

Tūturu:

A Guide to Getting Started



This guide is based on what we found worked and what didn't in our first two years working with New Zealand secondary schools and alcohol and other drug services to create Tūturu. Our developmental evaluation with the New Zealand Council for Educational Research also helped us to uncover these learnings.

We will continue developing Tūturu with schools for schools.

How does your school:

- Promote a positive school environment focusing on wellbeing, student connectedness and help-seeking?
- Navigate alcohol and other drug education within the curriculum?
- Support students when issues arise?
- Engage students to remain in education through internal procedures and policy?
- Let us know by getting in touch at tuturu.org.nz

Kia Ora!

You heard about the concepts and helped us co-create the way forward. Here are some tips about how to get things started in your school.

This guide will direct you to many helpful resources. These have the greatest impact in schools that create the conditions for purposeful thought and action towards a goal of improving student wellbeing.

What is Tūturu?

Tūturu is a systems change project which helps New Zealand schools take meaningful action to improve the wellbeing of their students. With Tūturu, your school will establish an ecosystem of support for student wellbeing – developing taiohi agency, critical-thinking skills, decision-making confidence; and offering proactive support to young people who need it.

Tūturu's first area of focus is alcohol and other drugs.

Why is it needed?

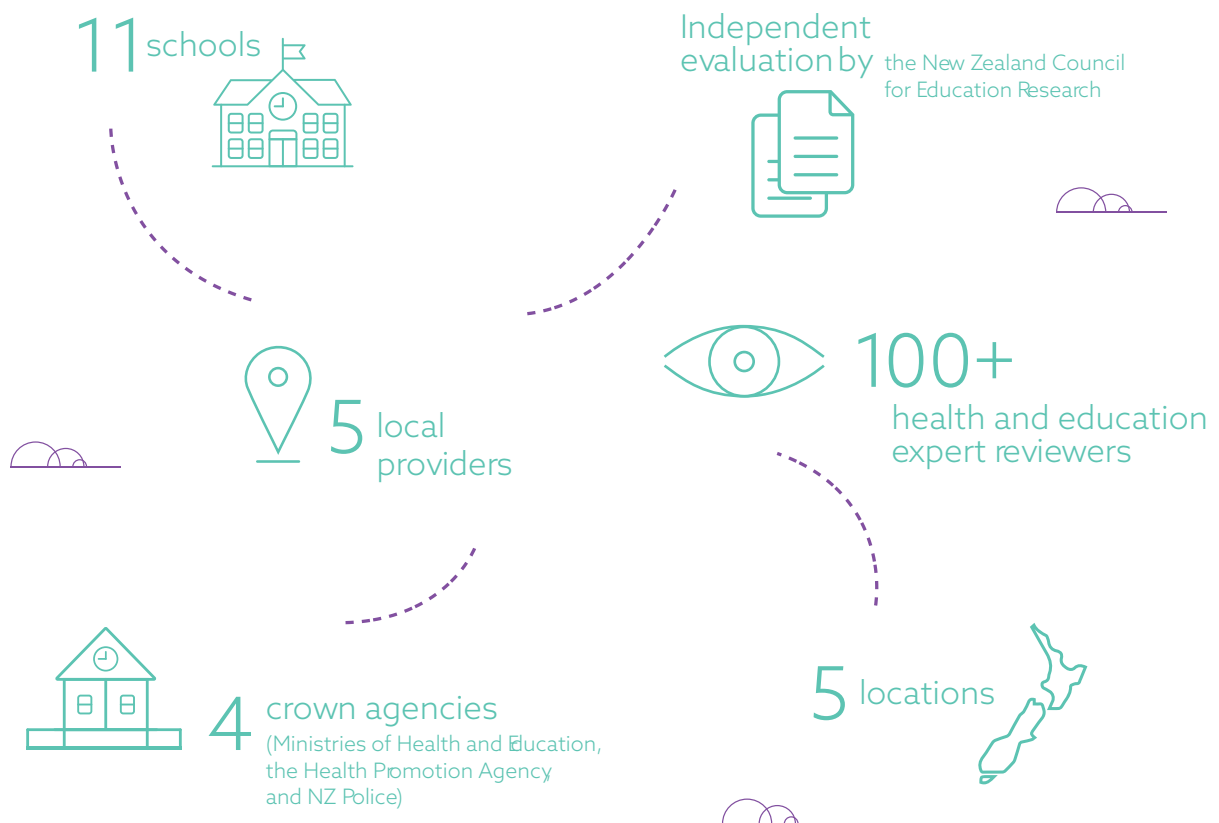
Currently, there is massive variation in how well New Zealand schools prepare their students for a healthy and successful life in a modern world.

