



TE WHARE AWHERO  
*Hope House*

# LONGITUDINAL WHĀNAU SUPPORT PROJECT

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NOVEMBER 2023 UPDATE

# CONTENTS

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## **CONTENTS:**

- 2 Introduction**
- 3 How Do We Plan to Respond? – The Short Story**
- 6 Context**
  - 7 Why Hei Hei, Broomfield and South Hornby?
- 10 Long-Term Support**
- 12 Our Operational Model**
  - 13 Core Layer
  - 14 Connections and Opportunities Layer
  - 15 Scholarship Layer
  - 16 Using the Operation Model in Day-to-Day Practice
- 17 Core Principals of Operation**
- 18 Foundation Models of Operation**
- 20 Staff Roles, Training, and Support**
  - 20 Staff Preparation
  - 21 Collaborative Partners
- 23 Evaluation**
- 24 Funding**
- 26 Staged Roll Out Plan**
- 28 What Next?**
- 30 References**

## **TABLE OF FIGURES:**

- 7 Figure 1: Deprivation Map
- 12 Figure 2: Operation Model
- 13 Figure 3: Core Layer
- 13 Figure 4: Swish Model
- 14 Figure 5: Connections and Opportunities Layer
- 16 Figure 6: Scholarship Layer
- 18 Figure 7: Te Whare Tapa Whā and the GLM

## **TABLES:**

- 7 Table 1: Income Data (Christchurch City Council, 2022)
- 8 Table 2: Youth Disadvantage
- 9 Table 3: EQI Scores (Education Counts, 2023; Stats NZ, 2018)
- 9 Table 4: Ethnicity Data (Christchurch City Council, 2022)
- 9 Table 5: Ethnicity data by school (Education Counts, 2023; Stats NZ, 2018)

# INTRODUCTION

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We want to do something meaningful for the tamariki living in the most isolated whānau in our community. Something that creates the possibility for real, sustainable change and supports them to dream big and, most importantly, gives them the chance to reach their full potential.

Through this project, we will ensure our tamariki have the same access to opportunities as other tamariki throughout Aotearoa New Zealand, regardless of their socio-economic status.

We know that many of the challenges that confront our whānau are inter-generational, so we have built a response that is both **whānau-based** and **intergenerational in approach**.

This means making a long-term commitment to whānau, allowing time for relationships to be built,

so that we are able to journey with our tamariki from the time they start school until they turn 20.

At its core, this project is about creating **equity of opportunity** for the tamariki of the hardest to reach whānau, and its success will be measured by our ability to enable them to succeed in life.

Most of all, this project is about being able to tell our whānau we will not quit, walk away, or give up on believing in their potential to be the very best they can be.





## HOW DO WE PLAN TO RESPOND?

*(The short story)*

**Our community, its leaders and professionals, and the academic literature all tell us that long-term, intergenerational supports provide the best solution to long-term, intergenerational challenges.**

Supporting the most at risk whānau in our community to be socially, physically, spiritually, and emotionally healthy will create better outcomes for our rangatahi and give them the tools they need to transform their own community from the inside out.

To provide the tools for this change, we plan to wrap layers of support around tamariki in their whānau, school, and the wider community. We will journey with them and their whānau from when they turn 5 until the age of 20. This will allow us to work with whānau at a preventative level and build strong, trusting relationships that will provide support before they reach crisis.

These relationships will be supported with Opportunity Hubs based at the local schools.

These Hubs will create the space for tamariki to grow and develop their passions and support parents to develop their parenting skills and expand their knowledge bases. From there, further resourcing will be wrapped around these Hubs to create pathways for rangatahi to grow their dreams into realities. These pathways will lead to tertiary education, sporting and arts development, cultural and spiritual growth, or anything else they aspire to.

Our goal is to expand horizons and foster the true potential of each of our tamariki. Our challenge is to provide sustainable, long-term support that will journey with whānau and respond to their changing needs as they grow, develop, and achieve their aspirations.



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To whom it may concern

I am writing this letter in support of the phenomenal work that Carey and his team are doing in the community. As the Principal of a low decile school, I certainly appreciate the benefits that this work is bringing students at my school, helping to create opportunities that would never have been possible.

The benefits that students are receiving are wide ranging and one of the best things is that they are varied in their purpose. Students benefit from physical activities supporting healthy living. Drama activities have allowed students to be creative and imaginative, experiencing lessons and activities that they hadn't been able to before. Cultural leadership is also nurtured via the Taiaha programme that a small group of our Māori learners benefit from each week.

Gilberthorpe school is also incredibly lucky to have a counsellor on site one day each week, this is amazing. We are seeing students coming through the system presenting with more needs than ever, services like this wouldn't normally be possible. This type of service will have a major impact on the students who are lucky enough to be part of it.

Carey's "core worker" proposal has the potential to make a real impact within the Hornby community. The key to any long term support is strong relationships, this takes time, in this space, change is stressful and can be enough to prevent people getting the support they need, keeping a core support worker throughout their school time could have a major, positive impact into their overall well-being.

Carey, Ingrid and his team have been a pleasure to deal with, I haven't seen this type of dedication and ruthless pursuit of a goal before and I commend the team on it. Carey is always flexible and keen to work in with our plans, which is appreciated.

Overall, I urge those that can, to support the projects Carey is presenting. Our young people need motivation and support, this type of approach will benefit all areas of society. Many of our young people are in a state of distress and I personally can't see it improving. Much of this work certainly sets out and has the potential to make a difference.

I am more than happy to be contacted for any further clarification or comment.

Kind regards

Andrew Wilkinson

Principal- Gilberthorpe school.



