

# Tūturu “has changed the focus from punitive to pastoral”

## Learnings and outcomes from the second year of Tūturu

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“It has changed the focus from punitive to pastoral” is a quote from a school leader talking about the value of Tūturu curriculum to their school.

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## Key messages

This report summarises information about the contribution of Tūturu to positive changes in the 11 schools which are part of the pilot, and for the providers they work with. The report also offers feedback to assist the New Zealand Drug Foundation (NZDF) to continue building Tūturu approaches so they can be used by additional schools. The NZDF wants to know:

- 1) Are the processes that Tūturu uses an effective way to support schools?
- 2) Are the Tūturu resources and models likely to be effective in meeting their intended outcomes?
- 3) Does Tūturu appear to be effective in fostering changes in schools and for students?

This report summarises feedback about Tūturu collected from interviews with:

- 26 school leaders and staff, and 22 students from six case study secondary schools, selected to highlight a range of school contexts, needs, and Tūturu-related changes and challenges
- one staff member who is the lead for Tūturu at each of the other five schools
- eight youth and community action service provider staff and national advisers.

This feedback was collected at the end of 2019 or start of 2020.

### **1) The Tūturu self-review tools and processes are assisting schools to reflect and move forward**

After 2 years, schools and providers were still strongly supportive of the intent of Tūturu, and the needs- and evidence-based approaches underpinning the initiative. Schools valued the skilled facilitation of the provider team and the self-reflection and action planning processes, which were assisting them to have reflective conversations and develop new approaches. Rather than developing Tūturu as a Whole School Approach (WSA), most schools had focused on one or two key areas at a time. A key enabler for schools, which assisted them to maximise the benefits of Tūturu, was having a school team in place with a member of the senior leadership team (SLT) as the lead.

### **2) The Tūturu resources are well-received in schools and are helping put AoD on the table**

For most schools, Tūturu professional learning and development (PLD) for pastoral teams had the most impact. Many schools have also had some form of whole-staff PLD. Both were viewed as high quality. Many teachers would like ongoing PLD in order that they can consolidate approaches.

Schools were very positive about the curriculum resources, but some found them hard to fit into crowded National Certificate of Educational Achievement (NCEA) programmes. Schools were also using junior school resources, resources with at-risk groups of students, or student leadership resources. Mostly, the teachers who were using the senior NCEA resources were on the Tūturu team. Using these resources had raised their confidence to cover alcohol and other drug (AoD)-related content in the classroom.

Schools valued the counselling and support services the providers offered. These services were the most visible aspect of the providers' role.

### **3) Tūturu is supporting initial changes for schools, students, and providers**

Across the majority of schools, Tūturu had contributed to a number of key changes which included:

- assisting schools to make a philosophical shift away from a behaviour management approach, towards a support and wellbeing approach to AoD
- strengthening of pastoral processes and pathways so schools were better able to identify students early on who need support, and ensure students were directed to support options. At some schools, this focus on support meant fewer students were being stood down, suspended, or excluded
- closer relationships with providers and an increased awareness of support options.

At some schools, students have:

- increased their ability to think critically about AoD (from using Tūturu curriculum resources)
- increased their sense of agency and leadership skills (from using Tūturu leadership resources).

Providers were building stronger relationships with schools and had developed more understanding of how to work with schools. Assisted by their community of practice (CoP), they were developing new resources and were sourcing new opportunities for schools. System shifts were also evident, with

providers working with new schools and forming new connections to support Tūturu.

### **Looking to the future, Tūturu needs longer-term strategies to keep schools engaged**

Schools were working at very different paces and had ebbs and flows in the extent to which they were engaged in Tūturu. Around one-quarter had a team approach and were moving forward at a faster pace. Others were working at a slower pace, and around one-quarter had stalled. However, many of the stalled schools had a new Tūturu lead, most of whom wanted to re-engage with Tūturu. This slowing or stalling was due to three main factors: substantial leadership and staff changes in schools; Tūturu being delegated to one staff member who does not have the power to make school-wide decisions; and school busyness or competing PLD priorities.

More lower decile schools were in the slower moving or stalled group. Although Tūturu is valued in these schools, they have had many staff changes, and many other demands on their time. Therefore, they found it hard to maintain continuity with Tūturu, suggesting that they may need a different support model.

Moving forward, the findings suggest some changes to the model or processes that could enhance Tūturu:

- To ensure equity, offer low decile schools a support model that provides funding for staff leads.
- Position Tūturu as a longer-term change initiative (5 to 7 years).
- Consider further ways the Tūturu model could be positioned as focusing on wellbeing and mental health rather than the single issue of AoD.
- Seek stronger alignments with related PLD, such as Positive Behaviour for Learning School-Wide (PB4L) or Restorative Practices, to ensure school staff experience Tūturu as joined up with these initiatives.
- Build provider and facilitator teams to ensure each team offers education and health expertise as well as expertise in change management in schools.
- Make stronger connections with professional organisations that serve groups related to Tūturu.
- Increase the focus on student peer support processes.
- Offer local provider hui for schools that have not had access to these.
- Clarify the role of new providers.

Moving forward, school staff, students, and providers had four main suggestions for additional resources:

- Offer top-up PLD for pastoral teams and all staff to boost confidence and reinforce strategies.
- Offer resources for younger students.
- Offer curriculum resources that cover other areas of addiction and mental health such as vaping, online gaming, or social media use.
- Offer more support for parent and whānau education or consultation.

The wellbeing of their peers was very important to students. Students wanted:

- to be more involved in school decision-making processes about wellbeing
- more wellbeing and mental health support at school in general
- more confidential pathways they could use to seek help
- better communication about counselling options
- more counsellors they could relate to
- to be assured that their teachers cared about them (including more conversations about wellbeing with teachers and more proactive support from teachers)
- more focus on peer support options such as peer-led support groups
- more opportunities to engage in critical thinking in the curriculum relating to student wellbeing.

Over the 2 years of the Tūturu pilot, providers and schools had many new learnings and formed new connections that appeared to be benefiting students' wellbeing. To ensure schools are able to continue their journey, Tūturu is best positioned as an initiative that has a long-term view about how to walk alongside, and support schools, as they build new ways to foster student wellbeing.

# 1. Introduction

## What is the purpose of this report?

This report summarises feedback and reflections from schools and service providers about Tūturu. This feedback was collected in late 2019 and early 2020, after about 2 full years of the pilot. The two main purposes of this report are to:

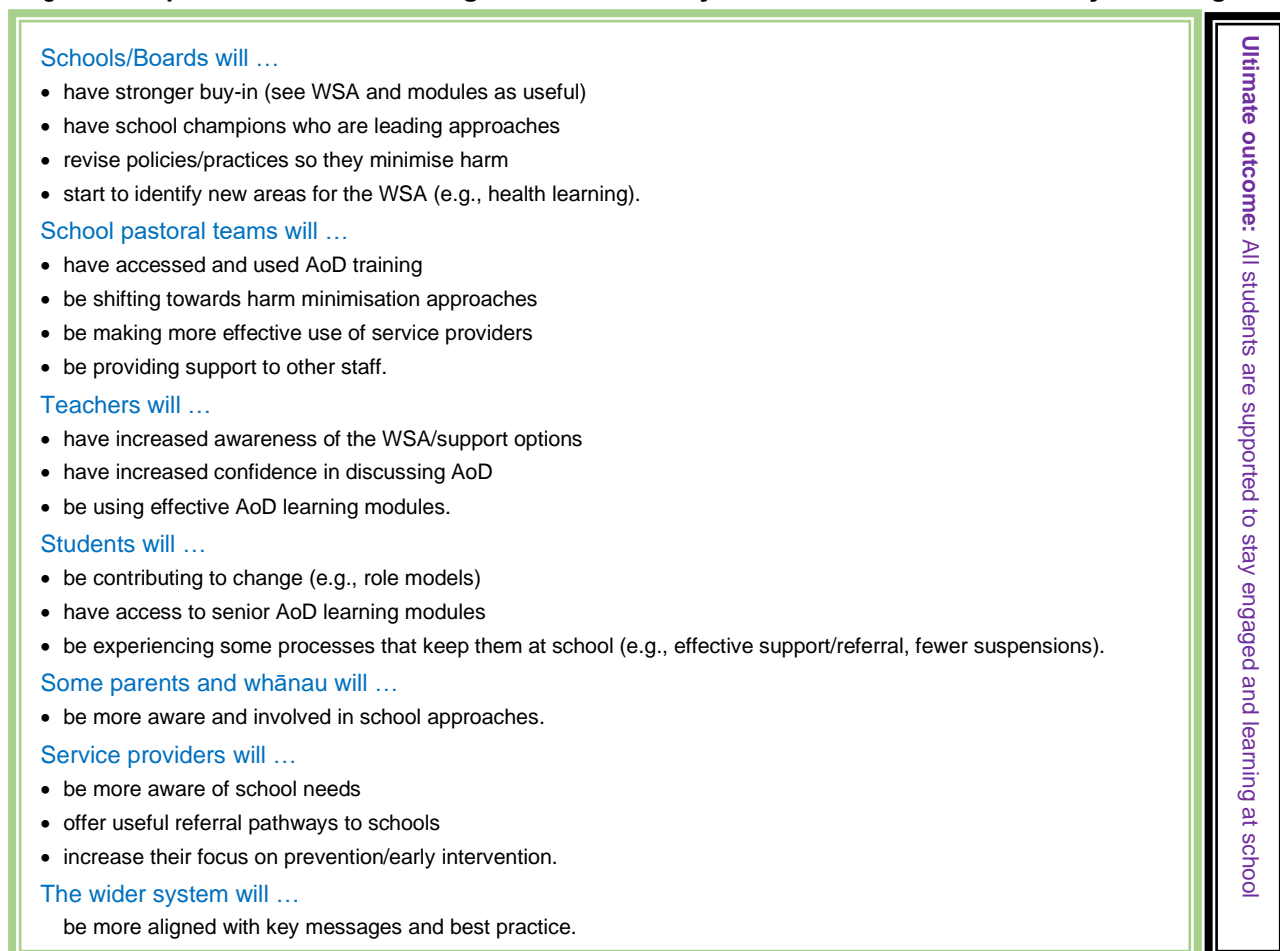
- provide commentary on the initial changes the pilot fostered
- summarise feedback to assist the New Zealand Drug Foundation (NZDF) to continue building Tūturu approaches that will be used by additional schools.

## What is Tūturu?

Tūturu is a pilot process for developing and trialling ways of supporting schools. Through Tūturu, schools are assisted to implement school-wide changes to reduce alcohol and other drug (AoD)-related harm in ways that aim to promote student engagement and wellbeing. The pilot is led by NZDF and a cross-sector governance group.

Tūturu has the ultimate aim of supporting students to stay engaged and learning at school. The expected short-term changes within the 2-year time frame of the Tūturu pilot are shown in Figure 1.

Figure 1 **Expected short-term changes within the 1–2 years of Tūturu from the Theory of Change**



Using NZDF and provider networks, a range of secondary schools with differing contexts were invited to join Tūturu in 2017. Most schools formally signed a memorandum of understanding (MOU) in mid-to-late 2017. Tūturu was initially designed as a multi-year pilot but was funded for 1 year to co-design resources and 1 year to trial them. Additional funding enabled the pilot to be extended to the end of 2019. Tūturu was piloted by 11 schools in five regions (West Auckland, South Auckland, Waikato, Bay of Plenty, and Dunedin).

Tūturu was designed as a Whole School Approach (WSA) with five main areas of support (Positive school environment, Effective education, School-based support, Professional treatment, and Policies and procedures). These areas provide a structure for schools to develop processes or resources to minimise the impact of youth AoD use and promote wellbeing and positive outcomes for students. Each area includes a range of resources such as training modules, example policies or procedure templates, or curriculum units.

Schools are supported by the NZDF and a local youth and community AoD service provider. This support includes access to self-reflection, needs-assessment, and action planning tools and processes (e.g., facilitation and PLD). After completing the self-reflection and needs assessment, schools are supported to develop an action plan that addresses their needs through making use of the Tūturu processes and resources. Schools are then assisted by their local provider to action and review their plan each year. Tūturu is tailored to each school rather than a one-size-fits-all approach.

Tūturu uses emergent approaches and aims to both utilise existing knowledge as well as develop new knowledge and processes. Processes, as well as tools and resources, are developed and refined over time by drawing on relevant expertise. New tools and resources are developed if a need is identified. Schools and providers are invited to give feedback, as well as select and adapt resources to suit their contexts.

## About the evaluation

The evaluation had four main stages:

- Stage 1: Scoping and development of evaluation plan (completed August 2017)
- Stage 2: Formative reflections on the set-up phase (completed April 2018)
- Stage 3: Formative reflections on the first year of Tūturu (March–April 2019)
- **Stage 4: Process and short-term outcomes (2020) (*the focus of this report*).**

The three main evaluation questions are:

1. Is the methodology [and processes] utilised in the pilot an effective way to implement this Whole School Approach? (See Section 2)
2. Are the resources and models [likely to be] effective in meeting their intended outcomes? (See Section 3)
3. Does this Whole School Approach appear to be effective at reducing alcohol and other drug-related harm, including keeping students engaged in education? (See Section 4)

This report includes a summary of the factors that assisted schools to implement the processes and resources that are part of Tūturu, any challenges they experienced, how they overcame them, and stakeholders' thoughts on how the initiative might be enhanced and what might be needed for a possible wider rollout of Tūturu to other schools (a **formative** and **process evaluation** focus). This report also



summarises stakeholders' perspectives on changes that Tūturu has contributed to (a **short-term outcomes** focus).