Alcohol and drugs are part of the world we live in. All young people will need to make decisions about them. We can help our taiohi to do this by building their knowledge, values, and competencies such as critical thinking.



How has Tūturu been developed and who has been involved?

Tūturu was co-created by eleven New Zealand secondary schools, five alcohol and other drug services, and a network of health and education experts, Tūturu has been made for schools, by schools. It is led by the NZ Drug Foundation, with oversight from the Ministries of Health and Education, the Health Promotion Agency, and NZ Police. It continues to be co-designed through a committed network.



Tūturu was named by Ngati Whātua ō Orakei – one of the local iwi who contributed to the project. Tūturu speaks to the strength that arises when we know, and are guided by our values – and live as our true, authentic selves.

A whole-school approach

By ensuring that the interventions we use match the needs of the people we are targeting, we can help all students learn the skills they need to live healthy and successful lives, and provide extra support for the students who need them.

People learn through progressive exposure to new skills and ideas, and this works best when we align:

- What students experience in the school environment that helps them to develop
- What they learn
- How they are supported at school when issues arise
- How professional services provide additional support
- How the wider community of school, whānau, and services help them to lead healthy successful lives.

At School

These actions help these groups of students

Every

Student will make a decision whether or not to use alcohol and other drugs

Many

will try alcohol and other drugs

Some

will have short term harm

A few

will develop long term problems

Every

Promoting a positive school environment, focusing on wellbeing, student connectedness, and help-seeking. Giving lots of opportunities for students to engage in school activities.

Many

Providing opportunities to develop critical thinking skills, using learning contexts that reflect real life.

Some

Identifying students whose attendance or achievement is slipping, and checking if alcohol and other drugs are affecting them.

