The HeEd partners want to build understanding about how te ao Māori and Pasifika models and approaches could enhance their partnership and the work with schools. For the Tūturu team, this involves modelling ways of thinking and working that better reflect the Māori and Pasifika communities in South Auckland. One example is using holistic models to consider the connections between rangatahi wellbeing, learning, and behaviour. Another is supporting schools to undertake whānau health consultations and explore solutions through community processes such as wananga or talanoa.

This is a reciprocal relationship ... we're committed to this and how this relationship will look like and the partnerships ... From our perspective ... The number one [priority] is equity. The schools we've identified have high Māori and Pasifika populations ... and secondly, we feel that [the Tūturu team], what they bring to the table is a te ao Māori lens ... starting from a te ao Māori approach, not a Eurocentric way. I think Te Tiriti is number one for all of us ... And so, we're really excited to have Tūturu on board. (HeEd partner)

Summing up the main benefits of the connection between HeEd and Tūturu

One main benefit for HeEd and Tūturu is being able to leverage off each other's connections and expertise which they consider will give them more ability to influence practice at both a strategic and operational level. As one HeEd partner commented "we can do more together, better".

Looking to the future, all three groups are hoping their shared focus will contribute to shifts in practice in schools towards wellbeing and restorative-focused responses to AoD and mental health issues, and lower rates of SSEE. The HeEd education partner also wants to see more focus on assisting students to build leadership capabilities so they can also contribute to change in their communities.

4. Ngā āhuatanga tautoko i te tuituinga | Factors supporting engagement

Introduction

This chapter presents a summary of themes relating to Evaluation Question 2: What factors support school readiness to engage with Tūturu? Engagement factors are presented in tables. Table 1 below summarises the enablers that support schools' initial readiness to engage with Tūturu. Table 2 summarises factors that influence ongoing engagement. Table 3 focuses on factors that are related to the Tūturu team and model. Following these summaries, key engagement factors are explained in more depth.

Table 1 Factors that influence school readiness to engage with Tūturu

School factor	Readiness and initial engagement are supported when ...
Readiness: Seeing a need, building relationships, and creating a team	
School leaders see the need for Tūturu	School leaders are committed to supporting the wellbeing of students and see the need to better identify and address local concerns
Schools identify key needs and sees a fit between Tūturu and these needs	<ul style="list-style-type: none"> Schools have particular needs they require support with (e.g., vaping or a need to increase student attendance or improve pastoral support) Schools hear about aspects of Tūturu from other school leaders or at WSA days and want similar support
Schools have a hauora focus and actions in their strategic plan	<ul style="list-style-type: none"> Schools already have a bigger picture focus and goals relating to hauora/wellbeing (for students and staff) in their strategic plans Schools are clear about their support and wellbeing philosophy and see Tūturu as well-aligned with their beliefs
School leaders have a trusting relationship with Tūturu staff or partners	To connect with schools, Tūturu leads build on relationships including: <ul style="list-style-type: none"> their existing relationships with school staff introductions to a school from partners who are already working with staff
School contacts are decision makers, and other SLT members champion Tūturu	<ul style="list-style-type: none"> A school SLT member leads and actively champions Tūturu by allocating staffing or resources Other SLT members (particularly the principal) champion Tūturu and are engaged in the process
Schools create a team of champions	<ul style="list-style-type: none"> Tūturu fits within an existing structure or team (e.g., the school pastoral or hauora teams or SLT) School teams act as champions
The right people are on school teams	School teams include representatives from key pastoral and health service roles (e.g., deans and guidance counsellors) and curriculum leads

Table 2 Factors that influence schools' ongoing successful engagement with Tūturu

School factor	Ongoing engagement is supported when ...
Identifying and meeting needs through reflection and consultation	
Schools are assisted to self-review and clarify needs	Tūturu leads support schools to engage in self-review and consultations in ways that raise awareness and clarify student, community, and staff needs
Tūturu supports schools to consult with whānau and students	<ul style="list-style-type: none"> • Tūturu leads actively support schools to broaden and enhance the way they engage with whānau and particularly Māori and Pasifika communities • Tūturu leads actively support schools to consult with students and engage in student-led action
A tailored plan is developed	<ul style="list-style-type: none"> • A team of staff are involved in the development of a tailored plan • The plan meets key school needs • Staff can select key priorities from the plan to undertake each year
School staff get access to evidence-based practices and new ideas	<ul style="list-style-type: none"> • Tūturu leads introduce schools to evidence-based practices and ideas from other schools which can be used to meet student needs • Schools value the youth-centred approach of Tūturu
Embedding Tūturu in the way schools work	
School staff have time to meet	School staff have time to meet to discuss and plan actions (at existing pastoral meetings or other times)
Tūturu focuses are integrated within existing school plans and focuses	<ul style="list-style-type: none"> • Schools are supported to connect Tūturu-related work to their strategic plan goals and actions • The Tūturu team integrates their focus with school goals, frameworks, values, learning or learner profiles, or other ways of working • The school sees Tūturu as well-aligned with related initiatives such as restorative practices
PLD spreads key Tūturu messages and strategies across the school	<ul style="list-style-type: none"> • Staff have access to Tūturu PLD to build their understanding of the impact AoD has on young people and skills in having conversations with young people • Activities such as PLD are timetabled effectively (into existing school PLD slots or delivered via online modules so staff can do them at a time that suits)
Providing needed resources and support	
Schools value the support they get to develop more awareness and/or access to local services	<p>Tūturu leads support schools to:</p> <ul style="list-style-type: none"> • map the range of local services and providers, and identify the eligibility criteria for different services • broker relationships to new services • match services to the range of student needs
Schools are supported to strengthen pastoral processes and teams	<ul style="list-style-type: none"> • Tūturu leads support staff to review and enhance pastoral processes • Pastoral staff (such as deans) have access to tailored Tūturu PLD