## Collecting data to inform Tūturu

This final stage of the evaluation used semistructured qualitative individual or group interviews to collect feedback from key groups of Tūturu stakeholders. The groups were:

- **Twenty-six staff and 22 students from six case study schools.** We visited some case study schools in each of the main Tūturu regions to highlight their different contexts and needs, approaches developed through Tūturu, and challenges. At each school we talked to the main contact person who was a senior school leader (the principal, an assistant or deputy principal, or a leader of student wellbeing services). We also talked to staff who were on the pastoral team, teachers who had used the curriculum units or attended Tūturu PLD, and wellbeing services staff. At five schools we talked to students: 14 had used the Tūturu curriculum resources and eight had used the student leadership resources. These students were in Year 9 to Year 13.
- **Five staff from the other secondary schools in Tūturu.** To ensure feedback from all schools was included in this report we also talked to the main contact person at the other five schools.
- **Eight youth and community action service provider staff or national advisers** who are supporting schools or leading Tūturu.

These face-to-face or telephone interviews were conducted in October 2019 to March 2020. Each interview lasted from around 20 minutes to 1 hour. The shorter interviews were with school staff who were new to their role. School staff and providers were asked about:

- **progress and actions** (e.g., the development and changes that happened at schools over 2019)
- **enablers** (e.g., what has worked well about the Tūturu content and support processes)
- **barriers and solutions** (e.g., are there any challenges they faced, and how did they work through these, or what solutions did they see would assist in this process?)
- **short-term changes** (e.g., what changes had Tūturu prompted at their school or for them personally)
- **next steps and enhancements** (e.g., ideas for strengthening the Tūturu content and support processes so that they could be used by other schools).

## Data analysis and reporting interview data

For each interview we recorded a set of notes. These qualitative notes were organised into themes relating to the evaluation questions. Owing to the relatively small number of schools and providers in Tūturu, the data from interviews are reported descriptively. Where practices, perspectives, or suggestions for enhancements were common across the majority of schools or providers, we used terms such as “nearly all”, “the majority”, “most”, or “many”. If around one-quarter to a half of schools reported similar practices, perspectives, or suggestions we use the term “some”. If a perspective or suggestion was from one or two schools or providers, we use terms such as “a couple” or “a few”. Quotes are used to illustrate key points. These quotes are colour coded: **blue or purple for schools**, and **green for providers**. Labels such as school lead/leader, pastoral team, dean, teacher, student, or provider are used to show each person's role. In some cases, the text or grammar of quotes has been edited or altered slightly to enhance readability or to protect confidentiality. For some quotes, aspects of the colour coding or label have been removed to

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

Some examples of school practice are written as short stories. These stories have been anonymised, and, in a few cases, combined details from two or more schools.

## Ethics

The evaluation methods and initial draft instruments of this evaluation were reviewed and accepted by NZCER's ethics committee. NZCER ethics emphasise accuracy, objectivity, frankness, and openness in the conduct of research and evaluation, analysis, and reporting. Informed consent and confidentiality are integral to our projects. For this study, although the schools and service providers are known to NZDF, participants were offered confidentiality in reporting. The text and quotations have been checked to ensure that any details that might identify individuals have been removed.

## Limitations of the design

The evaluation was primarily designed as a qualitative study with a formative focus. In schools, the people we talked to had the most involvement with Tūturu. Therefore, the design does not enable commentary on the extent to which practices have spread across all teachers or all students in a school.

## Using evaluation findings formatively

To support the formative use of evaluation data and findings, sense-making workshops are held with NZDF staff and service providers, at key time points, to unpack and review evaluation findings.

## 2. Are the Tūturu processes effective for schools?

This section of the report considers evaluation question 1: **Is the methodology [and processes] utilised in the pilot an effective way to implement this Whole School Approach?** This section explores the extent to which the Tūturu model and the processes that are used as part of Tūturu were effective for schools and providers. These processes include the relationships formed with schools, the development and review of action plans for each school, and the PLD facilitation and support provided to school teams.

### Schools and providers strongly support the intent of Tūturu

#### Schools and providers value the overall intent of the Tūturu model

After 2 years of Tūturu, nearly all school staff and providers still held Tūturu in high esteem. They valued the way Tūturu focused on assisting schools to increase awareness and action in regard to AoD, in ways that emphasised student wellbeing and minimised harm. Schools also valued the evidence-based and flexible approach that meant they could design processes to fit the needs of their community. Many schools found Tūturu to be well-aligned with other key school focuses such as fostering student wellbeing, PB4L, or restorative approaches. This assisted them to connect Tūturu to existing focuses at their school. Most schools were committed to continuing to build processes such as strengthening their pastoral pathways and introducing more AoD-related contexts into the curriculum.

*It has given us the opportunity to have conversations about AoD in education settings and as a result has given us the ability to create change in a challenging area. It has affirmed our philosophical base and helped build and increase our focus on protective factors and positive mindsets. (School leaders)*

*I think it's just such a useful mindset for change in the school ... I think it has allowed us to be open with our community, it has changed the focus from punitive to pastoral in terms of managing student behaviours, and it's been very timely in terms of re-framing the restorative conversation. (School lead)*

#### Self-review and action planning processes assist schools to reflect

Many schools found the self-review process and action planning tools that are part of the Tūturu process helpful in assisting them to decide on actions and review directions.

*Being able to input into a tailored plan for our school was important. Customisation is important [for schools]. (School leaders)*

*I have found everything useful—the rubric thing was excellent as a self-review tool. Everything is so well informed and connected to what the school is doing. (School lead)*

The self-review and action plan process worked more smoothly when meetings between providers and school staff had agendas and were set well in advance. One issue for schools that had many staff changes was that action plans could get lost and the new staff member would start the self-review cycle again.

## Schools value the skilled facilitation Tūturu offers

The quality of the facilitation of self-review meetings or staff PLD sessions was commented on by many school leaders and teachers. School leaders and teachers valued the facilitators' skills, relevant delivery, knowledge about AoD and evidence-based approaches, and non-judgemental manner.

*The facilitator was fantastic—we have great access to them. We can email and get resources. We are lucky to have that resource. We didn't realise how good [name] was with a methodology of positive, appreciative support and growing people from where they are at. Any PLD they have presented has been great. Before [the PLD] we did a lot of planning and co-constructed, so staff were very engaged. This is not like some of the other providers we work with. (School leaders)*

## Providers vary in whether they have a lead role in working with schools

Like school staff, both experienced and new providers were all committed to Tūturu and could clearly see the initiative's value.

*Tūturu is a great practical and helpful [resource]. It gives schools and organisations a framework, methodology, and tools that can be used. It gives you help with the mindset and the tools to apply your mindset or philosophy. It is the whole package. It includes relationship building as a way of implementing change in a complex system. It is human-centred and collaborative, and practical and innovative as you engage the community, students, and teachers. (Provider)*

*I am just blown away by it. I am passionate about it. It's an amazing concept and an incredible framework. Schools are up and down but they will get going in the new year again. I'm excited to see how it goes and see it existing in more schools. It is definitely needed. (Provider)*

When Tūturu started, the NZDF project lead initially had a lead role in working with schools and facilitating school PLD. To support system change, it was planned that providers would start to take over this role from the NZDF lead. By the end of 2019, providers had built more knowledge about working in school settings, and a few were leading PLD facilitation and developing new resources for schools. However, in many schools, the NZDF lead was still the "face of Tūturu".

The approach that appeared to be preferred by schools was a facilitator who had extensive facilitation and educational knowledge paired with a provider who knew the local context. A few providers also noted the importance of all these sets of knowledge, and the need to work in pairs.

*Co-facilitating is important with a colleague ... Tūturu is about system change, it is a very complex system with multiple actors—so it is good to plan what you are going to do. You need to work together. You need someone to debrief with afterwards. (Provider)*

Some providers were not sure if their organisation was well-placed to take on a lead role in facilitating change at schools as this role did not seem to fit with the positioning of their organisation. A few who were newer to their role were not totally clear about what a commitment to Tūturu entailed.

*For my staff that go into schools and do the work, we've looked at getting some Tūturu training for the team, because we were looking at whether we were the best ones to have that relationship with the school ... We are a small team ... We're about at capacity in terms of what needs are from a service point of view in terms of supporting schools, especially when our focus is at the clinical end of the scale. (Provider)*

It appears that the skills, knowledge, and preparation time needed for providers to be effective facilitators in a school context may have been underestimated. School feedback suggests they prefer the current co-facilitation approach to be maintained.

## Schools experience a few challenges with Tūturu

### Schools find it hard to maintain a Tūturu team

Although they valued Tūturu, many schools found it hard to maintain a momentum with the actions they had planned. The main factor influencing the pace of change was a high level of staff turnover. Many schools had changes in key staff such as the principal, members of the SLT, or other staff on the Tūturu team. These changes resulted in Tūturu becoming less of a priority in schools' busy PLD programmes. At these schools, staff and providers found it hard to keep processes going.

*I inherited Tūturu from a previous staff member, who had just started making steps into it. Then the provider stepped down ... As far as the school goes, it's just me. If I was to try and incorporate others in the school, based on their workloads it'd be tough.*

*It needs an incorporated approach from the school. It needs to be taken seriously and it needs multiple people involved, and time needs to be given to it. (School lead)*

It was clear that school leader buy-in was a key factor that kept Tūturu moving forward, as was linking with an existing pastoral team rather than creating a separate Tūturu team. Story 1 below shows how one school built a momentum with Tūturu by using the PLD as a way to strategically locate Tūturu champions across the school.

## Story 1: Building a team of non-judgemental Tūturu champions

### What was the need?

Tūturu is a core part of one school's approach to student wellbeing that focuses on fostering protective factors such as students' sense of belonging at school.

Prior to Tūturu, the current journey started with PB4L and Restorative Practices PLD. For a while, the school had been working on shifting away from punitive approaches to behaviour towards offering students support so they would stay at school. School leaders quickly saw how Tūturu aligned with their existing focus and could offer PLD and resources to assist them.

### What was the process or activities?

Knowing that change needs to be modelled from the top, the school leader involved the SLT right from the start. The Tūturu team is also the pastoral team, and includes the principal, the main pastoral leaders, and junior and senior deans. Guidance staff are involved as well so everyone is on the same page.

School leaders used Tūturu PLD to build champions who are located around the school. All deans have accessed Tūturu training and are encouraged to use Tūturu curriculum resources. As a result of this approach, around a quarter of the staff at the school are now actively involved in Tūturu.

One of the messages from the PLD that resonated with staff was the idea the AoD use was a symptom, not a cause, and may indicate underlying mental health issues like anxiety. This message is helping shift the mindsets of some staff who think the school's approach is "too soft".

A key focus for the pastoral team is developing a non-judgemental approach to AoD use that encourages students to reflect on their decisions and next steps. For example, a couple of senior students were vaping at school. After a conversation with a pastoral leader, students identified vaping was a form of relaxation for them. Together they went online to look up the impacts of vaping and to find alternative ways to deal with stress. To follow up, the pastoral leader checked in with the students regularly to see how things are going.

*We are working hard to build a reputation that we work with people, and are fair, consistent, and listen to their concerns. (Pastoral lead)*

Another school focus is identifying students earlier on, and making pastoral processes clear to all staff so they can be proactive. Whole-school Tūturu PLD is a core part of this. This PLD is giving staff more confidence to have "Are you OK?" conversations. After one PLD session, school leads prepared a script of "Are you OK?" questions to assist staff to identify students who might need support. Staff use the behaviour reporting system to log when they have these conversations—so the school has data they can use to chart trends.

### What are the benefits?

Tūturu is assisting the school to review their pastoral processes through a wellbeing lens. In 2019 there were a spate of AoD issues at the school which staff felt prepared to deal with. Now they "triage" students to appropriate support. For AoD use, mandatory counselling is part of the process.

*I really notice with the deans and pastoral leaders—they are certainly more about restorative approaches, and they offer addiction programmes and reintegration back to school ... Tūturu has gained so much traction—now we are quite engaged with it. As a mentor I will now talk to students and ask, 'What's going on?', 'Are you binge drinking?' (Teacher)*

The pastoral team considers Tūturu, their non-judgemental approach, and other wellbeing-focused approaches at the school are all contributing to an increase in students self-referring for help. Students also thought their school is working hard to access support for their peers.

*The school doesn't let people fall through the cracks. I can see them do so much extra stuff. (Student)*

### What's next?

The current focus for the Tūturu team is adapting a support plan template, offered by their provider, to use after any AoD-related issues. The adapted plan integrates the school's focus on restorative scripts, wellbeing, and fostering students' critical thinking. Students are asked questions such as "Do you have an adult at school you can talk to?" and will be encouraged to work with staff to consider next steps and identify any support they need.

Some schools did not have a Tūturu team as Tūturu had been delegated to a staff member (such as a guidance counsellor, social worker, or health teacher) who was not always well networked with other staff or did not have the authority to make changes at their school or set PLD priorities. At these schools, Tūturu tended to stall unless the responsibility for Tūturu was handed back to a more senior staff member. The process could also slow down if a provider left. Providers were finding that it took about 2 years to build trusting relationships with school leaders so any changes in staff could slow down action.