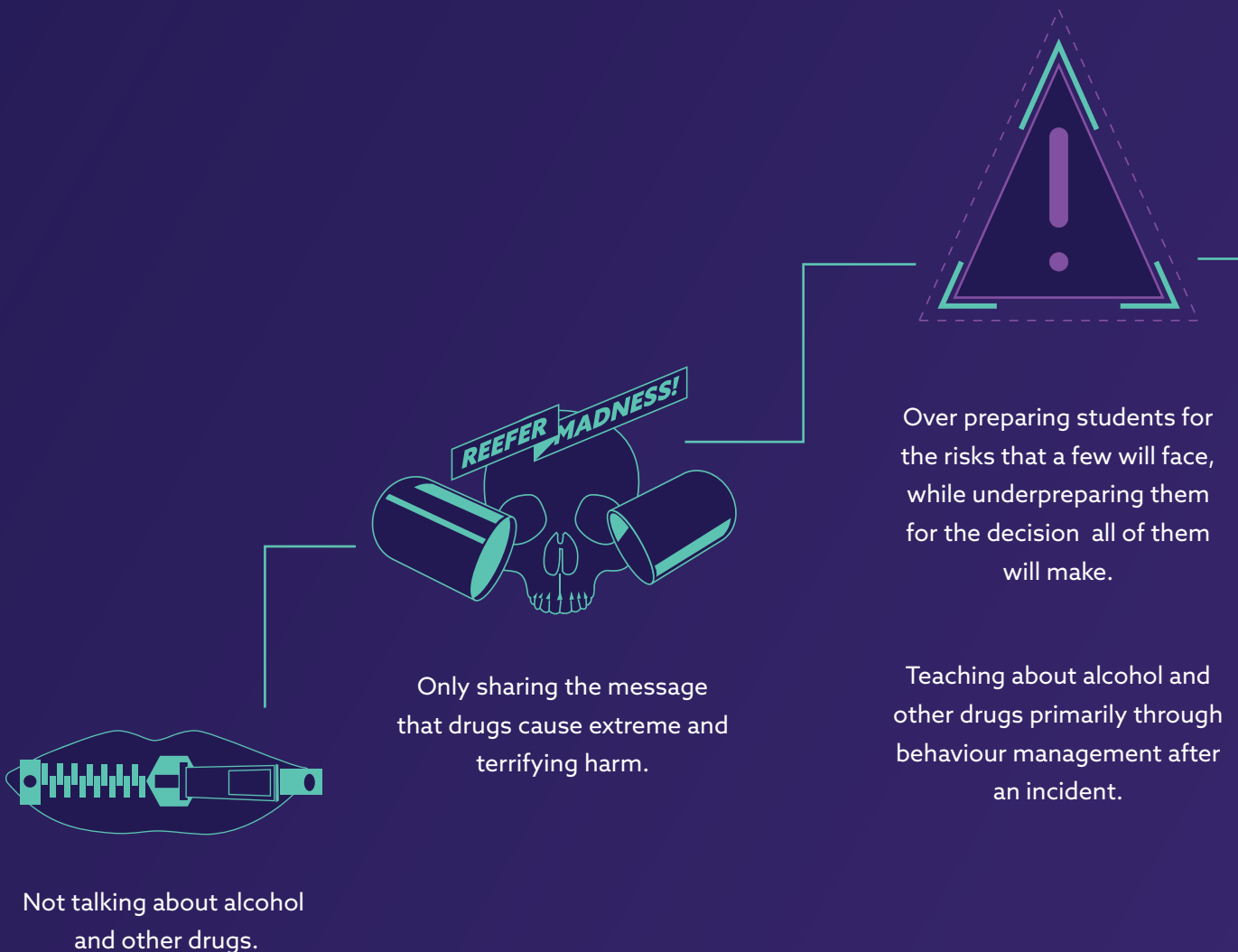
A few

Offering proactive support.

Why is it needed?

We know how to prepare students to lead healthy and successful lives, but sometimes still use outdated and ineffective practices.

Which of these do you think represents the way your school helps students learn about alcohol and other drugs?