Te Taumutu Rūnanga

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Carey Ewing Longitudinal Whānau Support Project  
director@hpct.org.nz

27 June 2023

Tēnā koutou,

**LONGITUDINAL WHĀNAU SUPPORT PROJECT**

Please accept this letter from Te Taumutu Rūnanga as official support for and endorsement of the Longitudinal Whānau Support (LWS) Project that officially launches on 25 July 2023.

Congratulations on this wonderful initiative. The LWS Project will provide great opportunity for vulnerable whānau within the Hei Hei and Broomfield community to access support that they might not otherwise have access to.

Your hard work and extraordinary passion for this project is a testament to the position you are in now to officially launch this long overdue initiative.

Ngā manaakitanga,

A handwritten signature in black ink, appearing to read 'Liz Brown'.

Liz Brown  
Chairperson  
Te Taumutu Runanga

# CONTEXT

Te Whare Awhero grew from Hope Hornby Presbyterian, a church based in the heart of the Hornby community, and the Trust has served this geographical area for the last 34 years.

The suburbs of Hei Hei, Broomfield and South Hornby sit within the Greater Hornby Area. This area is often referred to as the gateway to Christchurch for those entering the city from the West or South. The area is also well known for its industry with Hornby being the largest area of industrial zoning in the South Island (Holden & Hollis-Locke, 2021).

In 2021, we welcomed two Master of Social Work students, Victoria Holden and Ariane Hollis-Locke, from Te Whare Wānanga o Waitaha University of Canterbury (UC), to complete a community survey.

The purpose of this survey was to learn and take direction from the community's hopes and concerns (Holden & Hollis-Locke, 2021). Out of this survey came the request for more support for the whānau, tamariki, and rangatahi doing it tough in this community.

In response, we committed 2022 to determining how best to do this. Out of this work grew the idea of a long-term support programme which could meet the intergenerational challenges faced by our community.

We began our first Longitudinal Whānau Support (LWS) report by welcoming Lucy Bowden and Tayla Sowden from UC. From their research, we were able to confirm that yes, a long-term project would

bring significant value to this community provided that the project was done well (Bowden & Sowden, 2022).

At the same time, we began our partnership with Gilberthorpe School. Through this partnership, we have provided opportunities including drama and taiaha groups, an onsite counsellor one day a week, an OSCAR before and after school programme, and sporting opportunities in collaboration with EPIC Sports. This has given us important connections and insights into the challenges the school is seeing and experiencing.

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**“We are seeing students coming through the system presenting with more needs than ever...”**

**- Andrew Wilkinson**

**(Gilberthorpe School Principal)**

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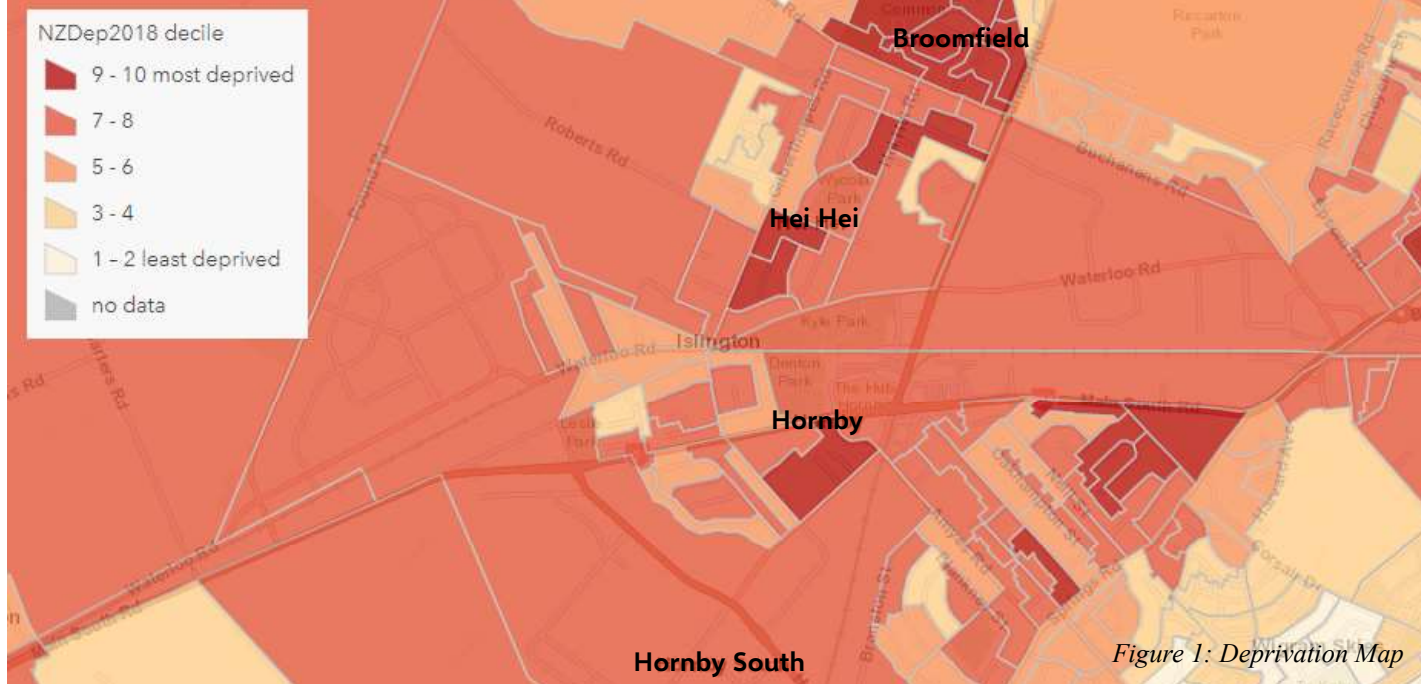
Finally, during the fourth phase of the LWS development, we reached back out to the community with support from a UC Bachelor of Social Work student, Fiona McKay.

During this consultation process we asked whānau what success and thriving looked like and whether they thought a long-term model would support this.