The Tūturu team facilitates networks with other partners	Schools are supported to network and share ideas through WSA days or cluster sessions with other health, education, or justice providers
Schools are supported to address gaps in student health education	Schools are supported to build a stronger health and hauora/wellbeing focus: <ul style="list-style-type: none"> • within form time • through external workshops (e.g., a pre-ball workshop) • during health expos for students and whānau • through use of learning resources for junior and senior health programmes
Demonstrating initial visible successes	
School staff identify initial successes for students from a range of Tūturu-related activities	Staff see the extra value gained for students and the school from: <ul style="list-style-type: none"> • consulting students about health and hauora/wellbeing needs • student-focused learning such as pre-ball workshops • student-led action
School staff see successes in how they work with whānau	<ul style="list-style-type: none"> • Staff gain more knowledge about how to consult with whānau in culturally appropriate ways • Staff see how revised whānau consultation processes result in larger turnouts and better information
School staff identify successes for staff from Tūturu activities	<ul style="list-style-type: none"> • Staff notice improvements in pastoral processes and team confidence from Tūturu support and PLD • Staff have increased awareness of the range of service providers available and how to refer students

Table 3 below summarises the enablers related to the Tūturu model and work of Tūturu leads and NZDF staff.

Table 3 Tūturu team and model factors that influence successful engagement

Tūturu factor	Initial engagement is supported when ...
Tūturu leads work in relational ways	<ul style="list-style-type: none"> • Tūturu leads build off existing relationships with schools or agency partners • Tūturu leads value and maintain relationships
Tūturu leads identify initial key needs for each school	Tūturu leads: <ul style="list-style-type: none"> • help schools clarify and prioritise a range of needs • tailor their support to schools' pressing issues
Tūturu factor	Tūturu processes: Ongoing engagement is supported when ...
Tūturu leads keep in touch	<ul style="list-style-type: none"> • Tūturu leads have regular contact with schools • Meetings between school and Tūturu leads are scheduled and planned well in advance • Tūturu leads maintain connections over time with the school contact, principal, or other SLT members (as the key influencers in each school)
Tūturu leads show manaakitanga	Tūturu leads show manaakitanga and reciprocity through actions such as bringing kai and koha to hui and whānau consultations

Tūturu is responsive in meeting new school or organisational needs	The Tūturu team is flexible and can tailor resources to support school or agency partners in areas of need
Tūturu leads provide free support and make use of the community activation fund	Tūturu support is free. This is important for all schools but especially for those with higher EQI ratings. Schools value the way Tūturu leads: <ul style="list-style-type: none"> • provide kai or resources for key hui • offer some financial support for external PLD or to apply for a sabbatical (e.g., AoD PLD or to attend a conference with other schools)
Tūturu leads and partners present a coherent approach	Schools see that Tūturu goals are aligned with the goals of partners such as the NZ Police, Education advisers, and Te Whatu Ora staff
Tūturu leads ensure schools experience Tūturu as a joined-up initiative	Tūturu leads make connections between Tūturu and related: <ul style="list-style-type: none"> • PLD in schools (e.g., Restorative Practices) • professional groups (AoD and other health services providers, the NZ Police)
Tūturu factor	Tūturu leads' knowledge and competencies: Ongoing engagement is supported when ...
Tūturu leads have change facilitation skills	Tūturu leads are skilled facilitators who understand how to create a safe environment for self-reflection and change
Tūturu leads have cultural competencies	<ul style="list-style-type: none"> • Tūturu leads reflect the cultures of the school community and/or have an understanding of local community needs • Tūturu leads work in ways that enable schools to form stronger connections with their communities
Tūturu leads have cross-sector understandings and relationships	<ul style="list-style-type: none"> • Tūturu leads have a knowledge of both health and education sector practices and initiatives and are able to weave these together • Tūturu leads broker relationships between schools and agencies and partners
Tūturu model youth-centric approaches and evidence-based approaches	<ul style="list-style-type: none"> • Tūturu leads model PYD and evidence-based ways of working that schools value

Key engagement factors

The following section of this chapter provides more detail on some of the key factors that supported school readiness and ongoing engagement with the Tūturu team.

An entry point is needed to start building relationships with schools

Schools are busy places and “getting in” can be challenging for all forms of advisers who work with schools. A mix of relationships and needs brought schools and Tūturu leads together. Initial relationships were formed in a range of ways. Leads often drew on their networks and knowledge of the local community to facilitate their connections with some schools. Other

connections started when partner agencies introduced leads to schools, or school staff heard about the potential value of Tūturu from local sessions on vaping or at WSA days. A lead visiting a school, hearing about their needs, and suggesting a way forward could also start a relationship. Seeing that Tūturu offered something they needed was very important to schools and could start the engagement process.

Tūturu leads work in relational, collaborative, and flexible ways

Whanaungatanga and good relationships were key to setting in place a foundation of trust that enabled leads and school staff to continue to work together. Once initial connections were made, school staff reported they highly valued the collaborative way Tūturu leads worked with them to co-design approaches.

So, it wasn't, 'We're coming in and we're going to do this.' It was, 'How can we work together? And let's co-design it.' So again, that's really significant, really important. And again, not all organisations are prepared to do that. (School leader)

Many school staff commented on the respectful ways Tūturu leads interacted with them and their skills in working with students and community members. Leads built trusting relationships that provided a foundation for staff to feel safe reflecting on school practice and needs.

Keeping the momentum going was facilitated when Tūturu leads were proactive about maintaining contact and planning sessions. Tūturu leads showed manaakitanga by providing kai for visits or showing reciprocity by sharing the organisation of kai for whānau consultations, which was also important to school staff.

Seeing that Tūturu could assist with meeting their needs was key for schools, as was trusting that the Tūturu team could deliver in ways that suited their community and context. The flexibility leads showed in adapting both their visiting times and focus to suit schools was highly valued by school staff. Leads fitted their work within existing processes at schools such as meeting during the usual pastoral or hauora team meeting time or providing PLD during a set early morning PLD slot. They designed plans to fit within school frameworks and strategic plans, rather than creating a new layer of work. This flexibility is one way of supporting Tūturu focuses to become more embedded in the work of schools.

Tūturu leads bring new ideas and specialist skills

Tūturu leads brought new ideas and expertise that schools could see complemented staff's expertise. School leaders valued the "transparency" of Tūturu and how leads demonstrated the evidence base that underpinned Tūturu processes and resources. They also considered the support of an external person added credibility to school focuses. Pastoral staff valued the new ideas leads suggested as well as hearing about how other schools in their region addressed similar needs.