Where we've come from





Helping students progressively build the knowledge, values and competencies needed to make healthy decisions about alcohol and other drugs.

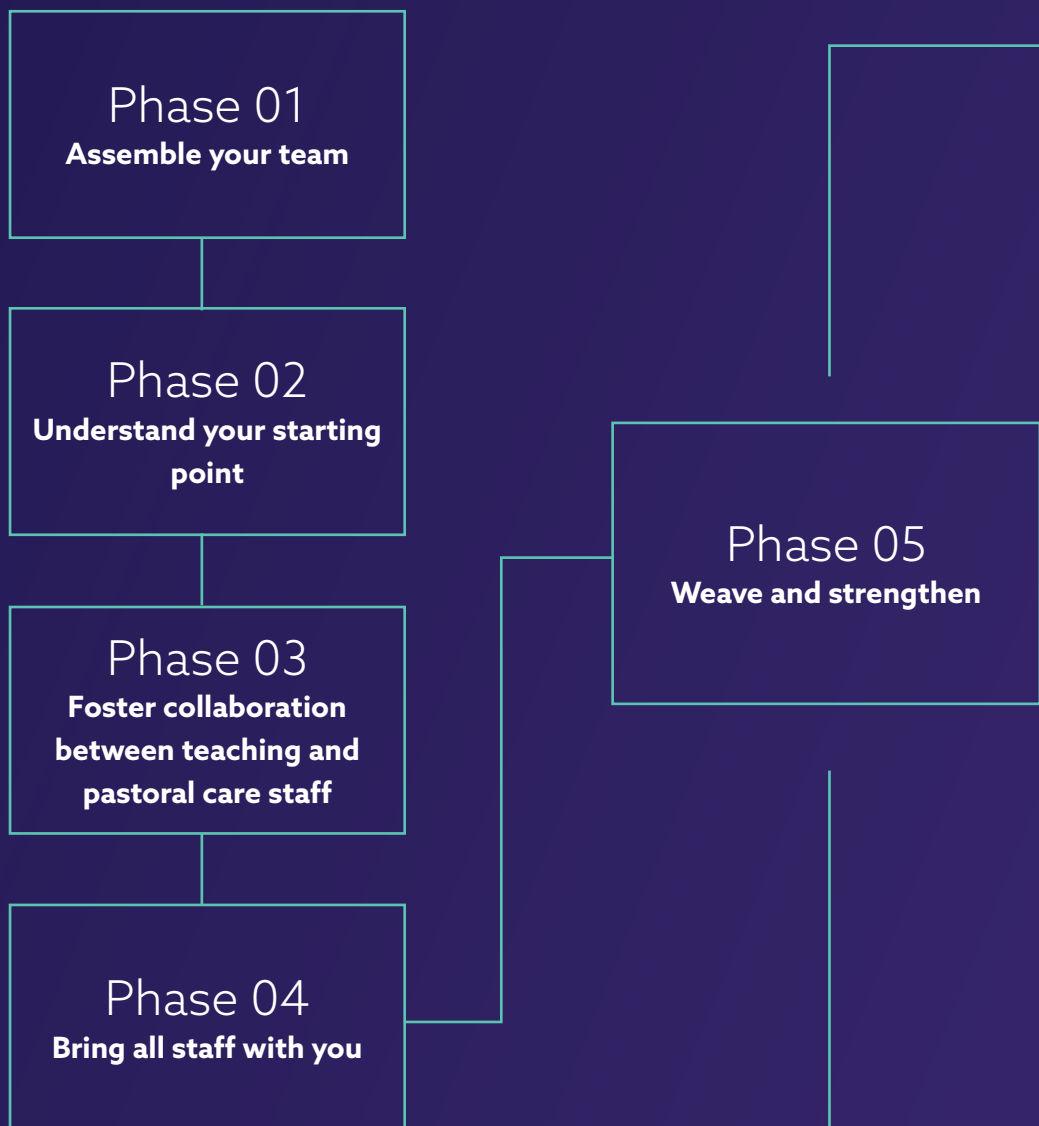
This requires a learning progression for alcohol and other drugs as a topic across all schooling years.