### Hei Hei, Broomfield and South Hornby Deprivation Map

Based on 2018 Census figures



Whānau said community connections supported them to thrive, by enabling access to resources, opportunities, and connection. They also said the LWS could bring significant value to the community by strengthening these connections, reducing barriers, and providing whānau with a long-term, supportive relationship that enables preventative work, rather than just short-term, repetitive crisis interventions.

You can read the three reports at: [www.tewhareawhero.org/publications](http://www.tewhareawhero.org/publications)

### Equity Lens: Why Hei Hei, Broomfield and South Hornby?

From our research with the community over the past two years, we know that Hei Hei, Broomfield, and South Hornby are well-connected with a strong sense of community and easy access to local amenities such as schools, shops, and parks.

INCOME OUTCOMES		
	Median Income	% Income <70k
CHCH	\$32,900	16.5%
GREATER HORNBY		
HEI HEI	\$32,400	9.4%
BROOMFIELD	\$28,400	16.5%
SOUTH HORNBY	\$31,900	7.8%

Table 1: Income Data (Christchurch City Council, 2022)

Many participants in our Whānau Voice report described the supportive, connected nature of the community as part of the “culture of Hornby” and how people in these communities “have always been.” (McKay, 2022, p.13).

However, we also know that this community is resource poor. As shown in Table 1 (left), our target community has a lower median income than the average Christchurch population and a lower percentage of people earning more than \$70,000 a year.

The New Zealand Deprivation Index (EHINZ, 2022) was designed to measure the level of socioeconomic hardship within the country. The scale ranges from 1 to 10, with 1 representing areas with the lowest levels of deprivation, and 10 representing areas with the highest levels of deprivation.

Within the Hei Hei, Broomfield and South Hornby communities, 67% of people live in an area with a deprivation level of 7 or higher. This means that within these communities, many whānau struggle to

**“If there are two or three adults in the house, there’s always a schedule of who’s working, who’s resting, who’s working... there’s not a lot of time to go to your kid’s sports.”**

- Community Member



access the basic personal and community resources necessary for maintaining their physical, mental, spiritual, and social well-being.

Many whānau living in these communities often struggle to access the 'basics'. These include things such as adequate housing, fresh fruit and vegetables, internet connection, or clothing and footwear.

These findings are further reflected in data collected by the Te Rourou Foundation which examines how rangatahi across Aotearoa are doing in areas such as education, health, housing, income, and employment. The data collected by Te Rourou also includes information about how often rangatahi are interacting with protective services or the justice system, and their self-perception of their wellbeing, cultural identity, and social connectedness (Te Rourou, 2023).

**YOUTH DISADVANTAGE (AGES 12 – 24)**

	None	Some	High
<b>AOTEAROA</b>	80%	12%	8%
<b>CHRISTCHURCH</b>	83%	11%	7%
<b>HEI HEI</b>	74%	16%	10%
<b>BROOMFIELD</b>	75%	14%	11%
<b>SOUTH HORNBY</b>	73%	14%	12%
<b>YALDHURST</b>	91%	6%	3%
<b>HORNBY CENTRAL</b>	91%	7%	3%
<b>RICCARTON RACECOURSE</b>	89%	7%	5%
<b>HAWTHORNDEN</b>	85%	11%	4%

*Table 2: Youth Disadvantage*

camp and discos, not being able to participate in extra-curricular activities like sports, dance, or music, parents having to choose between work and their tamariki, and school attendance dropping when it rains because parents can't afford appropriate wet weather gear or transport (Bowden & Sowden, 2022; McKay, 2022).

The findings from our community research align with wider Aotearoa New Zealand research on child poverty. This research describes the impacts of whānau stress and under-resourcing on our tamariki and the negative impacts that can have on their social, emotional, physical, and spiritual development.

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**“Children left home alone as parents need to work. Children having to stay home to look after brothers and sisters.”**  
 - Egan-Bitran, 2010, p.18

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Table 2 shows that rangatahi in our target communities are facing higher levels of disadvantage than both the Aotearoa and Christchurch averages, while rangatahi living in the surrounding communities are facing significantly lower levels of disadvantage.

For the tamariki and rangatahi within our target communities, growing up with high levels of deprivation increase their likelihood of experiencing exclusion and disadvantage. This may look like contact with the justice system, interactions with care and protection, disengagement from education and employment, collecting benefits, and living within communities or households with high levels of material hardship (Dawnier et al., 2019).

In our community, this exclusion and disadvantage has manifested as some tamariki having to take on parenting roles at the expense of their own schooling, missing out on extra school events like

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**“When you are poor you can get angry. Frustration can get worse then comes VIOLENCE.”**  
 - Egan-Bitran, 2010, p.18

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Without protective factors such as resources, relationships, skills, and wider environmental factors, tamariki and rangatahi may be impacted by experiences or conditions that negatively affect their long-term well-being.

For those living in homes or communities where they don't feel safe, cared for, supported, or loved, they face an increased risk of remaining in environments that limit their long-term social, educational, emotional, physical, spiritual, and vocational outcomes. This is a high cost for both the individual and their wider community.

SCHOOLS	EQI
SOUTH HORNBY PRIMARY	EQI 478 226/274 – 82%
GILBERTHORPE PRIMARY	EQI 491 236/274 – 86%
HORNBY PRIMARY	EQI 498 242/274 – 88%
HORNBY HIGH SCHOOL	EQI 500 245/274 – 89%

Table 3: EQI Scores (Education Counts, 2023)

Our target communities of Hei Hei, Broomfield, and South Hornby are experiencing significantly higher levels of deprivation, while our schools further reflect this through high EQI scores, which can be seen in Table 4 (above).

An EQI score is the government’s way of estimating the extent to which students face socio-economic barriers to achievement at school (Ministry of Education, 2023). The schools in our target community all have an EQI of 82% or higher which means that at least 82% of schools within Canterbury are considered to be more socio-economically advantaged than those in our community.