Many school staff commented on the Tūturu leads' effective facilitation skills which helped set a foundation for honest self-review discussions and planning sessions.

And to have an expert in one of those areas come in and lead ... (that you haven't got time to become the expert). It takes a little bit of the mental burden away. So actually, you're a bit fresher and you're able to think more deeply ... They know the clever questions that they need to ask to elicit the best responses ... Because they're from outside of your organisation they can let you know in the nicest possible way, where you might have gaps. (School pastoral staff)

Also particularly valued was the way leads were well networked in their communities and had a range of cultural competencies in their kete.

Well, again, the team itself is, you know, very grounded, very understanding of our context; the community we serve. And they're very representative of the community that we serve. So, they have that understanding, which is not true of all organisations ... we have worked with, or that want to work with us. We're a lot more skilled at saying no to people if we do not think that they are the right fit or they're not prepared to [adapt] their programme to fit us. That was never an issue with Tūturu ... (School leader)

Other areas of expertise that were important to schools were the way leads modeled PYD and youth-centric ways of working, and understood, and could work across, health and educational settings in ways that aligned approaches.

Schools value planning processes that uncover new student needs

Using Tūturu processes and tools helped schools develop a tailored plan or refine their existing actions relating to hauora. The process of working through the self-reflection tool, engaging in a community consultation with students, whānau, and staff, and/or then developing a tailored plan, felt robust to school staff. Tūturu leads adapted these processes depending on how each school wanted to work and their existing focuses. Staff sometimes found these processes took some time, but, overall, they recognised that undertaking some or all of these processes was key to them developing a deeper understanding of student, staff, and community needs and considering ways to address these.

At all schools, these processes uncovered student needs or beliefs of which staff were unaware. As one example, some schools started this process with a focus on vaping. Through consultation with students, they realised there were wider wellbeing issues that needed to be addressed such as students' hesitancy to use the school services available to them (*see school stories 1 and 2*).

Working collaboratively through review and planning processes supported team building at schools and was empowering for many school staff, who then felt more confident to take action. Having a plan provided a shared blueprint for staff to prioritise actions and move forward at a pace that suited them.

We were very lucky with the placement. The [Tūturu lead] is the right person for us. She gives us enough room to inquire and investigate, and we own the process, which was a big thing. (School leader)

Schools value support to consult with whānau and develop student leaders

Tūturu leads supported all four schools to develop new ways of consulting and working with whānau through providing new ideas about setting up surveys or face-to-face hui at times that worked for whānau (such as during school celebrations or parent–teacher night). They also supported some schools to consult in more culturally appropriate ways. These types of support were very valuable to schools as they often found it hard to encourage whānau to take part in activities such as the required health consultation.

At our parent–teacher conference day, [the Tūturu lead] was in here and she helped set up a display, and she proactively helped with the surveying of the whānau and was able to get prizes for a prize draw. So, you know, that’s massively helpful drawing our whānau in and getting better quality feedback than I think we’ve ever had before. (School pastoral staff)

Also valued was the support they were given to consult with students and set up student groups who could take action to support their peers. Giving students the space to air their wellbeing concerns was eye-opening for staff, as it alerted them to needs they were not aware of. Student consultation processes also supported students to feel valued at school.

Schools value support to help them access and manage services for students

Ensuring students could access the AoD, mental health, and other forms of support they needed was a key focus for all schools. School staff were not always aware of all the available providers. Some found managing all the different relationships with external providers complex and time-consuming. Tūturu leads engaged in actions such as assisting schools to map out local services, introducing schools to new services, and supporting pastoral teams to be clearer about the focus of each service and how to refer students.

Tūturu leads adapted their focus to fit school needs. The two large urban Auckland schools had more onsite student support and easier access to local providers than the rural schools. For Auckland schools, the focus was more about supporting pastoral teams and designing ways to raise student awareness of the services and support already at the school, and supporting students to feel comfortable using these services if needed.

The two rural schools were in a different situation. These smaller schools did not have a full-time guidance counsellor or nurse, or easy access to the range of external services available in urban areas. For these schools, Tūturu leads focused more on assisting the school to form relationships with services and agencies, so schools could understand the range of services that were available locally. Setting up WSA days for schools or student and whānau health

expos was one way of providing a joined-up approach with partner services and agencies, and helped introduce new services to staff, students, and whānau.

*The focus is ... knowing what the services do. We're having a health services [expo] with [other local schools], because we all have the same services ... But we don't know ... what's on offer. So ... the students and parents can go through an expo. **[Was that the Tūturu lead's idea, or was it yours?]** Well, it came from a need, because once we were having our meetings and they said ... 'Have you heard of this service?' And we're like, 'No!' (School leader)*

Access to funding supports schools to take action

All the case study schools have higher than average equity needs, so the fact that Tūturu support was a free service was important for them. Also important was the way the team used their community activation fund to support schools to consult with whānau or work with students. Support for staff to attend external PLD or to apply for a sabbatical to build school approaches also gave staff more time to think, plan, and consult about ways to support student wellbeing.

The financial support allows things to get off the ground, and then ... schools can sustainably push things on in the future when they see it makes a difference. (School leader)

5. Ngā āwangawanga hei aronga atu | Tensions and barriers to navigate

Introduction

This chapter presents a summary of common tensions and barriers experienced by schools, agency partners, and the Tūturu team. The chapter addresses evaluation questions 1 and 2 which focus on school and agency partner engagement with Tūturu. The thematic analysis focuses on the tensions and barriers that might get in the way of engagement with Tūturu. For most themes, a reflective question is posed about possible next steps.

Tensions or challenges experienced by schools

Schools have pressing student wellbeing needs

Meeting student wellbeing needs is an increasing concern for schools. Some school leaders noted their student support services were overloaded.