*After 2 years the relationship is there ... We talked about pathways when incidents occur. You can only do this once the relationship is solid [as it takes a while to build trust]. Be consistent and flexible—I can see the value in knowing that it takes time to build a relationship and making the effort and not taking it as a slight when schools don't get back to you. That is just how it is [as schools are busy] ... School leaders need to know that it will take time—not a year or 2—more like around 5 years. (Provider)*

## Tūturu needs strong connections with guidance and social work staff

Tūturu moved faster when school guidance counsellors or social workers were part of the Tūturu team. School leaders considered this kept all staff on the same page. At a few schools where guidance counsellors were not on the core team, these staff had expressed concerns about Tūturu as they thought teachers were being encouraged to take on the role of a counsellor, for which they had not been adequately trained. At these schools, providers tried to work with the counselling team to give clear messages that staff were only being trained to have “Are you OK?” conversations so they could refer students to health services where they could access professional support. To avoid this confusion in the future, providers identified a need for stronger connections with school social work and guidance staff, and their associations.

*There is gatekeeping ... we realised we need to present Tūturu to the school Social Workers Association as they may be able to influence this. (Provider)*

*There was an issue with how school guidance counsellors reacted to staff having conversations. They thought it was risky and staff were not qualified. So we spent a bit of time talking about how staff are having an initial conversation and then redirecting to the school health services. [We tried to make it clear that] we are not encouraging staff to take on counselling roles. (Provider)*

## It was easier to keep students at school if the board was engaged

In schools, the Board of Trustees (BoT) is the last port of call for unresolved student discipline issues. They and the principal make the final decision about whether students are offered support or suspended, excluded, or expelled from school. Many schools had taken the BoT on the Tūturu journey with them. A few noted their pastoral processes and BoT decisions were not aligned, as board members had a more punitive mindset. At these schools, staff suggested that more work with the BoT was needed. One solution was for the Tūturu team to make connections with the board. Another was for Tūturu to make stronger connections with the School Trustees Association (STA) to find a range of ways to approach boards.

*We've definitely shifted from behaviour management as a staff. Our wellbeing focus is strongly embedded as well as restorative processes. Staff have embraced it ... However, the stickler is that our BoT have very low tolerance for AoD. If a student does bring drugs to school, they are still punitive in that approach. Some work around our BoT could be done ...*

*[If there is an incident] students are offered guidance counselling, and it all depends on the nature of the event. If they were using AoD, there would still be a stand-down or punitive consequence ... I feel that the BoT wants to send a clear message to the community that there's zero tolerance at school. I think our senior staff and wider staff are different. There's been a strong shift towards less behaviour management. It's happened only over the last 3–4 years to be much more pastoral, empathic, and supportive. (School lead)*

## AoD raises complex issues for schools

Another challenge for schools was that AoD space raised complex issues. A few school leaders noted the challenges they faced as they tried to offer support for students, but balance this with their duty of care to protect other students from harm. One area of difficulty was knowing what to do if a student was supplying drugs at school and did not respond to the support the school offered. If schools excluded students, they could be directed by the Ministry of Education to take them back, sometimes with no attached conditions. Therefore, schools felt their hands were tied as they could not put an additional support package in place for a student in this situation. School leaders and boards felt conflicted as they knew that expelling students placed them at risk, but they were also concerned about how to best protect all other students. These school leaders considered the processes and legislation around exclusion to be a “problematic grey area” that needed further attention.

## To support equity, low decile schools need a different support model

A number of the pilot schools were low decile. Although these schools could clearly see the value of Tūturu, they found it harder to maintain their momentum than the other schools in the pilot. Most of the lower decile schools were moving more slowly or were in the group of schools that had stalled and needed to re-engage. The two main reasons these schools were working at a slower pace were staff turnover and competing priorities which meant the school lead had difficulty progressing action and maintaining a Tūturu team. There could be a gap of time before a new staff member took over leading Tūturu, and therefore knowledge about Tūturu, and the school action plan, could get lost in the system.

Overall, the challenges faced by lower decile schools appeared to be much greater than other schools in the pilot, suggesting these schools may need a different support model to ensure equity. School staff provided suggestions such as offering some form of funding such as a management unit to each school, to assist Tūturu to gain more traction in lower decile schools. Story 2 below shows the challenges experienced by one low decile school.



## Story 2: “We have a massive issue”: Challenges faced by low decile schools

### What is the challenge?

At one of the schools we visited, the school lead described the significant challenges that had happened over the last few years, that had stalled progress with Tūturu. The challenges included: whole-school revision of the curriculum and timetable; school leaders who were too busy to document actions; as well as multiple SLT and teacher staffing changes. All this meant Tūturu could easily fall off the agenda, and plans could get lost.

*When I came in as DP [the school] hadn't had one in quite some time. The person in charge of Tūturu had left, and then there was a void. The principal was on leave. Then an acting principal was put in charge of Tūturu, but it totally fell by the wayside [as they had so many other things to do]. I didn't know anything about it at all until the end of last year when [name] contacted me and said, this is what we're doing. When I went back through the documentation, there was a plan, but the people who were meant to be enacting the plan didn't have time to see it through. Through nobody's fault, but through a whole accumulation of circumstances in the school. (School lead)*

Although they struggled to maintain the momentum with multiple staff changes of staff, the Tūturu leaders and teachers in these schools appreciated Tūturu. They wanted to take advantage of what Tūturu offered, because of the presence of AoD in their communities.

*We're a low decile school. We have some interesting families. It's very hard to, as a school, have a hard line against things like smoking marijuana when it's actually sanctioned at home, which is the case in some instances ... There are some circumstances where AoD is very normal, and it's normalised for the students as well. Without having support from home, it's really hard to change those perceptions. Literally, we've had kids caught with drugs at school who are allowed to smoke them at home. It's very hard. There is the gang culture, there's poverty, which obviously has a huge effect on the students' wellbeing, and it's just really normal. So, we do have a massive issue. (School lead)*

### What is needed?

Although other schools also had high staff turnover, the challenges faced by lower decile schools appeared greater, suggesting they were more in need of support to keep things on track. Having a team was very important to the school leads. Some staff suggested they needed someone at school who was resourced to keep continuity with Tūturu and who would have time to devote to Tūturu planning, PLD, and delivery of activities. One suggestion was allocating a management unit position, so the person in this position would use school systems for documenting actions and handing over to the next person.

*Time is always important. Release time would be great. You could even, within schools, make it an actual management unit position. When you're being remunerated there's more accountability. (School lead)*

## Some schools wanted a broader focus on mental health and wellbeing

Tūturu was more effective in schools that had an existing framework and plan to build student wellbeing. One tension experienced by a few schools that already had a wellbeing plan was that they found Tūturu to be too focused on the “single issue” of AoD. At these schools, their main concern was building a proactive approach that fostered mental health. These schools were not always sure how to find a place to locate Tūturu in their existing framework.

*Tūturu came along after we had set up our whole-school wellbeing approach. The Tūturu focus was very much on AoD education. Our whole-school wellbeing focus is much wider than that. The school has moved into using restorative processes. If you think about Tūturu as sitting under the umbrella, it hasn't been the main focus for whole-school wellbeing. One main reason is we have very low presentation of students with AoD issues. The focus of our wellbeing approach has been more in a positive—we've encouraged connectivity, social inclusion of students, so they're less at risk of using AoD in terms of social isolation and risk factors. (School lead)*

For schools that did not have an existing student wellbeing framework, the Tūturu team had developed some student leadership modules. These modules assisted schools to hear student views about wellbeing support but seemed to be stepping away from the AoD focus of Tūturu. The fact that schools valued these resources suggests that widening the focus of Tūturu was enabling the initiative to better meet school and student needs.

Providers also noted that Tūturu was supporting school approaches to mental health and recognised this was an area where schools needed and wanted more support.

*One thing that surprised me was how Tūturu has morphed into other areas of the school. Mental health has come up as a directly related issue as well as social media. (Provider)*

*We have noticed a real complexity with our clients in terms of mental health. When they come to us they are in a vulnerable place, so it is important that there is a focus on wellbeing in schools to reduce suicide. A lot of young people are affected by mental health, and I'm not sure if schools pick up on that. It's helpful to have [Tūturu] training for staff about signs, so they can notice deterioration over time. It is helpful [for teachers to be proactive] as often young people are at the age when they are not communicating, so having some training for people who are seeing them every day [is good]. [It's also helpful to build] an awareness from students so they pick up on signs from classmates. (Provider)*

Given the growth of interest in student wellbeing in schools, Tūturu could take more of a lead role in this space and form closer connections with related PLD initiatives or groups that provide PLD in this space. A broader approach is likely to be beneficial for schools, students, and teachers. A few teachers felt confused by the range of initiatives at their school (Tūturu, Restorative Practices, PB4L). These teachers thought stronger connections needed to be made between approaches so they were aligned, and so teachers did not feel overloaded with different forms of related but unconnected PLD.

### Schools need a slower process so they have time to consolidate actions

Tūturu was initially designed as a multi-faceted Whole School Approach that would run for a couple of years. The original plan was for schools to do a needs assessment and then design an action plan. They would then work on the range of areas in this plan at the same time, and review and refresh the plan over time. Multiple pressures in secondary schools meant that this aim did not appear realistic for many schools. Instead, most had worked on developing one or two key focuses over a couple of years such as strengthening pastoral processes or developing processes for gaining student input in a school wellbeing plan. Working on a few key things at a time appeared to help schools move forward. Once they felt these new processes or activities were embedded, they then started moving to new areas. This slower approach, which involves longer time frames, has implications for how Tūturu is presented to future schools.

### 3. Are the Tūturu resources useful for schools?

This section of the report provides information about evaluation question 2: **Are the resources and models [likely to be] effective in meeting their intended outcomes?** This section explores the extent to which schools and providers made use of and valued the different Tūturu resources.

On the whole, schools spoke positively about the resources and content of Tūturu. The staff PLD, NCEA curriculum resources, and provider counselling services were the three resources schools were most focused on. These three areas are discussed below.

#### Tūturu PLD is valued by school staff

One of the main aspects of Tūturu that schools valued was the PLD for staff. Most schools had accessed pastoral team PLD, and many had some whole-staff PLD. Schools commented on the quality of the PLD and the engaging, relevant, and evidence-based content that provided staff with practical ideas and tools they could use at school and with young people in their personal lives. Most noted this PLD was starting to assist in shifting mindsets and building staff confidence. This shift was particularly reported for pastoral teams (see Story 5 in Section 4 for more commentary on changes for deans).

*The most useful learning was about having conversations to support students who might be having difficulties with AoD. Much of this was the same as Restorative Practices—but it reinforced it ...*

*I liked the fact that everything was evidence based—it was interesting and encouraging. I feel better able to invest in something that's good quality. (Teacher/Dean)*

*In the PLD I appreciated the wellbeing approach—not a 'Pointing of the finger' approach. I feel more comfortable having those tricky conversations ... Each PLD has added value to my role as a dean. (Teacher/Dean)*

To maximise the benefit of this PLD, most school leaders, deans, and teachers considered staff needed ongoing sessions, either because one-off sessions are not enough to change behaviour, or due to substantial staff changes. Some schools had organised more sessions, others were planning this. A number of deans and teachers did not yet feel confident enough to have “Are you OK?” conversations with students and felt they needed more practice, tools to support them, or reflection time to plan school approaches.

*We need [planned] next steps. We have PLD coming out of our ears! We are change weary. It needs to have some meaning in a long-term way—not a one off ...*

*You need time to really feel it and have more strategies, more hands-on stuff, to help teachers ...*

*[Afterwards we need] to reflect on it and have discussions with each other. If you don't have time it just goes out the other ear. We need time to digest [the PLD content]. (Teachers)*

## Schools find the curriculum resources useful for different purposes

Nearly all school staff and providers considered the NCEA standards to be relevant and well-designed. Many schools were using at least one of the standards either at the level it was intended or with younger students. School staff reported they found the resources easy to pick up and use or adapt, and students found them engaging and were submitting good-quality work (see Stories 7 and 8 in Section 4). The resources schools found the easiest to use were those that fitted into the Year 9 or Year 10 health or food technology curriculum such as a unit about energy drinks.

Many schools wanted to use the NCEA standards and were using them in different ways, including Year 9 and Year 10 programmes, form time approaches that were being expanded to include proactive approaches to building student wellbeing, or for at-risk groups of students who were in programmes such as alternative education classes that had connections to the school.

One challenge for providers and school teams was encouraging school Heads of Department (HoDs) to include the standards in the Level 1, 2, or 3 NCEA curriculum as these programmes were perceived as “too crowded”. In a few schools, the subject department had reviewed or used an NCEA standard.

*We have come up against a brick wall with the curriculum in terms of implementing the good achievement standards. The maths, geography, and English departments thought they were really well written, they just couldn't accommodate them into the curriculum they were delivering.*

*The Tūturu developers developed an energy drink resource ... It's excellent.*

*We have had an issue in our health department with our curriculum leader being really resistant to promoted new resources. We hit a brick wall with that for implementing that resource. It's still on the back burner. We've got a new curriculum leader, so I'd expect a shift with implementing this at a junior level. It's an opportunity for students to be thinking critically around purchase and consumption of energy drinks. (School lead)*

To get the ball rolling, one common strategy was starting with willing teachers rather than pushing subject departments to use a standard. These early adopter teachers could then “spread the word” about the resources with colleagues. Another common strategy was ensuring the HoDs were on the Tūturu team, and so were well informed about the resources. A few schools were in the process of revising curriculum plans to ensure there was a pathway for including AoD contexts from Year 9 to Year 13.