For tamariki and rangatahi attending schools there, this means they are experiencing significant barriers to learning and achieving educationally.

Our tamariki and rangatahi don’t have equitable

**“There’s just a whole lot of kids missing out on what would be fuelling their soul.”**  
- Community Member

access to intra-and extra-curricular activities compared to those from more affluent communities in Christchurch. As one of our community members told us, “There’s just a whole lot of kids missing out on what would be fuelling their soul.”

### Who Is Attending Our Schools?

As we have highlighted, whānau living in Hei Hei, Broomfield, and South Hornby are more likely to experience exclusion and disadvantage than the general Christchurch population.

Our target communities are also more ethnically diverse than the wider Christchurch population, and this is further reflected in our schools (see tables below), where the numbers of children of Maori, Pacific and Asian decent are significantly higher than Christchurch averages.

This reminds us that providing strong cultural pathways and engagement will be a critical factor in the success of this project.

### ETHNIC GROUPS

	Māori	European	Pacific Peoples	Asian Peoples
CHCH	10%	78%	4%	15%
GREATER HORNBY	12%	69%	6%	20%
HEI HEI	14.5%	68%	9.5%	16%
BROOMFIELD	13%	65%	7.5%	23%
SOUTH HORNBY	12.5%	67.9%	5.9%	21.8%

Table 4: Ethnicity Data (Christchurch City Council, 2022)

**“My parents and family are stressed because of everything they have to pay for and things just get harder. I don’t want to be extra stress.”**

- Office of the Children’s Commissioner & Oranga Tamariki, 2019, p.42

SCHOOLS	Māori	European	Pacific Peoples	Asian Peoples
SOUTH HORNBY PRIMARY	26%	17%	15%	37%
GILBERTHORPE PRIMARY	25%	35%	15%	15%
HORNBY PRIMARY	35%	34%	12%	14%
HORNBY HIGH SCHOOL	28%	35%	11%	24%

Table 5: Ethnicity data by school (Education Counts, 2023; Stats NZ, 2018)

# LONG-TERM SUPPORT

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We believe that the key to addressing these complex, intergenerational challenges is a long-term, intergenerational solution. A key aspect of the model we are building is a commitment to long-term support to whānau in our community.

The challenges faced by our whānau are significant, however, as one of our community members stated, “these differences and barriers are not insurmountable” (Bowden & Sowden, 2022, p.22).

A review of academic literature found that providing long-term support to whānau has five key benefits:

1. **Time to build trust between the worker and whānau;**
2. **Working within communities to build and strengthen community connection and capacity;**
3. **Addressing context by meeting people in their local realities and environments;**
4. **Working at a preventative, rather than interventive, level; and**
5. **Having a greater capacity for cultural responsiveness by working closely with whānau for a significant amount of time (Bowden & Sowden, 2022).**

Each of these are underpinned by the extended timeframe which allows support workers to journey with whānau to work through complex challenges more effectively than with short-term interventions (Barrio, 2000; Hill & Mitchell, 2014; Manolo, 2008; Nelson et al., 2003; Sanders et al., 2009).

The literature is largely silent about long-term support programmes because of their paucity in

the community (Nelson et al., 2003). However, in Aotearoa New Zealand, we are lucky to have had successful, long-term support programme that has been running since 2003. The I Have A Dream Trust (IHAD) operates in Whangarei, providing a consistent, caring Navigator to tamariki for up to 15 years of their schooling life (IHAD, 2022).

These Navigators provide mentoring, tutoring, life coaching, and support to ensure that tamariki have the resources, opportunities, and networks they need to succeed.

<https://ihaveadream.org.nz/>

Congruent with academic literature, IHAD’s long-term model of support has had significant success through their ability to build trust, connect with the school community, address context, intervene at a preventative level, and be culturally responsive. IHAD demonstrates the value of long-term support, and we plan to use the key learnings from IHAD (right) to inform our own programme design (Hill & Mitchell, 2014).

These learnings, and the learnings from the academic literature, demonstrate the value of using long-term, intergenerational solutions to tackle long-term intergenerational challenges. Being able to work with tamariki and whānau in the long-term means being able to make a commitment to journeying with and supporting whānau as they travel through the worlds in which they live.



### Key Learnings from the I Have A Dream Trust model:

- **Constructive long-term relationships empower tamariki, whānau, schools, and communities by fostering autonomy and resilience, building on aspirations and motivations, and adding to the values, experiences, and competencies of parents and tamariki.**
- **Building personal identity is key to building and maintaining motivation and self-efficacy.**
- **A student's level of self-efficacy will determine how they behave and react. Students with a high level of self-efficacy are more likely to set higher goals, choose more difficult tasks, and persist longer with tasks. Students with lower self-efficacy may feel incompetent and have a greater fear of failure.**
- **Many students in low socio-economic areas may not have a significant adult in their life that can monitor their needs and ensure those needs are being met. Often these students will either only receive support once they reach crisis, or 'slip through the cracks' altogether. A significant adult who has sufficient time to establish a trusting relationship with tamariki can provide a critically important relationship that supports them by understanding them, their needs, their academic progress, their whānau, their co-curricular interests, and their abilities and aspirations for the future.**

# OUR OPERATIONAL MODEL

Our model is built by creating protective layers of support. These layers will be wrapped around the tamariki of isolated whānau, starting from when they begin school at age 5 to when they turn 20 years of age. These protective layers will be formed around the whānau, the school, and the wider community.

Our theory of change is that we will see better outcomes for the tamariki and rangatahi of this community if we support their whānau to be socially, physically, spiritually, and emotionally healthy.