... coming out of COVID for the last three years ... the impact in our community was felt deeply. More than some other communities. So, the depth was lower and also then the climb out is longer and slower ... we have an unmanageable level of referrals going through to student support services. (School leader)

At many schools, engaging in the Tūturu self-review and/or consulting with students had raised staff awareness about new student wellbeing and safety needs. Many staff described how they wanted students to feel safe, have a strong sense of hauora and belonging at school, and be supported at school. Other staff wanted students to be better supported to make good decisions about AoD use. Most schools were now more aware that student input is vital to identify both needs and solutions.

Another result of increasing awareness about student wellbeing needs is that school staff were realising Years 11–13 students need more health and wellbeing-related information as, for them, health is an optional curriculum subject.

Because Years 12 and 13, they don't have any health. And so, in Years 9 and 10, they learn about sex, drugs ... And they don't really know what's going on. But by the time they get to Years 12 and 13 there's no actually formal input. And so, they lose track, or they forget about ... the access they've had before. (School leader)

Tūturu support was raising staff's awareness about the need to be more intentional about how to offer extra support to senior students and what to focus on. Tūturu leads assisted schools to develop supports such as hauora expos for students at the start of the year, ways of including wellbeing topics at form time, ways to make more intentional use of external workshops during the year, and assistance to run pre-ball workshops for students. Overall, strategies for offering senior health and wellbeing learning (outside of the health curriculum) appears to be an area that could benefit from focused support.

Reflective questions

- How could information about the senior health opportunities that Tūturu supports be shared more widely with schools?
- Could Tūturu provide more health-related learning for senior students?

Schools want ongoing support

Schools with high equity needs are busy places and staff often have multiple roles. They also have a wide range of barriers to student wellbeing and learning they are trying to mitigate. Some staff noted their needs are higher than other schools and therefore they needed more support. Other school leaders thought support from Tūturu leads tapered off too quickly as leads stepped back as part of a strategy to give ownership to schools.

We got lots of inputs at the front ... And I know schools have to be self-advocating ... But it was very much school-led actions with support. Not Tūturu-led actions with school support. It was a lot of lifting from us. Which is fine, if that's the way it is. (School leader)

The Tūturu support model does offer ongoing support for schools and the Tūturu team regularly reviews their level of engagement with schools. However, Tūturu leads sometimes found it hard to set meeting times with busy school staff.

School leaders value Tūturu support, but some were worried that the Tūturu team would not be able to stay on the journey with them for a long enough period of time. From experience, they considered ongoing support to be the most effective way of fostering lasting change in schools and communities, especially those in high equity need areas.

The most meaningful relationships we have ... that affect positive change, are people who stay with us. And so that's one of the challenges. Often you get organisations that come in and they go ... It might have value, but they don't stay around. It's in that 3-year cycle usually ... it's politics that then gets in the way ... And it's not fair on communities like ours because they need stability. And so, the best programmes are those that stay and don't go away, and keep working. And yes ... the people might change ... and the focus shifts and moves as required. But there's a level of consistency ... if you want to have long-term impact on the hauora of young people in one of our most challenged communities, then you need to stay and you need to keep working. (School leader)

School staff were in the process of shifting their mindsets about the use of stand-downs for student AoD use. They had future plans to consider policies and practices. This work could take some time. Some agency partners commented on the challenges of shifting long-held beliefs about AoD use and the time frames needed for this.

... most schools are ... trying to modernise the way they treat issues. But ultimately ... alcohol, vaping, smoking ... are still dealt with by stand-downs, and other punitive measures. (System partner)

Reflective question

How can Tūturu work to ensure support time frames are aligned with the time it takes to create change in school settings?

Different approaches are needed for Māori and Pasifika rangatahi

Schools with higher equity needs on average also have higher enrolments of Māori and Pasifika students. Many decades of research and practice show that supporting Māori and Pasifika students' learning and wellbeing requires a shift towards relational and culturally sustaining practices that draw on knowledge and worldviews from students' communities (Berryman & Bateman, 2008; Bishop, 2019; Macfarlane et al., 2007; Webber & Macfarlane, 2020). Some school staff and Tūturu leads noted that the origins of school behaviour management and discipline practices are based on punitive ways of thinking (which are Eurocentric) as opposed to ways of thinking that reflect students' communities.

I know a lot of [Tūturu] is around moving from punitive to restorative mana-enhancing [approaches]. And so that's been good for us to be able to be reflective. We've got a mix of punitive and restorative stuff already happening. But Tūturu [has] looked at that with us. (School leader)

Punitive behaviour management processes contribute to the over-representation of Māori and Pasifika students in school stand-down and expulsion data. Aotearoa New Zealand researchers consider a reframing of school wellbeing and mental health approaches is needed so they better support rangatahi Māori as well as other groups of students. Researchers suggest this framing needs to align with Te Tiriti o Waitangi, be informed by health determinants, and be culturally located in te ao Māori worldviews (Webber et al., 2023).

To support Māori and Pasifika students' wellbeing, Tūturu leads and school staff in the Auckland region were working together to try to re-indigenise how wellbeing is framed and supported in schools. The ways they were working align with the practices suggested by Webber et al. (2023). Examples of re-indigenising practices included:

- holding wananga and talanoa to create a safe space to consult with Māori and Pasifika whānau and draw on their knowledge sets to help identify student needs, and design new processes and forms of support based on whānau feedback

- consulting with Māori and Pasifika rangatahi in ways that work for them, and drawing on their knowledge to help identify needs, and design new processes and forms of support
- supporting Māori and Pasifika rangatahi to engage in student-led action in ways that give them space to use their knowledge to design approaches
- using culturally embedded frameworks such as Te Whare Tapa Whā to provide a holistic view of wellbeing and shape conversations with students
- connecting with local iwi health providers and trusts to provide kaupapa Māori forms of external support for students
- using restorative practices with students and whānau to find ways forward.

These practices are currently happening in pockets. Overall, staff at the four case study schools and Tūturu leads were at different places in terms of what they viewed as supporting equity for Māori and Pasifika rangatahi, and whether they were focused on re-indigenising practices.

Reflective question

How could Tūturu promote shared understandings about ways of working with Māori and Pasifika rangatahi and whānau?