A few staff noted that it took them a while to feel confident including AoD contexts in the curriculum. It took them time to learn how to manage some of the conversations that arose.

*There is not the recognition yet (in maths and other subjects) that this is valuable and could work in a maths class. Or that teachers have the confidence to initiate conversations and deal with this in class. We need to make space for other teachers to know about the approaches and be able to support students. (Teachers/Deans)*

*[During the Year 13 unit] some conversations teetered on going the wrong way. One guest speaker showed a graph that implied that LSD was the least harmful drug, and alcohol the most—but I don't want students to think LSD is fine! (Teacher/Dean)*

Teachers' worries about managing AoD-related discussions with students is likely to be one reason why it was mostly pastoral staff or deans who were using the Tūturu curriculum resources. Teachers' experiences suggest that staff might benefit from PLD or resources that offer ideas about how to manage these sorts of conversations.

## Student leadership resources assist schools to focus on wellbeing

Realising that some schools did not have a framework or a plan to foster student wellbeing, the Tūturu team had developed a number of additional resources that were assisting schools to consult with students using processes that build student leaders. Having a wellbeing plan in place was one enabler that assisted schools to see how Tūturu fitted with, and could add value to, school goals.

Some schools had used the student leadership resources which they found very valuable in terms of the outcomes and processes (for an example, see Story 9 in Section 4). One school had refreshed their graduate profile and others had sought student views about how to better foster wellbeing at their school.

*There's been a massive culture shift of genuine engagement or respect with or for students. It is difficult to measure to what extent Tūturu has influenced that. But Tūturu has been part of what's empowered student leaders to be involved. (School lead)*

*[One school] has a student leadership group—we were able to develop a framework with the Tūturu resources. We went through what it was students needed from the school to live an amazing life at school, and what they felt they needed when they left school. The student leadership group went and did the same thing with the students in the four school houses. This provided student voice for what wellbeing meant.*

*The principal was really happy with the student framework—they thought that it was evident that students wanted higher qualifications, want to come to school, and were motivated to achieve. (Provider)*

One issue for schools and students was that to maximise the benefit of the wellbeing plans and graduate profiles that schools developed, these needed to be followed up so they were embedded in schools' processes and ways of working.

## Accessing an AoD counsellor they relate to is important to students

The counselling services offered by Tūturu providers were highly valued by many schools, and the students who had met the counsellors. These services were a core step in schools' pastoral pathways and support model.

Across schools, students told us that finding the right fit between students and counsellors was really important. Students in very different schools had similar ideas about the characteristics that counsellors needed in order for the relationship to work. These characteristics included someone who was young and who understood young people. Many felt more comfortable with counsellors who were the same gender and ethnicity as them. Many of the counsellors from the provider services met these profiles. Across schools, students expressed reservations about other school guidance counsellors who were perceived as older and less in touch with youth lifestyles.

Across schools, students were often not aware of the full range of services that were available to them. Story 3 below summarises the views of students from one school.

### Story 3: “If you’ve never been in struggle, you’ll never understand the students here”

Students identified that having the “right” counsellors in schools was really important. If they felt they could not relate to a counsellor, they would be less likely to attend a session. Trust was key and it was difficult building a trusting relationship with someone who they felt didn’t understand them or have a shared set of experiences. Factors such as age, gender, and ethnicity were very important for students. They wanted counsellors who were as similar as possible to their own situation.

*Student A: The way I see it, if you’ve never been in struggle, you’ll never understand the students here.*

*Student B: I haven’t been in a situation [where I needed support]. But I would prefer someone I could relate to, easy going, someone who’s been through the struggle as well. A young Māori lady, that’d be cool.*

*Student A: With boys, we tend to just block off everybody. Men are tough apparently. I kind of think that needs to stop. It’s like, come on, everybody cries!*

*Student C: I notice lots of Māori don’t like to talk about their feelings to other people. My main support is my mum. But otherwise I don’t tell anybody else. You usually just have that one person to go to. No offense to the guidance counsellor here, but I find it hard to relate to her because she’s older and ‘wiser’. It’s easier to relate to someone your age. Someone who is more chilled.*

Students identified that their peers might need support but did not want to talk to people they didn’t know. So counsellors need to be more visible in the school and not just introduce themselves at assemblies.

School leaders had also identified similar barriers. At this particular school, the leaders had developed a strategy to make the most out of their service providers, by having counsellors go into form classes so they could make connections with students.

*We realised that teachers weren’t referring students, or when they were referred, students didn’t want to talk with people they didn’t know. [...] We started getting [name] to work with all our students all the time, and we’ve said please just be here all the time as just another guy who hangs out with them. He just merges in and so they build relationships so that if somebody is then telling them to go to [name] to talk to him, they will. (School lead)*

## Onsite AoD services are important to schools

Some providers offered onsite counselling services at schools. This was highly valued by school staff and students. School staff considered onsite counselling reduced the barriers that could get in the way of students accessing support. Youth 2000 data support this view. Youth 2012 survey results showed that schools that had onsite multi-disciplinary health services that were networked in the community, and included staff who were trained in youth work, reported lower levels of risky behaviour and mental health issues in students (Denny et al., 2014).

At Tūturu schools there was variation between regions and schools as to whether schools were able to access onsite support. Story 4 below shows the value one school gained from onsite support and a close relationship with their provider.

#### Story 4: Continuity and confidentiality is key

##### What was the process or activities?

One school has formed a close relationship with their provider, which evolved into the provider being present at their school for one day a week. Now they had a pathway to refer students to an expert in AoD counselling. Having in-house support meant that all staff, particularly counselling staff, deans, and teachers, had referral processes to follow, and felt clear about how to follow those processes.

*We were pretty excited about Tūturu, because it does get hard trying to do this on your own as a school. We're privileged to have a nurse onsite, and a reliable guidance team.*

*It's made life a bit easier for the deans actually, because we've got more support here at school. Not knowing all the outside agencies as well. We still teach 4 or 5 classes, so our workloads are really big. We certainly don't get the time to do what we'd like to, that's for sure. (School lead)*

##### What were the benefits?

Having the provider working in the school meant that it was easier to refer students for AoD-related issues. Students benefited from getting expert advice, and were able to easily attend sessions, as barriers such as setting up appointments outside of school time, financing, and transport were no longer issues.

Having an outside provider also could give students a sense of security that any information they shared with the provider would remain confidential. Across schools, confidentiality was a big concern for the students we talked to.

Counselling for students took different forms. As well as individual counselling, there was an option for group sessions. School leads were surprised at the effectiveness of group counselling and could see that some students responded better to working with their peers.

The school also appreciated the way students could continue counselling at the provider's offices during the holiday period.

*Absolutely it's helpful to have them onsite. It's also important that the offsite provider continues during the holidays. That they will sustain work through the holidays. They have a separate facility. That for us is really good because kids can go there and hang out, and it's right in the middle of town. They don't have to see the drug counsellor here. It's good for them in the holidays. (School lead)*

##### What's next?

One next step was getting the message out to more students about the support they could access.

*It could be communicated as a service more. I don't know if all the students know that we have it for free as a facility here. Free is quite important—not all of our services are free—so access while students are at school is very good. (School lead)*

Follow up was also a concern for pastoral leaders. Although they acknowledged they did not need to know each student's confidential information, it was difficult to tell how much progress a student was making.

*Follow up is a huge thing ... The weakness is the follow up with us. Not that we need to know confidential information. But we don't know when kids keep going, what's happening with their journeys, or if we need to give more support ... It would be good to have some kind of end-of-year report. (School leads)*





## 4. Is Tūturu supporting change?

This section of the report provides information about evaluation question 3: **Does this Whole School Approach appear to be effective at reducing alcohol and other drug-related harm, including keeping students engaged in education?** This section discusses the main changes at schools and for providers that have been fostered through Tūturu that are likely to lead to positive outcomes for young people. The main factors that impact on the pace of change are also summarised.

### Tūturu is assisting a philosophical shift in schools

One of the main outcomes of Tūturu was that it had assisted the majority of the pilot schools to move away from a punitive approach to AoD towards prioritising prevention and offering support for students who needed it. At the schools, Tūturu PLD and support was identified by staff as one factor that was contributing to their journey and changes in mindset.

*The PLD has contributed to our shift ... We have certainly become a school where second chances are given ... We don't wash our hands of kids because they have made a mistake. We see it as our job to invest in a bit of work to try and support and help these kids. I feel comfortable with what we do here. It feels good within me to know that we do that. I know of some schools where it is zero tolerance and see you later! (School lead)*

### Tūturu helps strengthen pastoral processes

This mindset shift towards support approaches had led the majority of schools to review and strengthen their pastoral processes. This change was one of the main outcomes of Tūturu. Through reviewing these processes at school made it clearer what the pathway was, identified the responsibilities of each group of staff, and replaced punitive consequences with support options.

One common approach was for schools to build teachers' skills in having "Are you OK?" conversations so teachers could be proactive in seeking information from students about AoD or other issues. Deans and pastoral staff also included "Are you OK?" conversations and questions about AoD use if they were having conversations with students about absences, engagement, behaviour, or achievement. In both cases, teachers and deans referred students to extra pastoral and wellbeing support if needed.

Tūturu was not the only initiative that influenced this shift. Most schools also identified that a focus on restorative approaches had also contributed to this change.

*This school has a saying 'Connect before we correct'. Tūturu has given them some specific examples from the PLD about how to connect. [This is] an alternative approach to just addressing behaviour straight away. They are developing those conversational pathways—as some teachers don't feel confident having these conversations ... This is helping them connect more strongly in the classroom environment with students as they are discussing what is happening in the world and in their communities. (Provider)*

Story 5 below shows how one school used Tūturu support to assist in building a clearer pastoral pathway.

## Story 5: Shifting the role of deans from academic to holistic

### What was the need?

One school realised that all serious behaviour incidents went straight to the SLT. Deans did not have a lot of involvement with this process; their focus was on academics. School leaders wanted a clearer pathway, and to raise the confidence of deans so they could have initial conversations about AoD, mental health, or depression.

*We were working on pastoral care anyway but the Tūturu team inputted extra ideas. This evolved naturally from our restorative and PB4L work ... Our bigger aim is to upskill teachers to be genuinely involved in supporting student wellbeing rather than purely subject content delivery. We are on the way. (School leaders)*

### What did the school put in place?

With Tūturu support, the school developed a clearer pastoral framework and pathway that goes from teachers, to deans, to the SLT. The pathway has an associated support plan for students based around the three tiers of PB4L. The plan uses language from the school health curriculum and connects with the school's values.

Tūturu pastoral PLD for deans was a core part of the process which provided staff with an opportunity to co-construct new processes, and the tools they needed to have "Are you OK?" conversations. The team of deans also refocused their meetings.

*Our discipline process was 'blurry' before—there was no chain—kids went straight to the principal. We are developing a chain and giving deans the tools and the confidence to work with students—this is the first step in changing the process ... We have a weekly deans' catch up. Prior to Tūturu this was admin focused, now we are looking more at using the meeting for information sharing. (Pastoral leaders/Deans)*

### What were the benefits?

School leaders could see the changes they had made were starting to result in more clarity about how to support students, and a more proactive approach to student wellbeing.

*The PLD has given me confidence and made other deans more confident. They felt unconfident at the start having tricky conversations ... I think the conversations have improved. I didn't used to have deans coming in to talk to me [to refer students]—now we are starting to have more conversations and working things out together ... Now deans are increasingly more comfortable approaching students, not just for AoD concerns. One student was coming to school looking dishevelled—I pulled him aside and had an 'Are you OK?' chat. I found out he had a lot of late shifts at work. I was glad I had that chat as I was able to talk to him about managing his situation. (Pastoral leaders/Deans)*

Students could see their teachers were interested in their wellbeing and valued the way some were having "Are you OK?" conversations with them. Their advice for their school was to continue to increase their focus on wellbeing and seeking student input.

*Last year one of my friends was having a really hard time. After class the teacher asked if she was OK. I think that's really good—to know that the teachers, instead of just coming here to do their job, they're actually noticing things in the class. Like this person isn't OK ... there must be something wrong. If it continues happening, just ask if people are OK—it means a lot to people ... I know the majority of teachers are kind of [aware], but they could just be a bit more aware—and know a bit more about students' wellbeing. (Students)*

*Staff don't have total buy-in, but we are giving them time to take up the ideas ... Some staff are opposed to raising AoD as they think it might lead to experimentation. We are going carefully, slowly, step by step—which is good ... Tūturu is contributing to our journey ... It strengthens what we are already doing. It improves our potential to support student wellbeing and provides a catalyst for rich conversations. (School leaders)*

### What's next?

One next step for the school was consolidating their focus and getting all teachers onboard. Although all staff had attended Tūturu PLD, school leaders noted this sort of change takes time.