We believe that creating healthy whānau can transform this community from the inside out and that long-term challenges require long-term solutions. Through this model, we will support the realisation of each child's full potential by expanding their horizons of what is possible and creating pathways for this potential to be realised.

Within the first layer of this model, we will work with schools and early childhood NGO providers to identify whānau who would benefit from additional support. A "Core Support Worker" will be brought alongside these identified whānau. This Core Worker is tasked with building strong, long-term partnerships with whānau and journeying with them through the major transitional life stages of their tamariki.

This support will be available to whānau from the

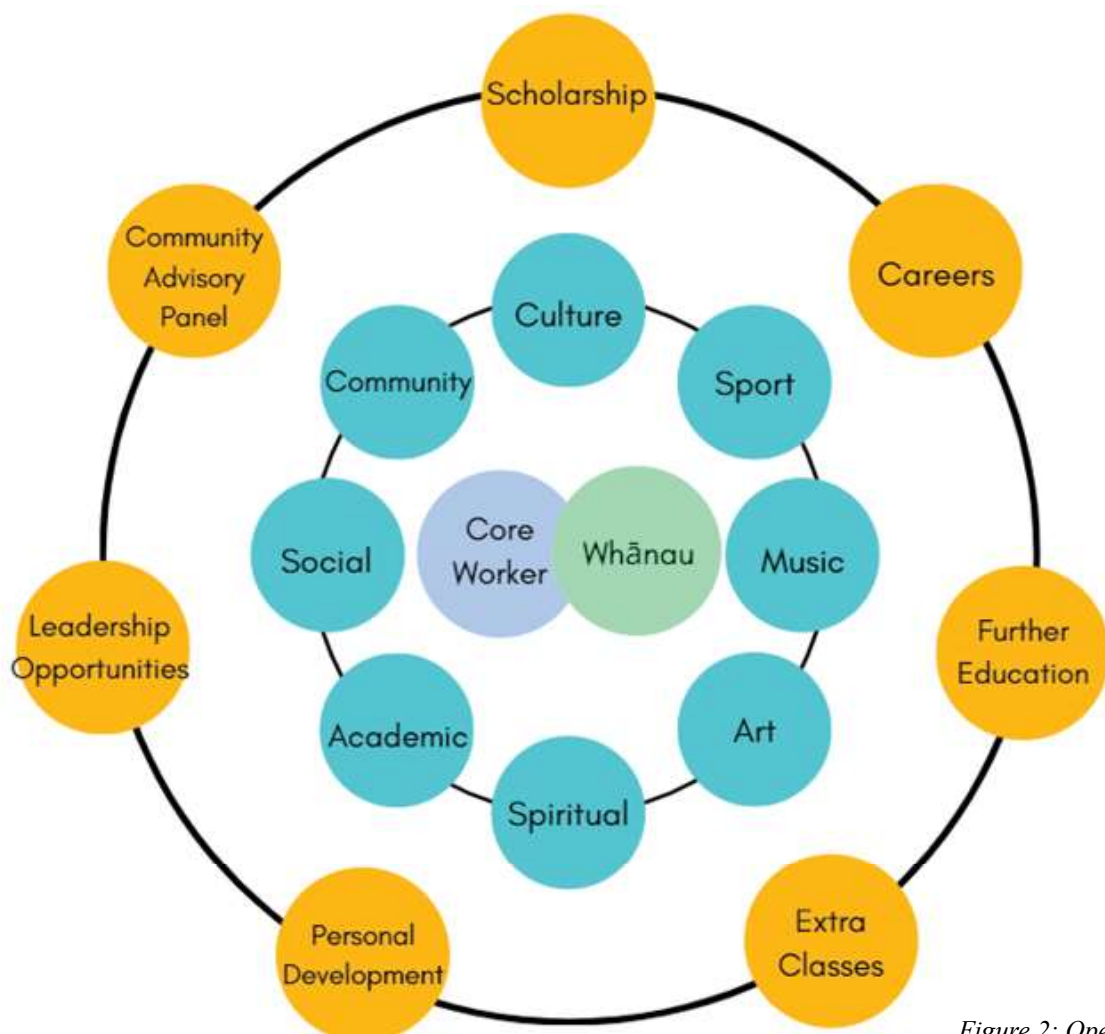


Figure 2: Operation Model

time their tamariki enter primary school until they turn 20. During this time, Core Workers will support whānau to establish meaningful goals and achieve these by maintaining motivation and facilitating access to community supports and resources.

We have developed this graphic (below) to illustrate the three phases we will work through with each of our whānau. In each phase we will have two main foci: 1) crisis responses and 2) planned, goal focused interactions.

The first phase is the engagement phase. This phase will last between 6 and 12 months, but may be shorter or longer depending on the needs of the whānau. During this phase, the key role of our Core Workers will be to build trust with whānau, assess their needs, and support them to stabilise their lives and respond to crises.

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**“Trust is a journey;  
it’s built over time.”**  
- Participant in Bowden &  
Sowden, 2022, p.17

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It is expected that while trust and relationships are being established, the goals developed in this phase will be more focused on immediate crisis responses than long-term goals.

Once whānau have moved out of the engagement phase and into the support phase, more time and resources will be dedicated to achieving broader, more intentional goals. This will include supporting tamariki with developmental outcomes.

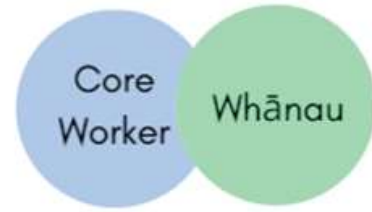


Figure 3: Core Layer

This support phase will be ongoing throughout the journey of whānau and will be focused on setting increasingly complex SMART goals, fostering accountability, problem solving, providing connections and resources, evaluation, sustaining motivation, and providing ongoing crisis support.