Tensions relating to the Tūturu team or model

Building and maintaining relationships with high EQI schools

Relationship building with schools takes time. Priorities in schools can change quickly if members of the SLT change, and high staff turnover can slow progress in schools that serve low socioeconomic communities (Boyd & Overbye, 2020). Tūturu leads used a range of strategies to build a trusting foundation with school staff (see Tables 1 & 2, Chapter 4). However, this challenge still exists for Tūturu leads (and many other advisers who work with schools) as it can be difficult for school staff who are already overloaded to find the time to meet and progress Tūturu-related actions.

The only challenge will be the accessibility of staff ... but that just comes with the territory ... Knowing there's just more and more that is being demanded from teaching staff. (Tūturu lead)

There's no barriers or issues with the ... partnership [with Tūturu]. But then I could also say, we have barriers every day ... It's with actually getting the work out there and getting the project out into schools. I think the biggest barrier for us is schools coming on and being supportive. And the best advantage that we've seen is ... when schools see other schools doing something. They want a piece of that cake as well, especially if it's shown to be not only beneficial for the students, but also ... looks good for the school. But these are barriers we've learned to overcome and will continually overcome in the future. (System partner)

The Aotearoa New Zealand education system is in a period of rapid change to the curriculum and other aspects of practice. Some Tūturu leads and agency partners could see a few schools stepping back from Tūturu-related work due to commitments relating to these changes. A strategic approach to keeping up with the pace and focus of change will be important to the viability of Tūturu. Some changes are already planned, such as reviewing and updating the Tūturu curriculum resources as the revisions of each learning area are finalised. This will enable Tūturu to provide support to schools that is aligned with changes to the curriculum.

Reflective question

How can Tūturu ensure its focus, ways of working, and resources are relevant to schools and actively support them through a time of significant change?

Considering an equity- or community-focused support model

Some staff at the higher equity schools wanted more Tūturu support or support over a longer time frame. The Tūturu pilot also showed that low decile (high EQI) schools had higher staff turnover and required more support to get actions underway than their higher decile counterparts (Boyd & Overbye, 2020). These findings suggest that revising the Tūturu support model may enable the initiative to either focus more explicitly on equity or make more use of strategies that are known to facilitate change in schools and, potentially, communities (e.g., working in clusters rather than with individual schools).

Two approaches aimed at supporting high EQI schools were evident in the current practice of the Tūturu leads who are working with the case study schools. One is that leads appear to be providing significant hands-on support to higher equity needs schools to help get activities underway. The Tūturu pilot showed that higher decile (low EQI) schools also have support needs but are more able to create change with a lower intensity of support.

The second approach is a cluster or community-focused approach where leads work with a number of schools with similar needs, or which are located in the same community. Community connections can be made between staff or student leaders.

We had [student] leaders from [two local high schools come in]. So, they'd heard things about how we run [student] leadership sessions. I said, 'Look ... come in ... check it out ... this is how we do things.' So, they were very encouraged and they became involved with our [student] leaders and Tūturu. Team Tūturu got the groups to feedback ... they were connecting ... to find a bond, and everyone felt encouraged. It was great to hear student leaders [from other schools], or the prefects, give feedback. [We have a] plan for 2025 [to make more connections]. Tūturu have been positive in connecting our [student] school leaders. (School staff)

Community building ways of working create more opportunities for change if similar schools are facilitated to network, share practice, and therefore create community-wide change.

However, this does rest on the community of schools all wanting to engage with initiatives such as Tūturu. Examples of the use of community-based approaches are:

- running WSA days or expos where staff from local schools can meet each other, share practice, and meet representatives from local services and agencies
- fostering connections between schools including working with the HeEd priority schools and partners and the planned work with the AIMHI cluster of schools.

Reflective questions

- Could Tūturu develop an enhanced support model which allocates extra time or funding for high EQI schools in acknowledgement of their context? Lower EQI schools could be offered a lower intensity support model.
- Would it be beneficial for Tūturu to embed more community development approaches into the support model, and what could these approaches look like?

Raising awareness about the value of Tūturu

Both system case stories (*see stories 5 and 6*) suggest Tūturu was not always familiar to staff who worked in different layers of health, education, and justice agencies (e.g., strategic or operational, or regional and head office). These partners considered additional awareness raising about Tūturu, and how the initiative supports the priorities of their agency, would be beneficial. Awareness raising is likely to be an ongoing need given changing priorities and shifting workforces, particularly in education and health agencies.

Reflective question

Can relationships (such as with members of the Tūturu Governance group and with HeEd and the Police) be leveraged to raise awareness about Tūturu support and resources more widely across health, education, and justice settings?

Mitigating possible negative impacts

Although not common, a couple of interviewees gave examples of situations, broadly related to Tūturu work, that had the potential to be harmful for young people. One example related to work with partners such as the Police. Tensions included students' perceptions of the Police as a negative force in their communities, and the need for the Police to avoid using fear tactics such as telling young people "war stories".

In that first term I brought in the NZ Police ... I did an interview style format. Like rather than saying, 'This is who we are, this is what we do'... I got the students to interview them, and I only gave them five questions ... And then I opened it up to the floor, and the kids could ask whatever questions they wanted. And that was quite curious to see, 'At what age can I be arrested?' And the [reply] 'Well, actually, we've started arresting kids from the age of 8.' That was a big eye-opener to [students] ... But it was good for them to see, and try and establish a relationship with the NZ Police. Because what they said, for them, it's gotten worse ... they

get yelled at. And I said, 'Ok, well, I need to make your presence a little bit more known.'
(School staff)

When developing the pre-ball workshops, Tūturu leads worked with the Police to develop a shared view of harm minimisation approaches which included avoiding fear tactics such as “war stories”. However, leads have less control over what happens in schools as shown by the quote above which demonstrates a situation that could create a sense of fear for students.

A second example was from a school working on toilet safety (an issue that was identified across a few case study schools). As a response to student feedback, staff closed off some toilet blocks for repair. This left some students, particularly girls, struggling to access bathrooms, which is a less-than-ideal situation.

Reflective question

How can the Tūturu team ensure partners and school staff are well-briefed on potentially harmful approaches such as use of fear tactics or restricting access to wellbeing-related services or resources?