Building core health knowledge, values, and competencies, such as critical thinking, so that all students are prepared to live in a modern world.

This process works

You will form a small, core team to lead this work in your school – but staff, students, whānau, the board of trustees, service providers, and wider networks will all play critical roles. This collaborative, ecosystem approach is the heart of Tūturu. It fosters relationships, enables effective communication, shifts wellbeing barriers, and builds student and staff agency – creating multi-layered support for young people.

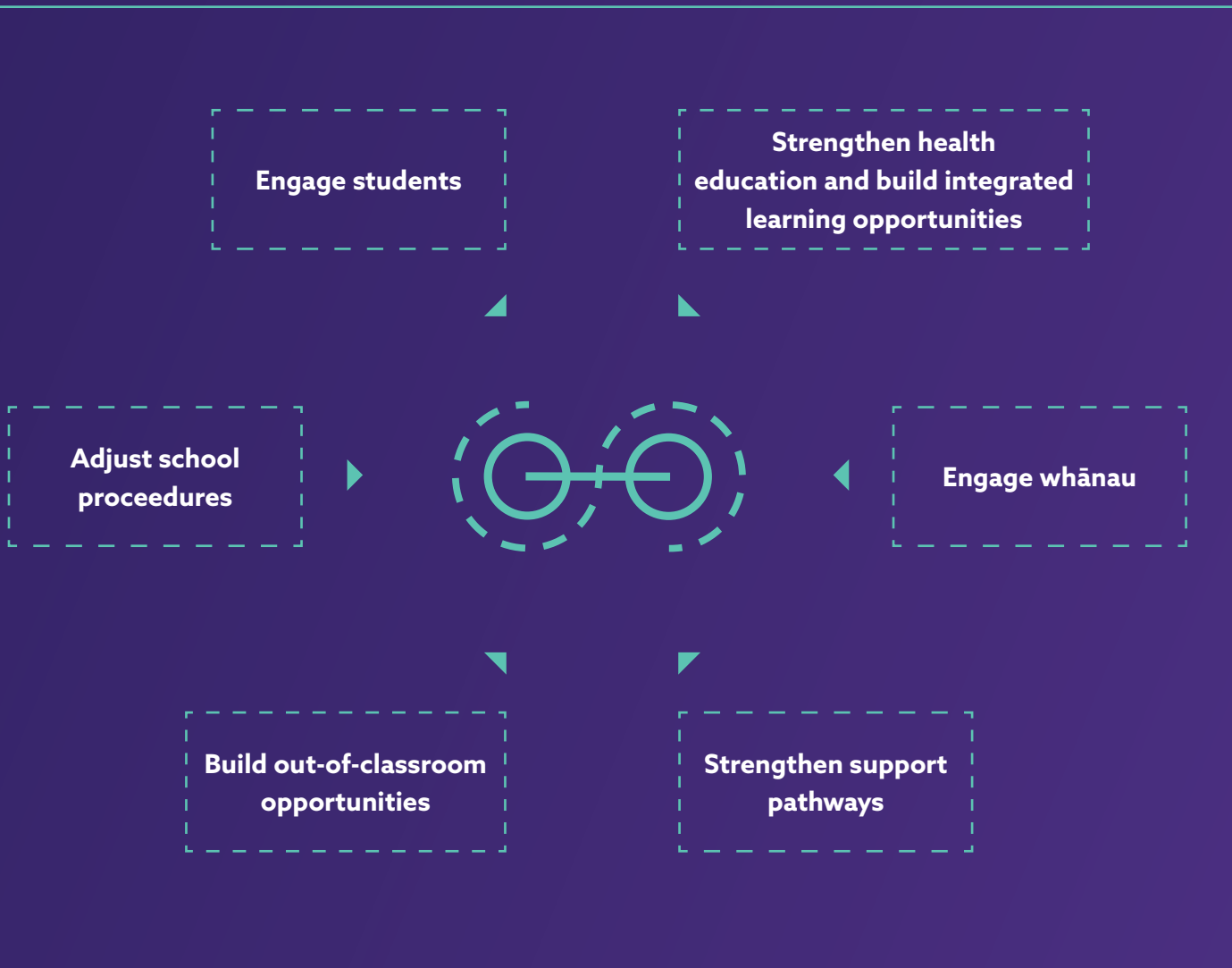


We will help you build two pathways:

A progressive learning pathway – which provides opportunities for students to develop critical thinking skills using learning contexts that reflect real life.

A progressive support pathway – which identifies students whose attendance or achievement is slipping, and offers proactive support.

There are five phases.



Phase One:

Assemble your team

Begin your journey by establishing a leadership team of eight to ten people. We will call this your “Tūturu Team” in this guide. Make sure you include a cross-section of your school’s staff – people who hold different parts of the curriculum, people with pastoral support responsibilities, and someone who can effectively coordinate action.

Your team should be led by a staff member who has decision-making power in your school environment.

Partnering with either an alcohol and other drug or public health service provider will build your community’s confidence in what you are doing. It will also help that service provider to understand the challenges your school is facing – helping them better meet students’ needs.

Create the conditions for this team to think and act purposefully to improve student wellbeing and develop students’ critical thinking skills.

Phase Two:

Understand your starting place

Your Tūturu Team’s first task is to build an understanding of your starting place – mapping what is happening currently for your school and its students.

On the Tūturu website you can download a reflection tool to assist this process.

The tool can be completed in different ways (e.g. in a small group, surveying or discussing it with all staff). Keep in mind, the discussion is the most valuable part.

This is where the difference between what policies and procedures say should happen, and what actually happens, will surface.

You can use multiple sources of information – such as the Wellbeing@School survey, or focus groups with students and their families – to build a more accurate picture. But don’t stop the discussions because of a lack of data.



At this stage of your journey, building momentum is more important than gathering highly accurate information – so keep progressing your Tūturu Team conversations.

Capture all the ideas and potential actions that emerge during your discussions.

Later, begin to prioritise. What is feasible this year? Align your priorities with other strategic plans, like the school charter. This will connect your work with a bigger vision and build buy-in from your school ecosystem – helping you progress smoothly.

Resources

- Tūturu school-wide reflection tool and tailored plan
- Tūturu suggested wellbeing survey questions

Phase Three:

Foster collaboration between teaching and pastoral care staff

In Aotearoa, our secondary school students tend to receive retrospective education from pastoral care staff after an incident – supporting them to develop the values and competencies they needed before the incident occurred.

Build connections between your teaching and pastoral care staff. Foster collaboration around a shared purpose: equipping young people with the skills they need to make their way in a world where alcohol and other drugs exist. Your school's statement of delivery of health education can be a helpful starting point. Use the statement builder in Tūturu and the New Zealand Health Education Association's Community Consultation resources to write one together if your statement needs updating.

Intentionally teaching values and competencies within the curriculum helps all students develop critical thinking skills, make healthy decisions, and improve their wellbeing.

Resources

- Tūturu and NZHEA community health education consultation resources

Phase Four:

Bring all staff with you

Early on in your school's Tūturu journey, there are two things that all school staff will need to know. One - the school has a long-term vision to improve student wellbeing and critical thinking skills. Two - what staff need to do to support this vision.

