Tūturu | Theory of change (NZCER, 2016)

The needs	Activities	Short-term changes (within a 1-2 year pilot)	Long term outcomes (3-5+ years)
Schools/Boards need a culture change towards: • A holistic and planned focus on wellbeing • Prevention and harm minimisation • Non-punitive processes (not zero-tolerance for AoD use) **School pastoral teams need processes for:** • Early identification/intervention • Providing effective support for students with AoD issues **Teachers need practical support to:** • Address AoD issues holistically • Integrate AoD into learning **Students need to be able to:** • Live in a world where there is AoD • Support their friends and family **The wider system needs:** • Stronger alignment between education, health, social, and justice providers	**Positive school environment:** **Schools get support to:** • Collaboratively build a positive climate (1) • Collaboratively develop a tailored plan based on needs and existing data (1) • Create a development and implementation team • Use a template to review AoD policies/practices (8) • Make use of information resources (fact sheets/videos) to raise awareness of AoD patterns (9) • Build understanding and confidence in the WSA through branding and marketing of key ideas (10) • Collaboratively develop modules and resources for use across schools **Students get:** • Opportunities to input into school actions **School-based support:** Pastoral teams get: • Training and support on effective screening and interventions (3) • Training on effective conversations with students and whānau (4) • A template to map local services and providers (6) **Effective education:** Teachers get: • Training to explore values and attitudes towards AoD • Training and access to AoD learning modules (2) **Professional treatment:** Service providers get: • A template to use with schools to review screening and referral processes (5) • Training on working effectively with schools, students, and their whānau (7) • Support to form a stronger network	**School/Boards will:** • Have stronger buy-in (see WSA and modules as useful) • Have school champions who are leading approaches • Revise policies/practices so they minimise harm • Start to identify new areas for the WSA (e.g. health learning) **School pastoral teams will:** • Have accessed and used AoD training • Be shifting towards harm minimisation approaches • Be making more effective use of service providers • Be providing support to other staff **Teachers will:** • Have increased awareness of the WSA/support options • Have increased confidence in discussing AoD • Be using effective AoD learning modules **Students will:** • Be contributing to change (e.g. rolemodels) • Have access to senior AoD learning modules • Be experiencing some processes that keep them at school (e.g. effective support/referral, fewer suspensions) **Some parents and whānau will:** • Be more aware and involved in school approaches **Service providers will:** • Be more aware of school needs • Offer useful referral pathways to schools • Increase their focus on prevention/early intervention **The wider system will:** • Be more aligned with key messages and best practice across the sector (e.g. HPS, Police, provider initiatives)	**Schools offer:** • WSA as business as usual (evidence-based) • A healthy and preventative environment • Restorative processes to keep students in school (no expulsion for AoD issues) • Effective early intervention and support • Their own drug education (not outside providers) **Teachers have:** • A consistent AoD approach • Confidence discussing AoD **All students:** • Have the skills they need to enhance their own and others' wellbeing • Can access needed support **Service providers work:** • Responsively with schools • In a networked community of support **The wider system:** • Is joined-up (education, health, social, justice) • Promotes strength-based and holistic approaches to wellbeing • Funds evidence-based approaches

Ultimate outcome: All students are supported to stay engaged and learning at school

Underpinning theory and assumptions
- Whole school approaches (WSA) are a known effective way of supporting change in schools.
- Co-development with schools will result in increased buy-in, and the development of effective modules.
- A holistic focus on wellbeing is more effective than single focus approaches (as ways of working can be transferred, and many risk and protective factors are similar).
- Harm minimisation approaches, which include preventative approaches, equip young people with the skills they need to enhance their overall wellbeing.
- Support and treatment services that are available are evidence-based and effective for young people.

Areas to think about – Will the pilot:
- Provide support for teachers who have AoD issues?
- Identify community champions who advocate for change?
- Offer processes for students to contribute to shifts in culture?

Out of scope
Working within the health curriculum. The pilot starts with learning areas that are common across all schools and senior programmes, e.g. English and Mathematics, rather than health