6. E tautoko hurihanga wā poto ana a Tūturu |

Tūturu is supporting short-term change

This chapter summarises data relating to two outcomes-focused evaluation questions:

- Question 4: What changes are occurring for schools accessing Tūturu support?
- Question 6: To what extent is the Tūturu leadership structure and provider support model building capacity (in schools, providers, and the **wider system**)?

The Tūturu Theory of Change (ToC) specifies a range of expected short-term changes (emerging outcomes) that the initiative, if functioning as intended, is likely to support in schools, and with agency partners, in the first 1–2 years. This section presents a map of emerging outcomes from the case study data against these expected short-term changes.

Tūturu is supporting short-term changes for schools

It's been something which is opening our eyes to thinking, 'Right we need to help them rather than punish them.' Which is the big thing. (School leader)

Table 4 provides a summary of the short-term changes identified across the four school cases (*stories 1–4*). These four schools have all worked with a Tūturu lead for about 1 year, therefore we would not expect to see all four schools demonstrating emerging outcomes across all areas. The **green** highlight shows where a change was reported by most (three to four) schools. **Yellow** shows areas that were reported by one or two schools. **Pink** shows changes that are planned for 2025. Annotations in *italics* provide examples of evidence.

The extent of **green** highlighting suggests that Tūturu is contributing to change across a range of school practices. The main shifts were changes relating to pastoral team knowledge and practice.

[What is the main value of Tūturu for your school?] For me, it's not having the responsibility of wellbeing all held within one person at the school, and to ensure that knowledge and mātauranga is really shared amongst the school and amongst that whole hauora team. So, then we do have good succession planning in place and also streamlining of processes to increase the competence and knowledge around wellbeing for all staff. (School leader)

Table 4 Summary of short-term changes from school case studies

ToC schools: Expected short-term changes within 1–2 years

Schools (SLT)/boards will make some early changes; for example, they will ...

- develop a wellbeing action plan *(all schools had further developed their wellbeing/tailored plan)*
- build shared views about proactive and support-based approaches to wellbeing and AoD *(all schools were reflecting on their approaches and building stronger wellbeing-focused pastoral processes)*
- build stronger buy-in to Tūturu and foster champions who are leading approaches *(all schools)*
- revise policies/practices so they are proactive and support-focused *(all schools were planning to revise policies and practices; one had done this)*

School pastoral teams will ...

- be learning together and have systems to sustain the team if people leave *(all schools)*
- have trusting relationships with providers and effectively use their services *(all schools reported having raised awareness about the range of services and how to access them)*
- be using more proactive and support-based approaches to AoD *(some pastoral staff at all schools were shifting towards non-judgemental and support-based approaches)*

Teachers will ... *(for most schools, PLD and work across all staff was planned for 2025)*

- have increased understanding of proactive youth health and positive youth development approaches *(a few schools had run PLD for all staff)*
- have an increased understanding about effective ways to support young people and the support options available
- have increased confidence in having “Are you OK?” conversations with students
- be starting to integrate more real-life contexts into learning that help build wellbeing competencies *(most schools were building a stronger hauora focus for seniors e.g., running pre-ball workshops)*

Students will ...

- be starting to see how their ideas are shaping school wellbeing approaches *(some schools had developed student leadership and consultation processes; others were planning these for 2025)*
- have access to real-life learning contexts that help build wellbeing competencies *(all schools ran activities such as pre-ball workshops, leadership camps, or student-led action; most schools are planning to use Tūturu curriculum resources in 2025)*
- be experiencing more processes that support them to stay at school (e.g., fewer SSEE) *(one school reported a decrease in incidents, and most schools were working to promote safety and belonging)*

Parents, whānau, and communities will ...

- be more aware of, and involved in, school consultations and designing solutions that help build students' wellbeing competencies *(we did not interview whānau; however, all schools reported developing more effective ways of working with and consulting whānau)*

Tūturu leads/NZDF will ...

- increase their focus on prevention and offering earlier support that is informed by PYD approaches *(all)*
- be more aware of school and community needs, and better able to tailor support *(consultations and a tailored approach were evident at all schools)*
- offer useful referral pathways to schools *(all schools reported raised awareness about the supports available)*
- be developing their knowledge of working in partnership with Māori and Pasifika providers and how Māori and Pasifika worldviews might enhance Tūturu *(some schools were being supported to re-indigenise processes and services; most schools were supported to work with local iwi trusts and services)*

Unanticipated outcomes ...

- presenting a joined-up and aligned approach with their partners that schools value *(most schools valued joined-up approaches with either partners or local services)*

Tūturu is supporting short-term changes for agency partners

I couldn't do the workshops without Tūturu ... I don't run them as Tūturu runs them ... And that just provides that opportunity to provide education for young people to get them having conversations. All of which I think are contributing to minimising the chances of harm. (System partner)

The Tūturu ToC specifies some short-term changes (emerging outcomes) from the collaborative work NZDF staff and Tūturu leads are engaging in with agency partners. The main aim of this work is to facilitate the development of shared and evidence-based practice across the wider social sector.

Case stories 5 and 6 provide two examples of regional system-focused partnerships that are resulting in stronger alignments across sectors and the spread of Tūturu ways of working.

Table 5 provides a summary of short-term changes from the system case studies (and also from some of the school case studies). The green highlight shows where a change was reported by representative from each agency partner.

Table 5 Summary of short-term system changes mentioned in case studies

<p>ToC systems work: Expected short-term changes within 1–2 years</p> <p>Tūturu will work with key partners in the wider system to support them to ...</p> <ul style="list-style-type: none">• start to become more aligned through the sharing of key messages and good practice (all agency partners)• value a proactive positive youth development approach (all agency partners)• increase their understanding of their role, and that of others, in contributing to positive outcomes for young people and addressing the impacts of colonisation (all agency partners; for example, Tūturu is assisting the Police with aspects of Te Huringa o Te Tai 2022 strategy* and HeEd partners see how the cultural competencies of the Tūturu team will enhance their work)
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* <https://www.police.govt.nz/about-us/maori-police/te-huringa-o-te-tai>

These alignments were valued by both agency partners and schools who all could see the benefits of different groups working from a shared foundation of evidence-based practices.