Schools varied as to their process when faced with AoD issues such as a student using or dealing drugs at school. Prior to Tūturu, it was common for schools to use stand-downs as part of their process. Many schools were still using stand-downs, but the process had been reframed as a mechanism for gathering information about the needs of students and referring them to appropriate support. The process usually also involved a meeting with parents and whānau to decide on solutions together. Therefore, the process was now about support, rather than a pathway that might lead toward suspension or expulsion of students. A few schools reported they now rarely sent students to the board. Instead, students were sent to mandatory in-house support and counselling which was usually a provider service.

*[In the past] If kids got caught smoking marijuana then they would get booted out. That was the initial position on drugs ... They would be stood down and go before the board, then be suspended. That doesn't happen anymore ...*

*We have moved away from the idea of discipline. The consequence is about support rather than booting them out on the street. Lucky there's been a board who are strong on this as well.*

*The Tūturu facilitators went and talked to staff—they gave us resources in terms of little cards showing how you can talk to kids. It's for all staff. It's about re-framing drug use. It's not the end of the world, or a disciplinary matter. We re-framed it into, how can we support you? (School lead)*

*We did more intensive PLD with the deans, social workers, and counsellors using the Tūturu tools to inform us more about how we are dealing with students, the conversations that are happening, how to have them.*

*I think we are well on the shift—we have been for the last 2 or 3 years. We [used to be] very tough on things. So if you were caught drinking at school it was always an automatic stand-down—go home. Now there is more consideration to asking, 'OK this student been drinking at school, how can we manage that? Is it the end of the world? Is something going on?' [We have] counsellors, social workers, deans all trying to look at why. Rather than just kicking them out.*

*Every student who is stood down for drugs or alcohol is [now] reintegrated with a meeting with the family and the students. There's a follow up with the counsellor, and they determine if we are going to put the student onto the inhouse programme we have. Or if it was just seen as a one-off isolated incident it doesn't need the intensive work. I honestly feel we have [shifted]. I wouldn't claim that's all to do with Tūturu ... But the PLD 100% contributed to the shift. (School lead)*

## **AoD conversations with students are becoming normalised**

Tūturu had assisted most of the schools to have more upfront conversations about AoD. Tūturu PLD for all staff had got staff thinking about how they viewed students, in deficit terms or otherwise. It had given them the language they needed to connect with students and helpful strategies to start conversations (see Story 6 below).

At most schools, these conversations are happening more at the pastoral or dean level. At a few schools, a focus on “Are you OK?” conversations was starting to spread to all staff. At these schools, school leads and providers identified that, prompted by Tūturu PLD, they were starting to see a shift in wider staff attitudes or behaviours across the school. Shifts include increased confidence to discuss AoD contexts in their classrooms, and increased awareness of student wellbeing needs which could lead to more referrals of students.

## Story 6: “This is the kind of language we need”

### What was the need?

School leaders identified a need to shift the whole school away from punitive approaches to behaviour. They wanted to assist teachers to develop more understanding of the challenges facing students outside of the classroom. The school decided to hold a full-staff Tūturu motivational interviewing PLD session to provide teachers with tools they could use to start conversations with students.

*At the beginning of this year we've done work with teachers on motivational interviewing ... This is the kind of language we need teachers to be using with students. Teachers are saying this is helpful, I can see how it'll help with students, but that's very early learning for us. (School lead)*

### What was the process?

All staff attended a PLD session run by Tūturu facilitators. Staff were asked to consider the importance of language when speaking to students. The session was powerful for some staff. It encouraged them to reflect on themselves as children and identify where they were in their lives now. It also focused on building more empathy towards students' situations and moving away from deficit thinking.

*You had to stand on 4 quadrants—what you were as a child and what you are now—most of us were in a different place ... If it wasn't for the quadrant's thing [workshop exercise]—I wouldn't have realised I went through trauma [as a child] ... Violence, drug abuse—there are a lot of things going on [at home]. (Teachers)*

### What were the benefits?

Teachers identified that the tools the PLD provided were helping their interactions with students.

*The most important thing was the language—the cues you use when you are validating—that empathic way of responding to negativity and violence. And to make it OK for them to be mad and come from that space where we understand without judgement. (School lead)*

The PLD had also helped shift mindsets. Teachers talked about how they were thinking about students more compassionately, particularly students who they may have previously dismissed as being “naughty”.

*When you don't have much sleep or food and you are hungry and [the teacher] says ‘Why haven't you done your writing?’, it's not surprising that kids blow up. [The PLD] helped me to better identify this, so I don't go there ... I use it with my own kids [at home]. [I now think] there is nothing wrong with the child—it is the behaviour or attitude. I try to not ask ‘What is wrong with you?’ (Teachers)*

### What's next?

Teachers and school leaders were starting to use the tools the PLD provided, but they also identified they required more follow up to completely embed the learning, and resources to help them consolidate what they had learnt. Some noted they had shifted their views but were still challenged by the idea of not having “consequences”.

*Teachers think it's cool ... and they want to do more and have strategies of how to do that. We want to get to the position at the end of this year that teachers are very comfortable. It's not something they're thinking about—it's like driving, they can just automatically get there. They are getting to that learning conversation. (School lead)*

*We could have more strategies—how you ask the questions ... on a little card to help us: the prompts. If you don't use it, you lose it. (Teachers)*

At some schools, the Tūturu curriculum resources were also supporting some teachers to feel more confident having conversations about AoD and talking about ways to minimise harm with students.

*I used the Level 2 English standard to look at the features of alcohol advertising ... I loved it—I really really enjoyed teaching it! ...The discussions we had in class; they were phenomenal. The kids engaged better—the conversations were off the scale ... From a social point of view they shared stories and were not belittled. [I set ground rules] the biggest thing was no dissing. I told the kids we are going to do work about AoD. This is about serious stuff; it is not about being an idiot.*

*Now if someone does something ... gets drunk, they always have someone to protect them. The culture of looking after each other [is growing]. They get this from Health and PE as well. We can't tell them not to do it. But now we tell them to have someone to support them. (Teacher)*

*We now have AoD contexts [throughout the curriculum] not just in Health. We have tried the English and Maths units, and Geography. Perhaps we would have shied away from this in the past. There has been a culture shift—there is more willingness and openness to have conversations—it's the same as with sexual health—people realise it is good to talk about these areas ... Social attitudes to AoD are the biggest challenge. Alcohol is everywhere in our town. There is lots of discussion about alcohol, but buried talk about drugs. We want to be more open so we can talk about drugs. (School leads)*

## Curriculum resources help build students' critical thinking skills

Most schools had used at least one of the Tūturu curriculum units. Teachers considered the units had a wide range of benefits for students, both in terms of wellbeing and academic learning. These teachers reported that students found the units engaging and well-designed, and nearly all had gained NCEA credits from Level 1 to Level 3 units. Teachers thought the units assisted in building students' ability to listen to peers' views and think critically about AoD use. They also assisted in raising students' awareness of possible alternatives or ways to minimise harm. The students we talked to confirmed these views. Stories 7 and 8 below describe how Tūturu Level 1 and Level 3 NCEA units contributed to students' learning and wellbeing.

### Story 7: "I was surprised about the amount of teen drinking"

#### What was the need?

One school wanted to offer students more opportunities in the learning programme to think critically about AoD. They use the Tūturu energy drinks unit in the junior programme, and in Geography, Year 11 students complete an NCEA Geography unit.

#### What did students do?

We talked to a group of Geography students who had explored alcohol-related harm as a contemporary issue. For this unit, students completed a range of tasks which included:

- reviewing statistics about historic and contemporary alcohol use
- exploring the social, economic, environmental, and political impacts of alcohol use
- selecting two different viewpoints about the issue to explore in more depth
- exploring three scenarios to reduce alcohol use: do nothing, increase costs, or reduce advertising. Students then selected one scenario and argued a case for it.

#### What were the benefits for students?

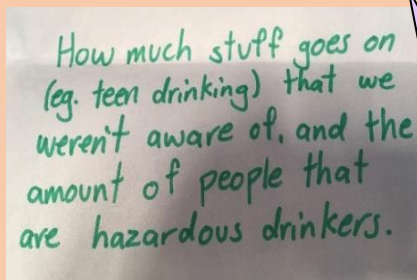
The teacher thought students responded well to the unit which prompted many rich conversations.

*It was an easy unit to teach as it engages the kids—the topic is good as it is a time they are coming into contact with alcohol. I think that is why it works. We had really good discussions about harm ... The DHB data lead to different discussions—why do low SES areas have the biggest harm? We looked at binge drinking and how this leads to harm, and different types of harm. Students first thought of physical harm to the body and then broadened this to think about effects on families ... We discussed drinking habits and the impact of that. Most, around 95%, had not seen alcohol-related harm in their lives—so it broadened their eyes about it. (Teacher)*

The teacher was pleased with students' achievement results. Students noted that the whole class passed with a high number of Excellences.

**Why do you think you all passed?** *Maybe because we could relate to it, so it is easier to understand ... The resources were much better than other units. The resources gave clear themes ... it was an open-book assessment which helped. We had the holidays to work on the assessment. (Students)*

Students valued the way the unit offered them space to express their opinions and think critically about alcohol use and possible solutions that could minimise harm. They described a range of ways their thinking had been expanded.



How much stuff goes on (eg. teen drinking) that we weren't aware of, and the amount of people that are hazardous drinkers.

- *I'm interested in politics and found it really interesting to look at possible solutions. Usually we do historic things, so the solution has already happened.*
- *I was surprised about the amount of teen drinking and the stats were shocking—35% of people in Taranaki were hazardous drinkers!*
- *Now I see ... with alcohol advertising ... how often it comes up. Like rugby world cup sponsorship.*
- *I realised that alcohol ads are glamorised. They show the early part, not the throwing up and the fights! (Students)*

### What's next?

Students wanted more opportunities to think critically about solutions to real issues. They suggested the unit could be enhanced by allowing them to put forward alternative solutions beyond the three that were provided.

For the school, the next step was continuing to build pathways for conversations about AoD in the curriculum. They had just started senior health classes and so had a clear pathway in this learning area. To get a wider buy-in, the next plan was to bring the leaders of English and mathematics onto the school Tūturu team so they could hear about the curriculum resources they could use.

Story 8 below shows how one school used a Year 13 Tūturu Geography unit to foster students' critical thinking about AoD use and university life.

### Story 8: "It has changed my moral compass a bit"

#### What was the need?

One school is located in a town with a strong university presence. Binge drinking is normalised in this community. A teacher wanted to prepare students to think more critically about their choices as they left school. To start the year off, she used the Year 13 Tūturu Geography unit to explore the university's approach to orientation week.

*I like to be proactive—rather than go for intervention—it is good to get messages to students before the horse bolts. (Teacher)*

#### What was the process or activities?

The activities students did during the unit included:

- exploring the significance of the event and the impacts (social, economic, environmental, political)
- visiting the university during orientation to talk to staff and interview university students
- hearing from guest speakers including the university event manager, and a researcher who had a focus on alcohol-related harm from local student events
- exploring brain science research about alcohol consumption outcomes
- discussing party pill testing and harm minimisation, which was a hot topic in the media at the time.

#### What did students think of the unit?

On the whole, students found the unit focus and topics very relevant and engaging.

- *The learning was interesting. It was real, and it applied to us. I liked hearing from the guest speaker.*
- *It showed how much alcoholism is embedded in our culture.*
- *Some facts were insane—like people who don't really drink before uni go to orientation and end up drinking more [than others] during the year ... So many people go and get addicted ... (Students)*

### What were the benefits?

*We had great discussions about wellbeing. The students made Pecha Kucha 15-minute presentations about wellbeing—they choose a topic ...*

*The unit led to complex questions and discussions ... It made me realise we had never talked about this and how important it is. It went really well overall ... I will use it again ... they were highly engaged and it got them off to a good start in the year ... I'd like to think they will think about it, rather than just racing into it [drinking]. The critical thinking aspect was great. They did a good analysis of uni orientation with the positive and negative social impacts. (Teacher)*

Students felt their eyes had been opened about the harm that AoD could cause, and how orientation week is part of the university's business plan. They felt better prepared as they now knew about support options and that getting drunk was not obligatory. Instead, they could reframe orientation into an event that worked for them.

### Do you think you will do anything differently?

- *I felt like it changed my moral compass a little bit. Because everything in this town is drinking, drinking, and you are expected to go out and drink. But it made me accept that you actually don't [have to] and it's a whole illusion that you think you are having fun when you are really just drunk.*
- *My perspective shifted; it is a week of making friends—you can still do the week without drinking. The second years [students] we interviewed wanted to go to non-drinking events.*
- *Campus services are good. I am going to Uni next year and it is scary. They showed us all the services. How to avoid stuff ... He gave us some strategies not to get completely off your face and embarrass yourself. How to slow down without making a scene about it. Like putting ice cubes in your drink. Some of those tips I might use. (Students)*

### What's next?

One challenge for the teacher was managing some of the conversations that came up. She thought ongoing PLD and support would help teachers build confidence in this area and learn strategies they could use.

*I was surprised by some students' comments. I was not prepared for a comment about marijuana [a student's father told her it was not harmful]. For binge drinking, the harm is clearer. It is harder to talk about the risks with marijuana, as it is not so clear. So I talked to [Tūturu facilitator] about it. (Teacher)*

For students, the most valuable parts of the unit were the bits that challenged their thinking. They wanted more focus on this.