The main characteristic of this second phase will be its cycle of setting goals, achieving goals, and then evaluating the outcome of the goals. As the goal making process repeats, we expect the scope of the goals set by whānau to expand until whānau move into the final phase, the leadership phase.

During this phase, whānau will be self-sufficient, equipped with the resources and skills to set and achieve their own goals, and able to take on leadership roles within their own whānau and the wider community.

We will use the principles underlying the Whānau Ora approach throughout the entirety of this process to emphasise the capacity of whānau to be self-determining and resilient, and the role of

## Longitudinal Whānau Support Operational Action Plan

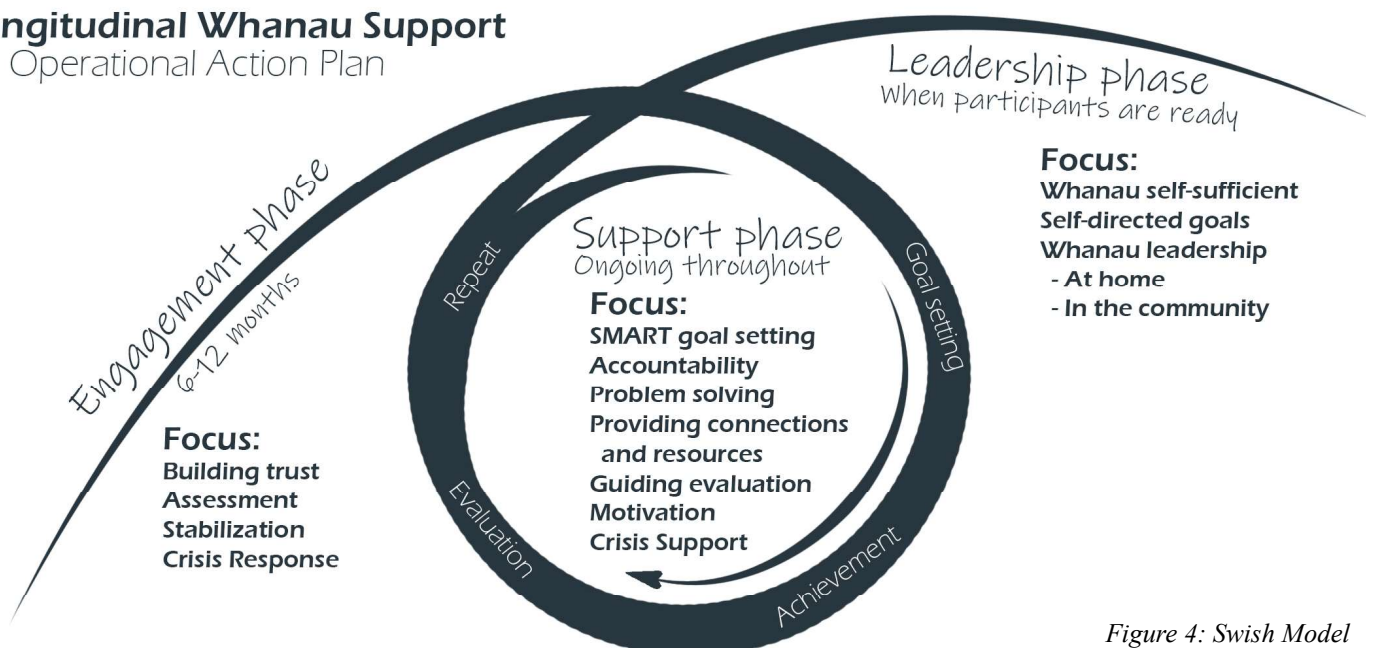


Figure 4: Swish Model

services to build on whānau strengths by supporting their access to wrap around support. These principles support whānau to develop the resources and capacity to move from responding to crisis to being able to proactively plan for their future (Whānau Ora, 2022).

## 2. Connections and Opportunities Layer – Expanding the Horizons of What Is Possible

The second layer of support will consist of “Opportunity Hubs.” We plan to base these in the four primary schools in our target community (Gilberthorpe, South Hornby Primary, and Hornby Primary) and eventually the local high school (Hornby High).

These Hubs will provide a range of developmental pathways with a particular focus on sports, arts, culture, and personal development such as parenting and life skills. The purpose of these Hubs will be to reduce the barriers for tamariki and parents of these low decile schools to access new supports, services, and opportunities.

These Hubs are designed to broaden life experiences of tamariki at our target schools and to enhance the capacity of their whānau. We will create spaces in which they can discover their strengths and understand what makes them feel good about themselves.

The Opportunity Hubs will bring benefit to the whole community by being open to any parents or tamariki attending that school. However, our whānau workers will work closely with our identified whānau to identify the barriers to their participation and how they can be overcome, to ensure our most vulnerable and isolated tamariki and whānau do not miss out.

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**“I think there will be a lot of kids that can’t afford to go to swimming lessons, can’t afford to go to music lessons, you know? Their passions are being put aside because the most important thing is roof, warmth, food, and that’s all the budget will stretch for, for a lot of families.**

**- Community Member,  
Participant in McKay, 2022, p.14**

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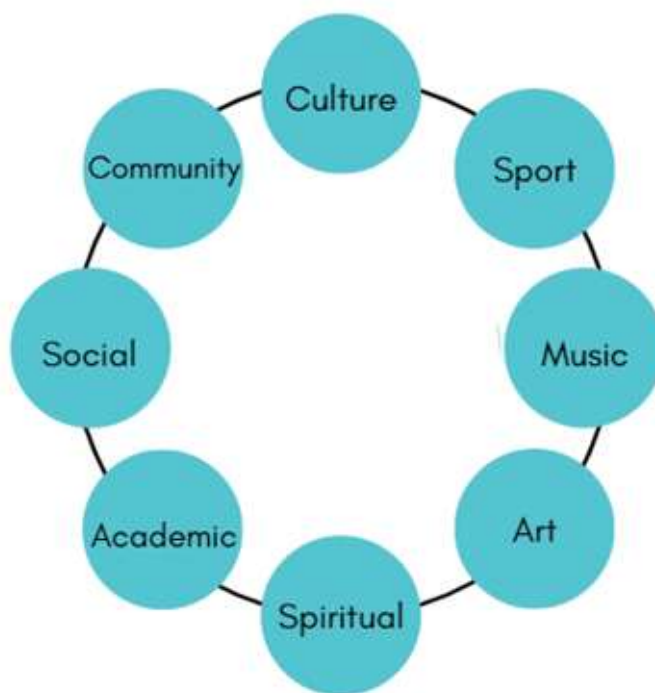