Change in schools and systems is not a linear journey

In interpreting Tables 4 and 5, it is important to consider the complexities inherent in supporting change in schools. The length of time necessary for change to become embedded in schools is often underestimated. We know that change in schools is not a linear process (Fullan, 2004), especially in the early stages when an implementation dip is often experienced.

In the current climate, there's so much going on and competing priorities for principals. I feel like at the beginning of the year some of the principals were fully engaged. And now I think curriculum has taken precedence over everything else. But I think, without wellbeing, people

are not going to learn ... And without students attending school, they're not going to be able to achieve. (System partner)

We saw these ebbs and flows in the first year of Tūturu (Boyd et al., 2024) as well as in the Tūturu pilot (Boyd & Overbye, 2020). Research suggests that changes in schools often take 3–7 years to embed (International Union for Health Promotion and Education, 2009; Russell, 2003). Longer time frames are particularly important in secondary schools which are usually larger and have more layers of leadership (Boyd & Felgate, 2015).

In a systems' context, we might expect time frames for change to be even longer than 3–7 years. Therefore, during this phase of Tūturu (2023–25) we would expect to see pockets of system alignment and change. The case studies demonstrate how pockets of system alignment are starting to occur in some regions as a result of the Tūturu team's work with agency partners and schools. Story 5 about the work of Tūturu leads with Police SCOs demonstrates how regional change can start to influence national practice.

Tūturu is starting to show a return on investment

Given the caveats about the length of time it takes to embed change, Tables 4 and 5 indicate that Tūturu is starting to support a range of expected short-term changes for the schools and agency partners engaged with the Tūturu team. This evidence suggests, when functioning as intended, Tūturu can support change across a range of contexts. Tūturu meets the first level of the Social Investment Agency's return on investment standards (Jones et al., 2023) and a number of the criteria for Level 2:

- Level 1: There is an evidence-based theory of change
- Level 2: Evidence indicates changes in outcomes and/or impacts.

7. Ngā kōrero whakakapi | Summing up

Tūturu is filling a gap in wellbeing guidance for schools

The data presented in this report suggest that finding new ways to support student wellbeing is a pressing need in a range of secondary schools. Recent evidence confirms this by showing that mental health issues are increasing for secondary-age students (Alansari et al., 2022; Sutcliffe et al., 2022). The 2022 NZCER national survey of secondary schools (Alansari et al., 2023) found that providing support for vulnerable students, including those with mental health issues, was the top-ranked issue for principals. The 2021 secondary teachers survey (Alansari et al., 2022) showed that 82% of teachers consider student mental health issues are occurring more often than 2–3 years ago; however, only 36% reported they had training to help them recognise mental health warning signs.

The school staff and partners we interviewed considered it could be difficult for schools to access holistic wellbeing support that enables them to build or reframe their approaches. For these case study schools, Tūturu is providing much needed guidance which appears to be assisting the schools to strengthen their approaches to wellbeing and better support vulnerable students.

School staff also identified a need to offer more health and wellbeing learning for senior students. A recent Education Review Office report (ERO, 2024b) on relationships and sexuality education suggests this need spans the secondary sector. ERO recommended that schools find ways to extend health learning to Years 11–13 students. Tūturu is supporting schools to find a range of ways to address the need for health and wellbeing input for Years 11–13 students.

The Tūturu team brings needed tools, skills, and expertise

One of the key reasons schools and agency partners engaged with Tūturu was due to the new ideas, knowledge, and expertise the Tūturu team brought to the table. Particularly valued was the relational and youth-centred PYD approach of the team, their cultural competencies which included knowledge of their communities, their skilled facilitation, and their focus on evidence-based and harm minimisation practice. The way Tūturu could be adapted to their needs and context was another reason these case study schools engaged with Tūturu. The offer of free support was also important for schools.

Schools also found a range of Tūturu processes and tools assisted them in their work. Those most mentioned included the self-reflection and tailored plan processes, support with whānau and student consultations, service mapping, PLD for pastoral teams, resources relating to vaping, and the pre-ball workshop for students.

Tūturu leads are helping schools strengthen approaches to wellbeing through creating a bridge between education and health priorities and ways of working. They are also working with agency partners to create change in communities.

Emerging outcomes are evident for schools and partners

A mapping of evidence against the outcomes in the Tūturu ToC suggests Tūturu is starting to support a range of expected short-term changes for the schools and agency partners engaged with the Tūturu team.

For the four case study schools, this mapping of evidence suggests Tūturu is functioning as intended and is contributing to key shifts across different aspects of school practice. Overall, Tūturu is assisting schools to engage in deeper explorations of student wellbeing needs and plan ways to meet these needs. In school leadership and pastoral teams, Tūturu is contributing to:

- the enhancement of school consultation processes, particularly with students and whānau
- increased understandings of the range of student wellbeing needs (including the need to feel safe at school and that staff care about them)
- the strengthening of school wellbeing action plans
- shifting mindsets towards a view that the use of AoD, or challenging behaviour, can signal a need for wellbeing support rather than discipline
- enhanced understandings of wellbeing-focused options schools can offer students, and use of approaches that keep students at school (e.g., decreasing stand-downs)
- raised awareness about the range of external services available to students and how to access them
- support for deans and pastoral staff to build new approaches to having wellbeing-focused conversations with students.

For students, Tūturu is contributing to:

- the provision of more health and wellbeing information and support at school
- an increased focus on wellbeing input aimed at Years 11–13 students.

Students are starting to:

- see how their ideas are shaping school wellbeing approaches
- access more real-life learning contexts that help build wellbeing competencies
- experience an increased focus on wellbeing at school.

For agency partners, the ToC mapping of evidence also suggests that Tūturu is contributing to the aligning of practice at a regional level in order to better support student wellbeing.

Tūturu supports Government priorities

Overall, the evidence presented in this report suggests that many of the changes Tūturu is contributing to in schools, and with partners, are directly or indirectly supporting three intertwined Government priorities:

- increasing student attendance and engagement (assistance for schools to enhance mental health support for students, and provide a stronger wellbeing foundation so students feel safe and supported at school)
- improving mental health prevention and early intervention (through improving pastoral care and student access to service providers, and assisting schools to provide learning experiences that build students' wellbeing-related capabilities)
- lowering SSEE rates so students stay at school (through supporting schools to enhance pastoral care and mental health support, and through assisting schools to find alternatives to SSEE).