*I found it interesting but too long. The bits about drug testing and social impacts were interesting. Not so interesting was too much on the environmental impact like broken glass ... Some of it was too simple and we had to state the obvious. I would like more complex thinking. (Students)*

## Leadership resources help grow student leaders

Through using Tūturu student leadership resources, some schools had built more processes for students to take a lead role in running wellbeing-related activities for their peers. Others developed stronger processes for consulting students in ways that strengthened the school wellbeing plan or focus. Overall, the schools found the Tūturu leadership resources had helped staff and students realise that students could be agents of change in a school. Staff and students described how the processes and content of the resources build students' empathy, confidence, leadership skills, and agency (see Story 9 below).

## Story 9: “Our opinions were able to be heard and we felt good about it”

### What happened and why?

One school had taken its students through the process of building a graduate profile as staff recognised they did not really have a sense of what students wanted out of school. Recently, form time groups had been established in the school, and with that came the ability for students to be form time leaders of whānau groups. It was these student leaders who started the development of the graduate profile. Tūturu facilitators visited the school and took these student leaders through a workshop process to create a brainstorm of things that were important to have in the school. The process was also about growing students’ capabilities. The student leaders then workshoped their suggestions with their whānau group. So all students in the school took part in the process.

### What were the benefits?

Before this process, students did not feel their voices were heard. Now they felt more confident. The workshoping process had been eye opening for them as it had helped them learn how to consult and value the opinions of their classmates who weren’t in leadership roles. Students also thought that the process enabled them to learn more about their peers and become empathetic to different life experiences and points of view.

*Student A: Listening to someone, hearing their story can tell you a lot about them. When I heard everybody speak, I was like woah I thought you were a shy person. At times even the ones I thought were ‘trouble kids’, proved me wrong. You can’t judge a book by its cover.*

*Student B: It opened my mind to different opinions in general. I might have one idea, and this person has a different one, but we can collate it all to be something even better.*

One thing that was very important to the students was the way the school made some tangible changes because of the graduate profile process. Staff had taken action and given students some of the things they asked for.

*It helped the students—made them think about themselves and what they want. I said I wanted students to have opportunities to work pathways, which we have now. It’s pretty cool. (Student)*

The process had helped the school build a stronger focus on student leadership. Staff were offering more opportunities to grow new student leaders, and students could see the shift in the school over the last few years.

*When I started, back in Year 9 ... I felt that the principal looked towards the [student] leaders as he expected the leaders or more academic ones to do well. But he [also] focused more on the students who weren’t achieving well. That’s all good but there wasn’t an evenness to it. I felt left out, but then he’d come to me and ask why I wasn’t doing well enough. I was thinking of leaving but thank goodness I didn’t. Now I feel like everybody has a say, and everybody gets the chance to be a leader. (Student)*

*Often the youth aren’t heard. After this experience, for me too, I feel that our opinions were able to be heard and we felt good about it. Often, back in 2016 up until some of 2018 I’d hear a lot of students complain that nobody wanted to listen to them. After this kind of experience, they listened to us and heard what they wanted to say. (Student)*

The change in students’ attitude towards the school and teachers had been noticed by staff as well.

*I think students didn’t feel like they felt they had an entitlement for learning and entitlement to ask questions. Last year they didn’t feel like they had the right to say anything, at all [...] This year we heard from ERO from a random sample of students, who are absolutely telling us what they think they’re entitled to, and what they think should happen ... we can see change. (School lead)*

### What’s next?

Both students and leaders identified a need to follow through with the process to properly implement the graduate profile they’d developed. Students felt that, although the process itself had been beneficial and they could see the changes the school had made as a result, they still hadn’t seen the graduate profile anywhere around the school and were waiting for something else to happen.



**What happened after that?** *I don't remember anything. It's kind of stopped. I don't know what we did with those papers either. I don't think there was anything that went with it afterwards.*

*I reckon we should recap every year on that graduate profile. There's nowhere obvious where we could look and see it. We should have it up on the wall. It's important for other students to see what you've been doing. Otherwise you are all talk.* (Students)

*What went wrong was that the follow up from the graduate profile was ad hoc. It was great, it was there, but we didn't integrate it as well as we could've done. I'm not even sure who it was. We tried to learn what we learned about student involvement and agency, and we did some of that well.* (School lead)

Overall, the graduate profile taught students to listen to one another, and made them feel like their voices were heard by the school. This was noticed by teachers as well. The graduate profile process was appreciated by all who took part, and teachers considered the process was contributing to some of the wider shifts the school was making.

*We need that support in terms of soft skills of talking with, listening to, and young people being heard. That they're not just responding to us, they're creating it themselves ... But us as teachers, generally, we lead our students. We listen to the student voice that agrees with what we want to say, but we're not really that great at listening in this profession yet.* (School lead)

## More students are accessing support

At some schools, staff and providers identified that Tūturu appeared to have supported an increase in the numbers of students self-referring for AoD support as individuals or groups. Staff noted that seeking help had been destigmatised at some schools. Students now felt less shame about needing support. One contributing factor to this shift was the fact that the AoD counsellors and services from provider organisations were highly valued by school staff and students.

*The provider counsellor comes in—the fact that he is so approachable is good for students. We don't have to knock on doors for referrals. Students come to us [to self-refer] or they might go and speak to the nurse first [who refers them]. The counsellor is awesome, he's lovely. The kids say, 'He is really cool.'* (Teacher)

*Students are less whakamā and more open to accessing help and more open to conversations and seeking support ... Things like shame don't block kids any more from accessing support.*

*We have had larger numbers of self-referrals. One school had one whole class. Someone was referred by the school and they came and would bring their friends and mates. So we ran ad hoc lunch groups for them ...* (Provider)

## Tūturu is strengthening AoD providers' relationships with schools

In general, Tūturu appeared to have enhanced providers' relationships with schools, and increased schools' awareness of the services the providers offered.

*As support agencies—it has strengthened our relationship with the schools. We are a lot more collaborative and there is a more direct pathway to us because of that ...* (Provider)

A few providers were designing new approaches to meet school needs. One example was local hui at which schools could meet with a range of youth providers in their area and hear about their services. All the school staff we talked to who had attended these hui found them very beneficial as they were not aware of

all of the services available to students. They had since started referring students to more of these services. Story 10 below shows how a provider supported a school to build awareness about the referral options available to them in their community.

### **Story 10: Getting deans and providers together at a hui**

#### **What was the need?**

A provider realised local schools did not have an overview of the options available to them for referring students.

#### **What did they do?**

The provider organised a hui for local agencies to introduce their services to school staff. The hui was targeted towards school deans.

#### **What were the benefits?**

Schools found the hui very helpful; it opened their eyes to the range of support options available for students and prompted new conversations about pastoral pathways and how to protect students' confidentiality.

*Tūturu has reinforced the referral options for students that are available —the SLT will send students to these agencies ... We are more aware of referral options outside school. For other issues as well [other than AoD], if someone has a massive drop in confidence, we can refer them to a trust. I had struggled with some students. It is nice to know there are other options beyond our school-based support, such as the services our provider offers. (Pastoral leads)*

*We also focused on language or a code that staff now know to use [to protect confidentiality]. For example, we say a student is going to [name]. Staff know this is a provider who offers support for AoD. (School leaders)*

Some providers were using the expertise and knowledge they had developed through Tūturu to inform their wider work programme. They were using Tūturu processes, tools, and resources to work with new schools that had expressed an interest in Tūturu but were not part of the pilot. Others were building stronger relationships with schools and were increasingly tailoring their approaches and resources to the context of schools.

*We are acting as a mentor and guide to our [non-Tūturu] principals as they don't know what to do sometimes if they have a situation at school, as they can be isolated ...*

*We know better how to engage with young people, school staff; and engage with communities better ... (Provider)*

## **Tūturu is starting to support system change**

The development of a CoP for providers was supporting changes to how these providers worked. Previously they had felt siloed. Now they were sharing knowledge, problem solving, and building practice together. Tūturu was assisting in shifting some providers' ways of working from an individual treatment perspective towards a systems change and wellbeing focus.

*I am just used to thinking about the individual who is in trouble, we just help that one person. I have really enjoyed that new line of thinking about moving all students towards flourishing. It just feels that that is a good way to be approaching students. (Provider)*

Through building stronger networks, Tūturu was also starting to have an impact on the wider system. Indicators of system change included:

- requests for assistance from schools that were not part of the pilot
- the running of a Tūturu summit that enabled schools and providers to share practice and ideas within the pilot team as well as with new schools and interested groups
- the development of new connections between the health and education sector which supported the development of resources for schools, and the identification of new organisations and groups to work with
- schools making new connections with provider groups in their community
- providers making stronger connections with local school networks. For example, one region holds an annual WSA day which is now becoming a vehicle to share approaches developed through Tūturu with a wider range of local schools.

## Change takes time in schools

Although a number of changes were evident at schools, and schools and providers showed strong support for the intent, processes, and content of Tūturu, they were at very different places in regard to how much they had moved forward. School journeys had ebbed and flowed over the 2 years of Tūturu.

*It is a 'live' process as the relationships evolve, and then go back, and then forward. (Provider)*

Some schools started out developing a number of areas and then slowed down. Others had a slower trajectory or had stalled a few times and then re-engaged when a new staff member took over the lead. We used the interview data to categorise the current pace of change at each school. Around one-quarter were “faster moving”. These schools had more stable Tūturu teams and therefore had more success keeping up a momentum. They were engaged in actions such as running pastoral and whole-staff PLD, and actively developing their pastoral and student leadership processes. Most were using some of the curriculum resources. They also reported more changes to practice.

Around half of schools were moving more slowly or had new staff who were re-engaging with Tūturu. Around one-quarter had “stalled”; however, most had plans to reengage.

Table 1 below summarises the enablers that supported schools to implement Tūturu and kept the momentum going, the barriers that slowed this process, and the solutions that schools or providers found to these barriers. This table is an updated version from the 2019 report (Boyd & Williams, 2019).

Table 1 School factors that influence the pace of change

School factor	Change is supported when... <i>(Faster moving schools have many of these factors)</i>	Change is slower when... <i>(Slower moving or stalled schools have many of these factors)</i>	Strategies used or suggested to address challenges
<b>The school sees the need for Tūturu</b>	School leaders are clear about the impact of AoD use on their students and community	School leaders have a perception that AoD is not a big issue in their school or community	School leaders use recent issues as a stepping off point to illustrate community issues to staff
<b>The school connects Tūturu to bigger picture wellbeing goals and other initiatives</b>	<ul style="list-style-type: none"> <li>The school has a bigger picture focus and goals relating to wellbeing (for students and staff)</li> <li>The school is clear about their support and wellbeing philosophy and sees Tūturu as well-aligned with their beliefs</li> <li>The school sees Tūturu as well-aligned with related initiatives such as Restorative Practices or PB4L</li> </ul>	The school does not have a clear bigger picture focus on wellbeing or school goals that clearly link to Tūturu	Providers support the school to develop a wellbeing focus (e.g., run student workshops to show the different ways students would like to see their wellbeing supported)
<b>The Tūturu lead in the school is a decision maker</b>	A school SLT member leads and actively champions Tūturu by allocating staffing or resources	Responsibility for Tūturu is handed to a staff member who does not have influence over school-wide decisions	Providers re-launch Tūturu by meeting school leaders (and the BoT) stressing the need for SLT leadership and a team approach
<b>Tūturu is overseen by a school team of champions</b>	<ul style="list-style-type: none"> <li>The school has a team of staff who are leading Tūturu including SLT, pastoral, and curriculum leads, so champions are spread across the school</li> <li>The school team is also the pastoral team, so Tūturu fits within an existing structure</li> </ul>	<ul style="list-style-type: none"> <li>The school has one main champion staff member</li> <li>The school has multiple changes in leader, SLT, or the person leading Tūturu</li> <li>The school has multiple teams and staff feel overloaded</li> </ul>	<ul style="list-style-type: none"> <li>Providers build relationships with more than one school staff member to ensure continuity if staff leave</li> <li>Plans are clearly documented</li> </ul>
<b>The right people are on the Tūturu team</b>	The school team includes representatives from all key pastoral and health service roles (e.g., guidance counsellors, social workers) as well as curriculum leaders	Key health services staff are not on the team, and therefore may not understand the intent of Tūturu. This can lead to gate keeping	Staff are strategically shouldered to join the team (e.g., curriculum leaders, or guidance staff)
<b>The pastoral team includes a focus on AoD as part of a support process</b>	<ul style="list-style-type: none"> <li>The pastoral team has had Tūturu PLD and has a formal process for including questions about AoD impact in discussions with students or in reporting</li> <li>Students feel comfortable disclosing issues or asking for help</li> </ul>	<ul style="list-style-type: none"> <li>Questions about AoD are part of pastoral processes but not formalised</li> <li>Teachers need more PLD to be comfortable using the processes</li> <li>Students may not disclose issues as they perceive processes to be about discipline, not support</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing PLD is offered to pastoral teams or teachers</li> <li>Providers or schools share case studies of other schools' pastoral processes</li> </ul>
<b>The school has access to professional referrals</b>	The school has access to external support for students (e.g., referral process to AoD providers or in-school support such as Stand Up!)	Schools do not have relationships or onsite access to AoD providers to refer students	Providers use their networks to broker community connections for schools (e.g., hold hui for schools and providers to meet)