Figure 5: Connections and Opportunities Layer

The Opportunity Hubs are based on the pilot programme we ran in partnership with Gilberthorpe School during 2022. During this pilot, we were able to provide Gilberthorpe with a drama club, sports-based programmes, a free counselling service, parenting programmes, and a Taiaha class.

In response to school feedback, it has been broadened to include theatre camps, additional sports programmes, gardening and vegetable growing groups, construction activities, a Lego club, cooking classes, hip hop classes, and other music groups.

There will be workshops for parents on topics including drug and alcohol education, and growing a vegetable garden at home. For students at Hornby High School, the Hubs will include age-appropriate options such as supporting them to gain their driver’s licenses and developing career pathways and study skills.

As the programme develops, our whānau workers will be well-placed to provide additional direction and insight on what other supports, opportunities, or activities might be beneficial to our identified whānau.

To augment these opportunities, we will seek to partner with local sports clubs, cultural groups, NGOs and churches. Our role will be to co-ordinate and support schools to manage the challenges of hosting these events and opportunities.

### 3. Scholarship Layer – Realising Potential and Taking the Next Step

The third layer of support is situated within the wider community.

An important part of this project is not only enabling tamariki and parents to expand their horizons and see their true potential, but to create future pathways to also realise that potential. This could mean advancing sporting opportunities, career development, leadership opportunities, cultural development, or pursuing higher education.

This Scholarship Layer will enable tamariki of our identified whānau to access the next level of training, education, life experience, and employment beyond high school.

We will do this by understanding where the opportunities for future development lie, identifying

the barriers, and then finding the pathways that will allow us to overcome them.

To support this process, we will:

1. Work with our providers in the Opportunity Hubs to identify and foster the talents of tamariki in our identified whānau;
2. Support our identified whānau to value these opportunities for their tamariki and rangatahi;
3. Network and build partnerships with likeminded NGOs who provide gateway opportunities for rangatahi, such as the Court Theatre scholarship programme;
4. Develop a sponsorship programme for rangatahi facing financial challenges; and
5. Provide information, advocacy, and direction for rangatahi making education and career choices.





We will support this with skill and gift identification programmes (such as Strengths Finder), career advice, and development. This will allow us to be intentional about not only dreaming the future but planning for it too.

Another aspect of the scholarship layer will be the development of a Community Advisory Panel. This Panel will consist of community members and will have two purposes.

The first purpose is to provide us with guidance, insight, direction and - if required - redirection. Community members are best placed to provide insights, identify the needs of the community, troubleshoot challenges, and advise Core Workers on what to prioritise. This will help us remain well-grounded and connected to our local community as we develop and implement this project.

The second purpose of the Panel will be to identify and take on projects that have value for the community. We would resource and support these projects, while being planned and undertaken by the Panel. Members of identified whānau would be encouraged to sit on this Panel to create an additional opportunity for leadership in their community and develop their skills, experience, and connectedness.

Another way to foster independence is by encouraging identified whānau who have been in the programme for a significant amount of time to mentor new whānau entering the programme. This would function like a tuakana-teina relationship, with mentor whānau supporting and guiding new whānau as they make changes in their lives.

Building the confidence, responsibility, and capacity of whānau is a key tenet of this model and Core Workers will support whānau to access these opportunities where appropriate. In keeping with this model, Core Workers will support the whole whānau to broaden their horizons by fostering independence, instead of promoting unhelpful dependence.