Strategic thinking is needed to navigate a shifting environment

All the case study schools had higher than average EQI ratings and most felt they needed support to assist them with rising levels of student wellbeing needs. This situation raises questions about how best to support schools with the most need, and whether the Tūturu support model is optimally positioned to provide this support. The balance between prioritising relationships with individual schools versus focusing on community building and regional approaches is another aspect of the model that could be reviewed.

Education is a crowded sector and the next couple of years will bring significant changes for secondary schools as the curriculum and NCEA practice are revised. Looking to the future, Tūturu will need to navigate this space to ensure the initiative's resources and processes are up to date. Change in educational settings takes time and maintaining relationships and momentum through peaks and troughs is vital to ensure longer-term impact.

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He kupu taka | List of terms and abbreviations

Abbreviation	Full text / Explanation
AHPO	Alcohol Harm Prevention Officer (from the NZ Police)
AIMHI	Achievement in multi-cultural high schools (an education initiative that supports a cluster of schools in South Auckland)
AoD	Alcohol and other drugs (including vapes)
AP or DP	Assistant principal or Deputy principal (roles usually part of the school SLT)
Board	School board (a school governance board formally known as the board of trustees)
Community/whānau health consultations	The Education and Training Act 2020 requires that school boards consult with their community on the delivery and focus of the health curriculum at least once every 2 years
EQI	The Equity Index indicates the level of socioeconomic barriers to educational achievement experienced by students. The EQI is used to determine the level of equity funding a school receives. A high value indicates high needs
Exclusion	Formally removing a child under the age of 16 from a school or kura. As the child has not reached the school leaving age they then need to enrol at another school or kura
Expulsion/expel	Formally removing a youth aged 16 or over from a school or kura. As they have reached the school leaving age they do not need to enrol at another school or kura
HeEd collaboration	The Northern Region Health and Education collaboration
HoD	Head of department (a subject area leader in secondary school; for example, Health and PE leader)
HPE/Health programme	Health and Physical Education is a learning area in the New Zealand curriculum. Health learning is one aspect
Komodo	A student wellbeing survey that is able to be tailored to school focuses
MoE	Ministry of Education
NCEA	National Certificate of Educational Achievement (a senior secondary school qualification structure)
NZCER	New Zealand Council for Educational Research
NZDF	New Zealand Drug Foundation
Pastoral team (also called the hauora team at some schools)	A team of school staff who support student wellbeing and behaviour management. The team is usually led by a member of the SLT. The team composition varies by school and may include: deans and school SENCO, guidance counsellors, social or youth workers, psychologists, doctors, nurses, or boarding school staff
PLD	Professional learning and development
Provider	A local provider that offers youth, AoD, or health and wellbeing services to their community
PYD	Positive Youth Development
SCO	School Community Officer (from the NZ Police)
SENCO	Special Education Needs Coordinator
SLT	Senior leadership team (at a school)
SSEE	Stand-downs, suspensions, exclusions, or expulsions (formal school discipline processes)
Stand-down	The removal of a student from school for a short and specified period
Suspension	A more formal removal of a student during which a meeting is held with the school board to decide on next steps
Te Whare Tapa Whā/ hauora	A model of hauora developed by Mason Durie that reflects contemporary Māori views on health and wellbeing. The model draws on the metaphor of a whare to represent hauora/wellbeing
ToC	Theory of Change
Tūturu lead	An adviser who is employed by a provider to work with local schools to help them use Tūturu processes and resources to benefit their school community
WSA	Whole School Approach

ĀpitiHanga 1 | Appendix 1: Interview guide examples

Tūturu case study 2024: School staff interview guide

About you and the school community

- 1) Could you tell me a bit about:
 - a. yourself? (e.g., How long have you have been at this school? What is the main focus of your role at school?)
 - b. your school and community?

Changes and developments at your school/organisation/community

- 2) Could you talk me through the work you have done so far with the Tūturu team? Who is involved at your school or in the community?
- 3) What is the main reason your school wanted to be involved with Tūturu? What changes are you trying to work towards or what support did you need?
- 4) Overall, could you give an example or tell a story, that stands out for you, about the main benefits or changes this work is supporting? *(Prompt: This could be initial/expected changes)*
 - a. What difference will these changes make for young people and your school?
 - b. How do you know/will you know if this work is making a difference to young people?
- 5) Could you tell us about focuses you have, or ways of working, that are supporting equity for rangatahi Māori and Pasifika youth? *(Prompt: Like use of culturally sustaining ways of working)*

Planning and alignment

- 6) What aspects of working with the Tūturu team are going well for you? *(Prompt: How well does Tūturu align with your school focus and values?)*
- 7) Did you face any challenges or surprises? How did you work through these?
- 8) What are the next steps or plans for this work?

Summing up

- 9) Could you give a final statement about the value of Tūturu to your students and school?
- 10) Do you have any advice for other groups about how to make the most effective use of the Tūturu processes, resources, and connections?
- 11) This is the last question. Is there anything else you would like to say about Tūturu that we have not talked about?

Student interview guide: Student leadership

A) Consulting about support for students

Your teachers told us that you were all part of a consultation about wellbeing support for students/were involved in some student-led action about student wellbeing. I'd really like to hear your views about this.

1. First, could you talk to the person next to you about what you remember about the consultation you need about ...? Then share some ideas back with the group.
2. Could you give me a quick overview of all the activities you did?
3. What were the main benefits for students or the school from this consultation?
4. Did you develop any new skills, knowledge, or ways of thinking through this process?
5. What is happening now with the consultation? What are the next steps?

B) Summing up, post box, and extras

6. We want to help other schools develop processes that work for students. Have you got any suggestions about:
 - a. How the process you did could be improved?
 - b. How schools could get better at supporting students' wellbeing?
7. Have you got anything else you want to tell us privately? You can post it in the postbox.
8. Have you got any questions you want to ask us?