Professional development for all staff is an effective way to build understanding on both fronts. On our website you can find a range of resources which have been created in partnership with health and education experts. These professional development resources ask team members to: reflect on their own attitudes and biases; progressively engage with evidence-based information; develop their understanding that student wellbeing is something they can contribute to; and establish that navigating decisions around alcohol and other drugs is a critical part of student wellbeing.

Help staff feel confident within their scope of practice by having clearly documented pathways, regularly discussing these, and training staff in the skills they require.

Teachers unlock youth development through their role as an educator and can talk about issues with attendance and achievement with students. Pastoral staff deepen the learning by helping students bring their whole self into the conversation. As needed, specialist staff (counsellors and external services) help students make changes.

Resources

Professional Learning and Development

- An introduction to youth development and youth-relevant facts about alcohol and other drugs
- How to facilitate classroom activities that include alcohol and other drugs as a learning context
- How to let students know you've noticed changes (creating your school's pathway for support)
- Tūturu "How to let students know you've noticed changes in attendance and achievement"

teacher quick reference sheet
(progressive support pathways)

- Tūturu professional development videos

Modules

- Tūturu online training for Boards of Trustees

Additional Online Resources

- Did you know videos, posters, and conversation planner for parents (drugfoundation.org.nz/didyouknow)



Phase Five:

Weave and strengthen

Having worked through the four foundational phases, you will now choose where to focus. Where is there energy? Strategic alignment? A willingness to collaborate for change? What's the next logical step?

This phase is cyclical, building on itself. Keep going! Make time for purposeful thought and action so you can reflect, identify opportunities to develop your approach, and focus on the next step which will lead to your vision.

Take a look at the focus areas below. These aren't linear steps, they are activities that feed, weave, and strengthen a collaborative approach to student wellbeing.

Engage students

Creating your approach in collaboration with students ensures its relevance, and helps your taiohi develop leadership, collaboration, facilitation, communication, and strategy skills. Increasing student participation, connectedness, and contribution also helps reduce substance abuse (Fletcher, Bonell, & Hargreaves, 2008).

There are lots of ways to get your students involved in your work. Maybe your Tūturu Team could work with students to develop a wellbeing framework for your school – identifying what young people need from school in order to live a healthy and successful life, and the actions the school can take to help? Perhaps student leaders could be supported to run workshops with their classmates exploring, validating, and refining these ideas? Are there out of class activities which students could co-create, or participate in?

Resources

Student Engagement

- Tūturu "Creating a student wellbeing framework" facilitation guide and example

Additional Online Resource

- Bullyingfree NZ student participation resources (bullyingfree.nz/schools/student-voice)

Engage whānau

Whānau can tend to feel like schools only really attempt to connect with them when there are problems. Additionally, some families struggle to engage with school consultation processes, because so much has changed from what they experienced as young people. Helping families to understand what is taught and how is an opportunity to shift these dynamics. On our website, you can find a short video designed to help you communicate with whānau about how health education is delivered – in particular, the focus on developing student's critical thinking. There are also supporting resources to help you involve whānau in the consulting process.

Find ways to engage whānau in your conversations about student wellbeing and alcohol and drugs. What are their wishes? What needs are they seeing in their young people? How would they like to see the school support taiohi? Where are there opportunities to work together?

Resources

- Tūturu and NZHEA community health education consultation resources

Strengthen health education and build integrated learning opportunities

Provide opportunities to develop students' critical thinking skills using learning contexts that reflect their lives. This gives them transferable skills to make sense of what they see and hear.

Alcohol and other drug education in schools often features external presenters running one-off sessions. Presentations that focus on the extreme harm substances can cause are ineffective and can actually compound issues for students (United Nations Educational, Scientific and Cultural Organisation, 2017). Students may write off the information entirely when they fail to immediately experience the extreme effects from substance use; raise their threshold for seeking support; or focus on the redemptive side of the horror stories. These sessions do not prepare a young person to make healthy decisions about alcohol and other drugs.

Students learn through progressive exposure to new ideas and skills. The more opportunities that are provided, the easier the students will find it to connect what they learn in the classroom with their outside lives. Students whose out of school environment doesn't help them learn the values and competencies in the curriculum will need more opportunities to learn this at school.

Recognising this, we worked with teachers to create English, Mathematics, Geography, and Health teaching and assessment resources – which you can find on our website. These resources help teachers communicate between departments to develop integrated learning opportunities for students, while still focusing on the competencies required in each subject.

This integrated approach also shows young people that the topic of alcohol and other drugs is safe to talk about with school staff – increasing the likelihood they will turn to school-based support if they need it.