<b>The BoT is on board</b>	The BoT approaches are informed by Tūturu and are based on a support model	The BoT has a punitive approach to AoD incidents	Providers offer Tūturu training to the BoT or a BoT representative attends pastoral team training
<b>PLD spreads key Tūturu messages and strategies across the school</b>	<ul style="list-style-type: none"> <li>• All staff have regular Tūturu PLD to build their understanding of the impact AoD has on young people and skills in having “Are you OK?” conversations</li> <li>• Activities such as PLD are timetabled effectively (into existing school processes or at a good time for learning)</li> <li>• Time is allocated for follow-up discussions that enable staff to co-construct next steps</li> <li>• Follow-up resources are provided to teachers such as question prompt cards</li> </ul>	The school finds it hard to fit in whole-staff PLD, allocates a short time for PLD, or moves on to other PLD focuses	<ul style="list-style-type: none"> <li>• Schools schedule PLD well in advance at a time that is effective</li> <li>• Providers offer top-up PLD sessions and examples of follow-up resources to schools</li> </ul>
<b>School leaders reinforce key messages</b>	<p>School leaders reinforce key messages that resonate with staff such as:</p> <ul style="list-style-type: none"> <li>• AoD use is a symptom not a cause</li> <li>• punitive punishments have damaging longer-term consequences for students</li> </ul>	Teachers get mixed messages and think the school’s approach is “too soft” and lacks consequences	<ul style="list-style-type: none"> <li>• Extra PLD is provided to teachers to assist them to shift mindsets</li> <li>• School leaders link Tūturu to key ideas such as a PB4L focus on avoiding negatives and reinforcing positives</li> </ul>
<b>The benefits of a support model are clearly communicated to the community and staff</b>	School leaders clearly communicate to their staff and parent community about how they are shifting to a support model and the benefits of this	Teachers and the community are not clear about the shift the school is making and the reasons for it	Schools keep communication channels open
<b>The school has developed a process to use the curriculum resources and develop students’ critical thinking skills as they progress from Year 9 to Year 13</b>	<ul style="list-style-type: none"> <li>• Tūturu leaders act as champions who share how they have used the NCEA curriculum resources in different places in the curriculum programme or at form time</li> <li>• Pathways are developed so that students can learn through AoD contexts in all year levels or at form time</li> <li>• The language used in the Health learning area is aligned with pastoral processes</li> </ul>	The school considers the NCEA programme is already too full and does not look for other places to use the resources	<ul style="list-style-type: none"> <li>• Messages are shared with teachers that the resources are “ready to go” and therefore require little extra work, or can be used with different year levels or programmes</li> <li>• The school develops a plan to use resources across year levels</li> <li>• Key curriculum leaders are invited onto the school Tūturu team so they can build knowledge about the resources</li> </ul>

Table 2 below summarises the enablers and barriers related to the Tūturu model and work of providers.

Table 2 **Provider or Tūturu factors that influence the pace of change in schools**

<b>Provider and Tūturu factor</b>	<b>Change is supported when... (Faster moving schools have many of these factors)</b>	<b>Change is slower when... (Schools that are slower moving or stalled have many of these factors)</b>	<b>Strategies used to address challenges</b>
<b>Providers have existing relationships with schools</b>	<ul style="list-style-type: none"> <li>Providers are already known and respected by school staff</li> <li>Providers maintain connections with principals as the key influencer in each school</li> </ul>	<ul style="list-style-type: none"> <li>Providers did not have a relationship with the school prior to Tūturu</li> <li>The school has a change of provider</li> </ul>	Providers work in teams and are proactive in building trust and connections with schools (e.g., are visible at staff meetings or school celebrations, or attend local principal meetings)
<b>New providers are inducted into Tūturu</b>	Providers are offered information at their CoP and through induction sessions to ensure they are clear about their role in Tūturu	Providers are not clear of the Tūturu expectations on themselves or their organisation	Roles and expectations are revisited and co-constructed with providers
<b>Providers have cross-sector understanding</b>	Providers have a knowledge of both health and education sector practices and initiatives	Providers have expertise in health sector or community development practices	Providers access training or on-the-job support to assist them to understand the education context or have education people in their team
<b>Providers have change facilitation skills</b>	Providers are highly trained facilitators who understand change processes in schools	Providers do not feel comfortable in a change facilitation role or do not see this role as a core aspect of their job	<ul style="list-style-type: none"> <li>Providers shadow the national facilitator and take over aspects of the facilitation process OR</li> <li>Roles are made clear (e.g., the national facilitator works in a team with providers who offer local knowledge)</li> </ul>
<b>Providers and the school meet regularly</b>	Meetings between schools and providers are scheduled and planned well in advance	The school is not sure when the next meeting is or what it is about	<ul style="list-style-type: none"> <li>Providers or schools schedule regular team meetings with a clear focus</li> <li>Plans and actions are well documented so if school staff change they are easily accessible</li> </ul>
<b>Tūturu is responsive in meeting school needs</b>	The Tūturu team produces resources to support each school in areas of need	The school has unmet needs (e.g., resources that assist schools to connect with a parent and whānau community that is accepting of AoD use)	Continue with emergent processes to address school areas of need (e.g., parent and whānau or health education resources)
<b>The Tūturu team works with agencies to ensure schools experience Tūturu as a joined-up initiative</b>	Providers or schools make connections between Tūturu and <ul style="list-style-type: none"> <li>related PLD in schools (PB4L, Restorative Practices)</li> <li>related professional groups (SWIS, Guidance counsellors, STA, the Mental Health Association)</li> </ul>	<ul style="list-style-type: none"> <li>School staff feel overloaded with PLD from initiatives that appear related but are not connected</li> <li>Staff such as guidance counsellors are not kept in the loop about Tūturu and express concerns about aspects of the initiative</li> </ul>	The national team works with related organisations and initiatives to foster alignments

Overall, the experiences of the 11 schools in the pilot support research which shows that changes in schools can 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).

The pilot also confirms research which shows that the change process in schools is not linear. Instead, it often goes through a series of growth phases and plateaux (Fullan, 2004). Schools can reach a “plateau” in terms of ideas or energy. At this point, they can move to a different focus or initiative or get “stuck” on a particular challenge and start to return to old practices. Many of the schools in Tūturu have gone through a period where they appeared to be stuck or stalled. Things could fall over very quickly if key staff left and there was no champion to drive Tūturu or hand over action plans. A new growth cycle was created when new staff saw the value of Tūturu, found prior plans, and re-started the journey.

One example of a school that had taken a strategic approach to change and had managed to keep the momentum going is described in Story 11 below.

### **Story 11: “Being different is part of the culture”**

#### **What was the need?**

One school has been on a long journey to change its approach to AoD. This school is located in a diverse community, where marijuana and alcohol use is common.

*We’ve got a broad community. This is an interesting area because significant amounts of marijuana are grown in the summer.*

*The initiative started as a process with the police who were looking for a programme to manage children who were identified as drug users or had come into conflict with the school because of their drug use ... [In the past] if kids got caught smoking marijuana, then they would get booted out. That was the initial position on drugs. We went to the police and said, ‘How do we manage this in a responsible way?’ (School leads)*

#### **What was the process or activities?**

The first step for this school, after identifying that Tūturu could help them, was to be upfront with their community about the issue, and how they were shifting their approach. The principal went to the media to explain the school’s change in focus.

*There always has been a tendency in high schools to say, ‘We don’t have a drug problem’, because they think parents are going to be influenced by that. But every school has a drug problem! The principal went to the media and said, ‘We’re going to be upfront and proactive about these matters’ ... That was huge because our principal was previously quite conservative, so this was quite a big step for him. (School leads)*

As well as Tūturu PLD for deans and staff, the school also did Restorative Practices PLD. Having the full support of the BoT also helped the school on its journey.

*We did restorative training. The board knew what was going on so they could see the benefit of that. We’ve been really lucky; we’ve got quite a diverse board that is proactive about getting kids back into school. (School leads)*

As a result of both sets of PLD, the school revised its pastoral and discipline processes to align with their new philosophy.

*We still have standards and expectations, but we have these wraparound goals. Two of them are identity and inclusiveness. You can’t practise that and be punitive. (School leads)*

#### **What were the benefits?**

Now the school hardly ever sends students to the BoT for disciplinary action. Instead, students are referred directly to guidance counsellors and given onsite support. Acknowledging drug issues within the school has led to an increased openness between the school and the wider community.

*I think [Tūturu] has allowed us to be open with our community, it has changed the focus from punitive to pastoral in terms of managing student behaviours, and it's been very timely in terms of reframing the restorative conversation. It's part of adolescent behaviour to try new stuff. It's not necessarily the end of the world, but it's teaching kids to be responsible with managing it. (School leads)*

School leads observed that Tūturu has had wider benefits for the school. It has contributed to a shift in culture towards an increased awareness, and acceptance, of diversity in general.

*In actual fact, one of the things that has evolved from this is that we're now upfront about many things, including gender diversity. We have a lot of students who are gender diverse. So, it's extended the culture. It's interesting that there's an openness around the school. (School leads)*

Over time, the overall attitude towards the school had also changed.

*When I first moved [here], people used to go, ah that school, that's the 'drug school' because people there can afford drugs. That was the view of [the school]. It's the area where you get your weed because people can afford to buy it. I haven't heard that for a few years. (Teacher)*

### **What's next?**

The school is now looking to revisit and strengthen their relationship with the counselling services offered by their provider and review their Tūturu plan to explore new possibilities such as integrating more AoD education into its curriculum.

*In a big school like this you've got huge variety of opinion and everybody's teaching in their own little silo. I think this shift in the way we teach will make people more open to learning about the things we have in common. (School leads)*



## 5. What ideas are suggested for enhancing Tūturu?

This section summarises school staff's, students', and providers' suggestions for enhancing the Tūturu processes, content, or model. It repeats many of the points made in Sections 2 to 4 of this report, but provides a stand-alone section focused on possible enhancements.

### **Suggestions for strengthening the model or processes of Tūturu**

Feedback from schools and providers suggested a few enhancements to the Tūturu support processes for schools. Enhancements included:

- consider ways to support equity by offering a different support model to low decile schools (e.g., a funded role in the school or a management unit or release time)
- plan provider and facilitator teams to ensure each team offers education and health expertise as well as expertise in change management in schools
- offer local provider hui at schools that have not had access to these
- clarify the role of new providers
- share school models of peer support processes (this was important to students as well).

Suggestions related to the Tūturu model and alignments included:

- consider further ways the Tūturu model could be positioned as focusing on wellbeing and mental health rather than the single issue of AoD
- seek stronger alignments with related PLD such as PB4L and Restorative Practices to ensure school staff experience Tūturu as joined up with these initiatives
- make stronger connections with professional organisations that serve groups that intersect with Tūturu (e.g., school guidance counsellors, SWIS, and STA).

### **Suggestions for strengthening or adding content to Tūturu**

There were four main suggestions offered about enhancements to Tūturu content. These were:

- offer top-up or ongoing PLD for staff
- more resources for younger students
- more curriculum resources that cover other areas of addiction such as vaping or online gaming
- more support for parent education.

These four enhancements are expanded on below.

#### **Offer ongoing PLD and support to staff**

The most common suggestion offered by school staff was for follow-up PLD sessions that could build staff confidence, and so ensure that strategies and learnings were reinforced and turned into action. Some staff wanted extra resources such as prompt cards for starter conversations or fact sheets about different drugs.

Others wanted more support to help teachers manage the conversations that could arise when they were using the Tūturu curriculum resources.

*Make sure you get ongoing support. Keep it going. Frequent PLD, little and often. (Teacher)*

## Include resources for younger students

One common suggestion from some school staff, providers, and students was to develop resources that could be used in intermediate schools. These three groups of stakeholders all noted that students of this age often started experimenting with AoD, so this was a good time to foster critical thinking. A few providers considered any resources targeted at younger students would need to be aligned with the Health learning area to ensure the resource developed critical thinking in developmentally appropriate ways and with age-appropriate content.

### **Do you have any suggestions about how the energy drinks unit could be improved?**

*Maybe introduce it a bit earlier, like at intermediate school before people start drinking them. So you know about the effects before you start drinking it. (Students)*

*Maybe look at different resources for young students so conversations could start younger. Maybe there is a need to have stronger training for some teachers around that age group—at intermediate schools. Our stats [for the young people who access our services] definitely show that, for most of our young people, drug use starts when they are aged around 9, 10, or 11. So intermediate school could be a good place to start. [The resources would not need to be] the same as the secondary school ones, but at a more basic level. (Provider)*

## Develop new curriculum resources in topical areas

A number of schools wanted more support to integrate AoD contexts into the curriculum. They also would like new resources that cover common addictions such as vaping and online gaming, or which addressed issues that could impact on mental health such as social media use.

## Offer schools support to work with parents or teachers

A number of schools wanted support with parent education and consultation. To support schools in this area, the Tūturu team was working with a school to co-develop a community health education consultation process. A couple of schools wanted more support to work with a school community in which AoD use was normalised. One school wanted a resource that school leaders could use to have conversations with staff about their AoD use. The most common suggestion was for parent education resources.