Resources

Learning and Health Education

- Tūturu teaching and assessment resources for English, Mathematics, Geography and Health classes
- Tūturu “Health and Social Services in our community” teaching activity
- NZ Health Educators Association teaching guidelines and resources (healtheducation.org.nz)
- HPA Play Your Best Card game and Teaching and Learning Activities for Health Education Teachers’ Guide (hpa.org.nz/pybc)

Professional Learning and Development

- How to facilitate classroom activities that feature alcohol and other drugs as a learning context
- Tūturu “How to let students know you’ve noticed changes in attendance and achievement” teacher quick reference sheet (progressive support pathways)

Strengthen support pathways

There will be students in your school who are using alcohol and drugs in ways that are likely to cause them significant – and possibly long-term – harm. Getting them support as soon as possible will help them remain engaged in education.

We have professional development and quick reference resources to help schools form an aligned support pathway for students needing help. Students experience the support of multiple staff, progressively deepening conversations, and choice around the actions they can take to help them make changes.

Mapping your school's support pathways can be a good starting point.

Sometimes, support from a professional treatment provider is needed – so it's important local organisations are part of your school's wellbeing ecosystem. We have four short online modules for external health providers playing this role. The modules help the provider learn to communicate with the school, and understand how to go about setting up a school-based support team – ensuring that students are supported by at least one person at school who knows what is going on.

Resources

Professional Learning and Development

- An introduction to youth development and youth-relevant facts about alcohol and other drugs
- How to let students know you've noticed changes (creating your school's pathway for support)
- How to explore further about alcohol and other drugs (screening and brief advice for pastoral care staff)
- An introduction to motivational interviewing
- How to support students who come from families under long term strain
- Tūturu professional development videos

Progressive Learning

- - Tūturu "Health and Social Services in our community" teaching activity
- - Tūturu Support Plan Template and student activities

Modules

- Tūturu online training for external services wanting to work with students (four 5-minute modules). You can request external providers complete this, talk with you about it, and show you the certificate of completion before seeing students.

Additional Online Resources

- Did you know videos, posters, and conversation planner for parents (drugfoundation.org.nz/didyouknow)
- Drug testing and its limitations video (drugfoundation.org.nz/info/at-work/drug-testing)



Adjust school procedures

Occasionally, students will make poor choices – such as bringing alcohol or other drugs to school. These incidents often result in a disciplinary pathway. The stand-down, suspension, exclusion, and expulsion protocols were developed in an old era of schooling, where it was believed that these sanctions would change behaviour. Despite little evidence that this works – and the simple fact that New Zealand prisons are filled with people who have a history of exclusion or expulsion from mainstream education – drug use remains one of the most common reasons for an exclusion or expulsion from school (Ministry of Education, 2019).

How we respond to student substance use has profound impact. Removing a student from education, labelling them a drug user, forcing them to change schools or go to alternative education disengages the student from the protective factors that schools provide – and removes opportunities for them to learn and develop.

Tūturu aims to keep students in school, engaged in learning. Our approach helps staff use incidents as intentional learning opportunities – building on the student’s prior curriculum-based learning. You can use the Tūturu support plan template to help students reflect on their wellbeing and think critically about the situation using frameworks they already learnt in class.

Resources

Progressive Learning

- Tūturu Support Plan Template and student activities

Modules

- Tūturu online training for Boards of Trustees

Build out-of-class opportunities

Positive spare-time activities are protective and can build young people’s resilience (Gilligan, 2000). Unfortunately, the students who could benefit the most from the wellbeing boost that these activities provide often face significant barriers to engaging in them. In addition, access to these activities is often the first thing to go following a breach of school rules. This is the very time when taiohi most need structured activity, and opportunities to connect positively with a different set of peers.

Offer a range of out of class activities – and ensure that vulnerable students retain some opportunities to engage beyond the classroom. This builds a positive school environment and supports student wellbeing.

What does change look like? How fast does it happen?

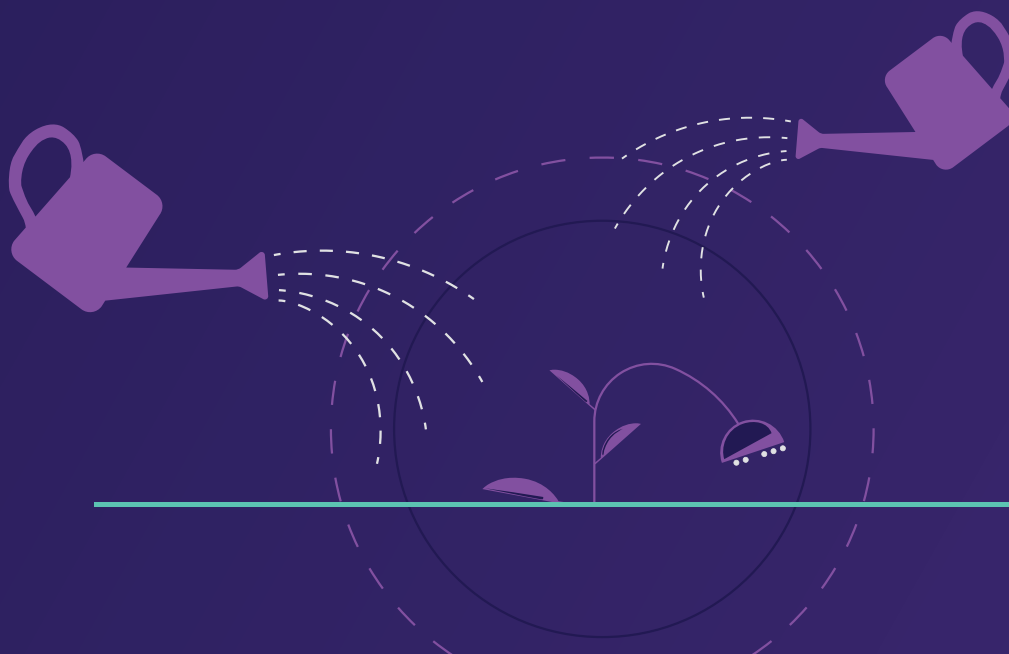
Embedding a holistic approach in your school will take time. Remember, changes build on each other, so keep:

- Telling the story of the long-term vision
- Prioritising strategic and realistic activity
- Sharing leadership with your school staff
- Engaging partners from the community

The opposite page gives a sense of the changes you may see in your school during the first few years, versus those that will build over time.

While these are the changes you can expect to see in your school, we are also working wider.

Over the last few years, we've learnt a lot about how schools and services can work together. And it's clear that our health, education, social, and justice services also need to join forces to support the wellbeing of young people. Tūturu is fostering collaborative change at a sector-level which will result in better support for schools, and the promotion and funding of strengths-based, evidence-led, and holistic approaches to student wellbeing.



Short term changes (1-2 years)

The school and board of trustees will:

- Build a strong sense of the value of a holistic approach
 - Establish school champions who lead approaches
 - Revise policies and practices to minimise harm
 - Start to identify new ways the school can support student wellbeing
-

School pastoral teams will:

- Upskill using tūturu's alcohol and other drug training
 - Shift toward harm minimisation approaches
 - Make more effective use of service providers
 - Provide support to other staff
-

Teachers will:

- Understand the support and learning pathways available to their students
 - Increase their confidence talking to students about attendance and achievement or talking about alcohol and other drugs within the scope of practice for their role
 - Use effective learning modules that have real-life learning contexts in their classrooms
-

Service providers will:

- Become more aware of school needs
 - Offer useful referral pathways
 - Increase their focus on prevention and early intervention
-

Some parents and whānau will:

- Build awareness and involvement in school approaches
-

Students will:

- Contribute to change
- Have access to learning modules that help them make sense of what they see and hear
- Experience processes that aim to keep them at school (eg. Effective support and referral, fewer suspensions, exclusions and expulsions)

Long term changes (3-7+ years)

The school and board of trustees will:

- Use a holistic ecosystem approach as a matter of course
 - Offer a healthy and preventative environment for students
 - Use restorative processes to keep students in school - exclusions and expulsions for alcohol and other drug issues have ceased
 - Offer effective early intervention and support
 - Provide effective school-led health education
-

Teachers will:

- Use a consistent approach to alcohol and other drugs education and support
 - Feel confident discussing alcohol and other drugs with students, staff, and whānau within the scope of practice of their role
-

All students will:

- Possess the skills they need to enhance their own and others' wellbeing
 - Access support if they need it
 - Feel supported to stay engaged and learning at school
-

Service providers will:

- Work responsively with schools
- Act as members of a networked-community of support

tūturu.



tūturu.org.nz