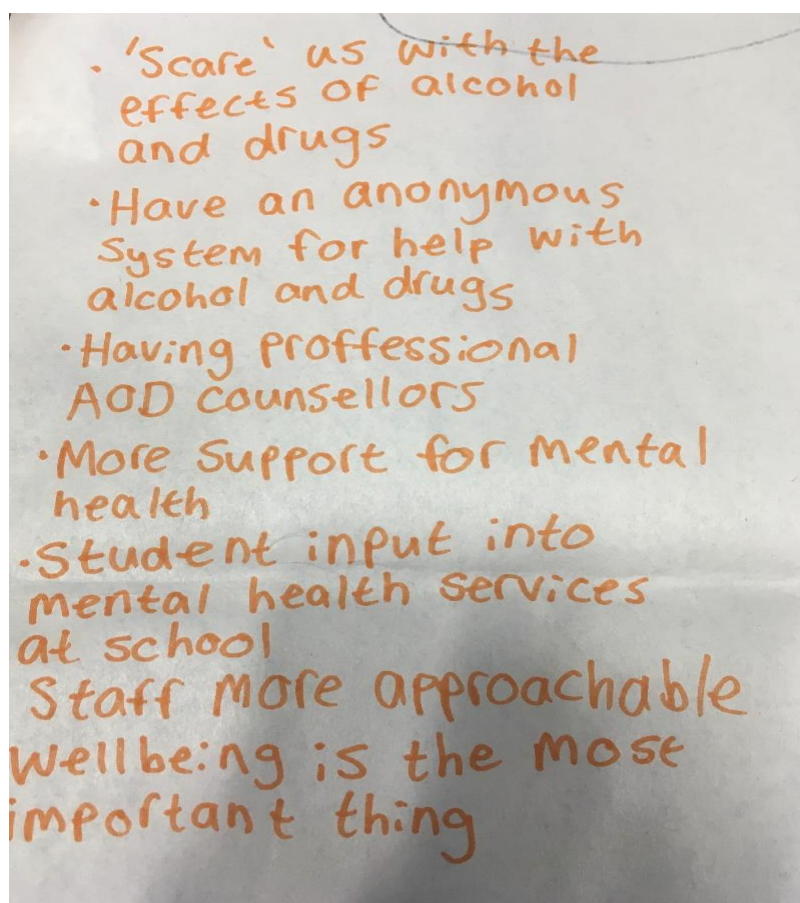
*I would like a parent education component. Parents ask us, 'How do I talk to my child about this? They just grunt at me!' We need resources for parents to help them have conversations with their children [that cover areas like] What could I say? What could I do next? (School leaders)*

## Students wanted to be more involved and supported

When we visited schools we asked students for their suggestions about how wellbeing and AoD support at their school could be enhanced. Across the five schools where we talked to students, the young people offered very similar suggestions. On the whole, these students were all very concerned about the wellbeing of their peers. The most common suggestions were that students wanted:

- to be more involved in school decision-making processes about wellbeing
- more wellbeing and mental health support at school in general
- more pathways students could use to seek help, and assurances that pathways are confidential
- better communication about counselling options, including counsellors building connections with students (not just talking about their services at assembly)
- more counsellors they could relate to
- to be assured that their teachers cared about them (including more conversations about wellbeing with teachers and more proactive support from teachers)
- more focus on peer support such as student-led support groups
- more opportunities to engage in critical thinking in the curriculum relating to student wellbeing.

The image below shows the suggestions from one group of students about how their school could offer more wellbeing support. Some of the services suggested by students already existed at their school. Most of these students had not needed to access them, which contributed to them being unaware of the services.



## Suggestions about expanding Tūturu to new schools

We asked school staff and providers for their advice about future rollouts of Tūturu to new schools. Most people talked about applying the learnings from the pilot (as summarised earlier in Tables 1 and 2). Other suggestions included:

- develop criteria for readiness for working with new schools (e.g., Can the school put together a lead team? Does the school have a commitment to student wellbeing?)
- start working with the SLT and pastoral team first, then move to whole-school PLD
- build succession plans for school staff as well as providers
- build more opportunities such as the recent summit for schools and providers to learn from each other.

*If a school is not already on a pathway from punitive it will be a struggle as it is a massive shift. The school needs to be heading on the journey. I'm not sure how a traditional boys' school would go? You need a strategy going in. You need to wait to do the schoolwide PLD till the culture has shifted. Work with the SLT first. It worked OK at this school because the ideas were not new. The school mind shift needs to happen first. (Deans)*

## 6. Summing up and looking to the future

Over 2017 to 2019, the Tūturu pilot developed and evolved to meet needs. The main focus of the evaluation was to provide information to assist decision making to support this development. This final section of the report revisits the evaluation questions to consider what is working well about the Tūturu processes and content, and what the changes fostered through Tūturu can tell us about the successes of the pilot. To assist the Tūturu team to consider next steps, a series of reflective questions are posed about common challenges.

### **Are the Tūturu processes an effective way to implement a WSA?**

After 2 full years of being part of Tūturu, nearly all schools and providers were still strongly supportive of the intent of Tūturu, the emergent and needs-based model underpinning the initiative, and the support they were able to access from the NZDF lead and providers. Schools valued the skilled facilitation of the provider team who supported them through self-reflection and action planning processes, in ways that enabled them to have open and reflective conversations, and co-construct new processes at their school.

Some schools found it hard to maximise the benefit they could gain from the pilot and most had ebbs and flows in their Tūturu journey that were related to three main factors: multiple leadership and staff changes in schools; difficulty forming a Tūturu team or Tūturu lead role being delegated to one staff member (usually a person who did not have the power to make school-wide decisions); and staff feeling overloaded with PLD. However, nearly all schools wanted to stay involved in the process.

Tūturu was initially conceived as a multi-faceted WSA; however, schools tended to select one or two main actions a year. As noted previously, the fact that schools experienced a slow and non-linear change process is not surprising. Research tells us that change in schools is a long process, and that change in health-related areas can take 5–7 years.

A few reflective questions relating to the main tensions experienced by schools with the Tūturu model or support processes are posed below:

- To ensure equity, how could Tūturu offer more support to low decile schools?
- Having two external people facilitate Tūturu processes and PLD appears to be an effective approach for schools as, if one person leaves, the relationship with the school can be maintained by the other. What is the best mix of people in a facilitation team to ensure the team has education and local knowledge as well as change facilitation expertise?
- To ensure school staff do not suffer from “initiative overload”, can Tūturu make closer connections or co-deliver with other related initiatives such as Restorative Practices, or PB4L?
- Many schools are currently developing student wellbeing frameworks and action plans. Tūturu is more effective if schools have a wellbeing focus already in place. Is Tūturu best kept with an AoD focus or could it be broadened further into the wellbeing and mental health space? Would this mean closer connections or co-delivering with other groups?
- How can Tūturu make closer connections with professionals and umbrella organisations that are related to Tūturu such as guidance, social worker, or school BoT associations?

## **Are the WSA resources and models likely to be effective?**

The Tūturu resources and content were valued by both schools and providers who considered they are supporting changes in attitudes and practices. Schools valued the new resources developed to meet their needs such as processes that foster student leadership or consultation with parents and whānau.

At most schools, the pastoral team had attended Tūturu PLD, and many schools had held some whole-staff PLD. This PLD was perceived to be of high quality by those who attended. To maximise the effectiveness of this PLD the staff we interviewed were nearly unanimous in their view that it needs to be ongoing.

Most schools were very positive about the relevance of the curriculum resources which they found well-designed and easy to use. Some found them hard to fit into crowded NCEA programmes, and so were finding other places to use them such as in junior health programmes, at form time, or with at-risk groups.

Schools placed a high value on the counselling services and AoD support and advice their provider offered. These services were the most visible aspect of the providers' work with schools.

A few reflective questions relating to the main tensions experienced by schools with the Tūturu resources are posed below:

- How can teachers be supported to feel more confident managing conversations about AoD in class?
- Could additional resources be developed in common areas of student need such as for younger students or about vaping, or non-AoD addictions such as online gaming or social media use?
- How can resources be strengthened in common areas of school need such as parent education or consulting with parents about health education?

## **Is Tūturu supporting change?**

The evidence collected from school staff, students, and providers suggests that Tūturu had supported some changes across the majority of schools. One common change was that Tūturu had assisted schools as they made a philosophical shift from a punitive approach to AoD to a wellbeing and support model.

A second outcome, common across most schools, was that Tūturu had assisted in strengthening pastoral team processes and pathways to be more proactive and support focused. Tūturu PLD for deans and pastoral teams was a core driver of this change. At the schools that had this PLD, students were increasingly being identified early or directed to support options if needed. In response to AoD use at school, many schools were still using stand-downs to assist in deciding on next steps. However, the consequences had shifted in focus. Students were now referred to counselling or support programmes. In the past, they would have been involved in disciplinary actions such as suspensions or exclusions.

Some of the faster moving schools, which had organised whole-staff PLD, reported wider cultural shifts in school culture, teachers' understanding of the issues in their community, and their confidence in having "Are you OK?" conversations with students. Some schools also reported that AoD use had been destigmatised at their school, and, as a result, more students were self-referring and accessing support.

Changes that were occurring at a smaller number of schools included:

- strengthening of student leadership processes and student capabilities (mostly at the schools that had used the Tūturu student leadership resources)

- enhancements in students' ability to think critically about AoD use and messaging (at the schools that used the Tūturu curriculum or form time resources).

The main changes for providers included feeling more confident: in their knowledge of the school sector and ways of working with schools; and building new approaches or resources in their CoP. A few were more confident taking a lead role facilitating change in schools. The start of a wider system shift was also evident with providers working with new schools that are interested in Tūturu, and schools and providers sharing practice with wider groups.

Figure 2 summarises Tūturu's contribution to change. Expected changes are annotated to indicate where evidence of change is reported by school staff, students, or providers. The terms "most", "some", or "a few" are used to show the extent this change is common across a group. The most common changes are highlighted in yellow. This summary shows Tūturu was supporting change in many of the anticipated areas.

Figure 2 **Short-term changes within the 1–2 years of Tūturu from the Theory of Change**

**Schools/Boards will ...**

- have stronger buy-in (see WSA and modules as useful) *(most school leads value the content and processes of Tūturu)*
- have school champions who are leading approaches *(most schools have at least one champion, but not all have a team)*
- **revise policies/practices so they minimise harm *(most schools have reviewed or revised pastoral/discipline processes)***
- start to identify new areas for the WSA (e.g., health learning) *(some schools).*

**School pastoral teams will ...**

- **have accessed and used AoD training *(most schools)***
- **be shifting towards harm minimisation approaches *(most schools are on the journey towards a support model)***
- **be making more effective use of service providers *(most schools have stronger connections with providers)***
- be providing support to other staff *(a few schools).*

**Teachers will ...**

- have increased awareness of the WSA/support options *(at most schools, staff PLD has started a mindset shift)*
- **have increased confidence in discussing AoD *(the pastoral team at most schools feels more confident)***
- be using effective AoD learning modules *(most schools have at least one staff member who has used a module).*

**Students will ...**

- be contributing to change (e.g., role models) *(a few schools)*
- have access to senior AoD learning modules *(some schools)*
- **be experiencing some processes that keep them at school (e.g., effective support/referral, fewer suspensions) *(most schools)***

**Some parents and whānau will ...**

- be more aware and involved in school approaches *(unclear: parents go to meeting to decide on support options).*

**Service providers will ...**

- **be more aware of school needs *(most providers had increased their understanding of school settings and needs)***
- **offer useful referral pathways to schools *(most providers)***
- **increase their focus on prevention/early intervention *(most providers are supporting schools to ascertain student needs)***

**The wider system will ...**

- be more aligned with key messages and best practice *(some early indicators of system change are evident).*

**Unanticipated short-term changes are:**

- schools are increasing their overall focus on student wellbeing
- new schools and organisations are joining in with Tūturu
- Tūturu has supported schools with unanticipated areas such as mental health and social media use
- some schools are strengthening peer support processes.

Tūturu is valued by school staff, students, and providers. Over the 2 years of the Tūturu pilot, providers and schools had many new learnings and formed new connections that appeared to be benefiting students' wellbeing. To ensure schools get the ongoing support model that they need, Tūturu is best positioned as an initiative that has a long-term view about how to walk alongside, and support, schools as they continue their journey to foster student wellbeing.

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# Common abbreviations

Abbreviation	Full text (explanation)
AoD/DoA	Alcohol and other drugs/drugs or alcohol
BoT/Board	Board of trustees (the school governance board)
CoP	Community of Practice (provider hui to share and build practice)
DHB	District Health Board
HoD	Head of department (of a curriculum area in a school)
Health and PE	Health and Physical Education (a learning area in the New Zealand curriculum)
MOU	Memorandum of understanding
NCEA	National Certificate of Educational Achievement (a school qualification structure)
NZCER	New Zealand Council for Educational Research
NZDF	New Zealand Drug Foundation
PB4L	Positive Behaviour for Learning School-Wide (a school-based government initiative)
PLD/PL	Professional learning and development/Professional learning
Restorative Practices/approaches	A government/school initiative that aims to restore harmony in relationships and hear all viewpoints to address student issues in supportive rather than punitive ways
SES	Socio-Economic Status
SLT	Senior leadership team (at a school)
STA	School Trustees Association (the umbrella organisation for school BoTs)
Stand-down	The formal removal of a student from school for a specified period
WSA	Whole School Approach
Years 9–13	Student year level at secondary school