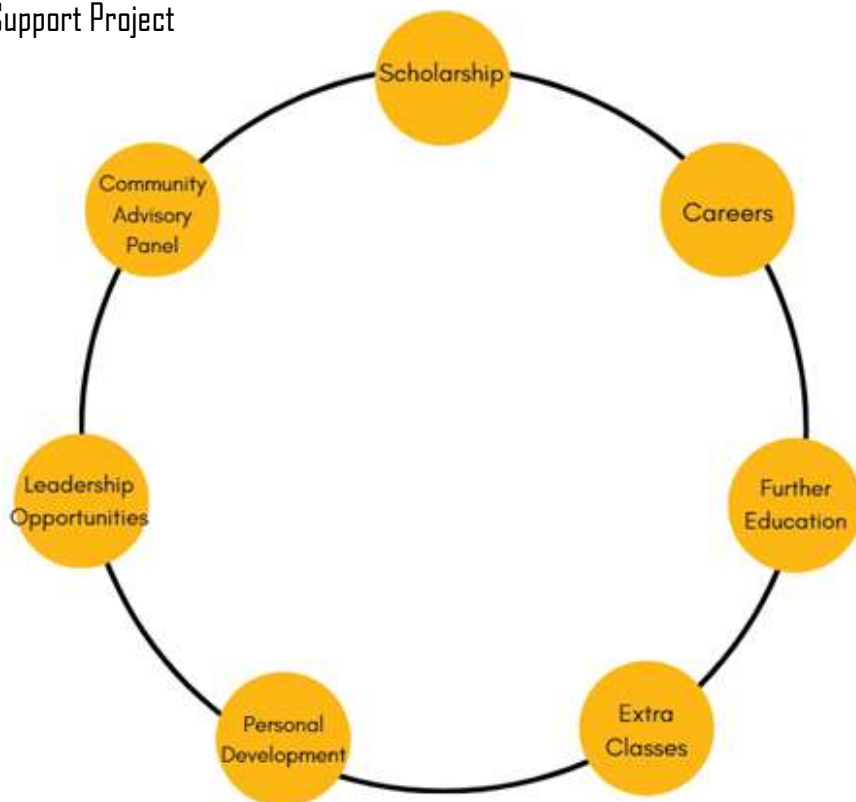


Figure 5: Connections and Opportunities Layer

### Using the Operation Model in Day-to-Day Practice

As stated, when beginning engagement with whānau, the Core Worker's key role will be to build a strong, foundational relationship. This relationship will form the basis for all the work our whānau and Core Workers do together. A strong, trusting relationship will underpin the work undertaken in the other layers, promoting stability, trust, and productivity.

Connections and opportunities will then move outwards as Core Workers foster their the interests, ideas, self-efficacy, and passions of whānau. During this stage, Core Workers focus on breaking down barriers and ensuring our whānau can leverage opportunities. This layer will also build value for the entire community as new opportunities and pathways become available through the Opportunity Hubs.

Finally, the last layer will see the connections and opportunities fostered in the second layer take shape. This layer builds on the trust, connections, opportunities, and passions that have been nurtured in the previous two layers and will allow our rangatahi to take their goals and aspirations as far as they will go.

# BRING HOPE

TE WHARE AWHERO



Longitudinal Whānau Support Project | Nov 2023 Update | 17

COMMUNITY

WHĀNAU

INTEGRITY

## CORE PRINCIPLES OF OPERATION

The following principles will underpin and guide our operational decision-making process:

1. We will be relentless in bringing “HOPE” with a sustained belief that it is possible for all people to make positive change.
2. We are committed to a long-term support approach built on consistency and stable relationships.
3. We will provide a “high support, low direction” model of work. We are not - and cannot - try to be the sole answer to the needs of whānau. They must have agency in the solutions.
4. We have a high tolerance for dysfunction within whānau, with an expectation that this will change over time as they become empowered. However, we have a low tolerance for harm (emotional, physical and mental) and expect that support will enable whānau to make positive change.
5. We focus on fostering independence, rather than dependence, by scaffolding whānau to step into roles that enhance mana.
6. We expect the lives of identified whānau to be messy, so we need to prepare for messy by providing staff with support, training, and access to supportive networks. Messy can be a sign of progress not failure.
7. We will focus on tamariki, even if parents are not fully engaged with us. We will focus on finding ways to support tamariki within whānau. We will support tamariki to build resilience so that they’re more likely to have positive life outcomes.
8. We will be inclusive, always looking for ways to include, rather than exclude.
9. We will partner with other groups, churches, individuals, and iwi who share our vision to create positive change in the community and who are effective in what they do.
10. We will be culturally responsive and apply the principles of Te Tiriti o Waitangi – partnership, protection, and participation. We will work collaboratively with whānau, promoting empowerment, and mutual support.

# FOUNDATION MODELS OF OPERATION

In developing this project, we have sought to weave together the principles of Te Whare Tapa Whā and the Good Lives Model. This will enable us to provide a service that is focused on whānau and provide new opportunities for whānau to succeed.

Underpinning this approach is the recognition that to meaningfully deal with intergenerational challenges, we will need an intergenerational response. This will require a commitment to a long-term model of support which allows for relationships to be built and sustained.

From our Longitudinal Whānau Support Reports, we know we need to engage with the whole person if we want to support our whānau to thrive (Bowden & Sowden, 2022; McKay, 2022).

For our whānau, thriving looked like a broad range of things from being able to eat well (taha tinana), to being stable and happy (taha hinengaro), to feeling connected (taha wairua), to having a supportive and loving family life (taha whānau). The Te Whare Tapa Whā model will guide our Core Workers to engage with all areas of the lives of our tamariki and whānau.

This model will also provide a framework for Core Workers to support our whānau to self-assess where



their pre-existing strengths are and identify areas they'd like to set goals to create future change.

The second model we will be using, the Good Lives Model (GLM), was developed by Professor Tony Ward and states that all people are motivated to seek ten "primary goods." These primary goods include life, knowledge, excellence in play and work, excellence in agency, inner peace, friendship, community, spirituality, happiness, and creativity (Ward, 2022).

The GLM posits that when these goods are achieved, psychological well-being and functioning will be enhanced. However, if these are unable to be achieved through positive means – either due to a lack of pathways or other barriers – people are more likely to engage in anti-social behaviours to achieve them. This happens to the detriment of the individual, whānau, and our shared communities.

From our first Longitudinal Whānau Support report we know that intervening early and building supports around a person has significant positive

**"[My family] would be happy and doing well in all aspects of their life."**

- Community Member

**"Prevention programmes that begin earlier in life have lasting impacts to adulthood."**

- Nelson, Westhues, & MacLeod, 2003

impacts (Bowden & Sowden, 2022). Within the context of this project, this model affirms the need to expand horizons and ensure that positive pathways are available for whānau and tamariki to see how they might achieve their goals.

Together, Te Whare Tapa Whā and the GLM will provide the foundations for the long-term, wrap around support we will use to support our whānau. As shown in figure 7 above, these two models will allow us to engage with all areas of the well-being of our whānau and create pathways for them to set and achieve their goals.

We also acknowledge that a key factor to well-being is having "hope". Hope refers to the confidence our whānau have in their tamariki and rangatahi to achieve in life and their belief that they can support them to do so. This is an intangible factor that reinforces the self-efficacy of our tamariki, rangatahi, and whānau, and enables them to persevere during times of adversity. This hope also allows them to dream big and strive for aspirations beyond what they may have previously thought possible.

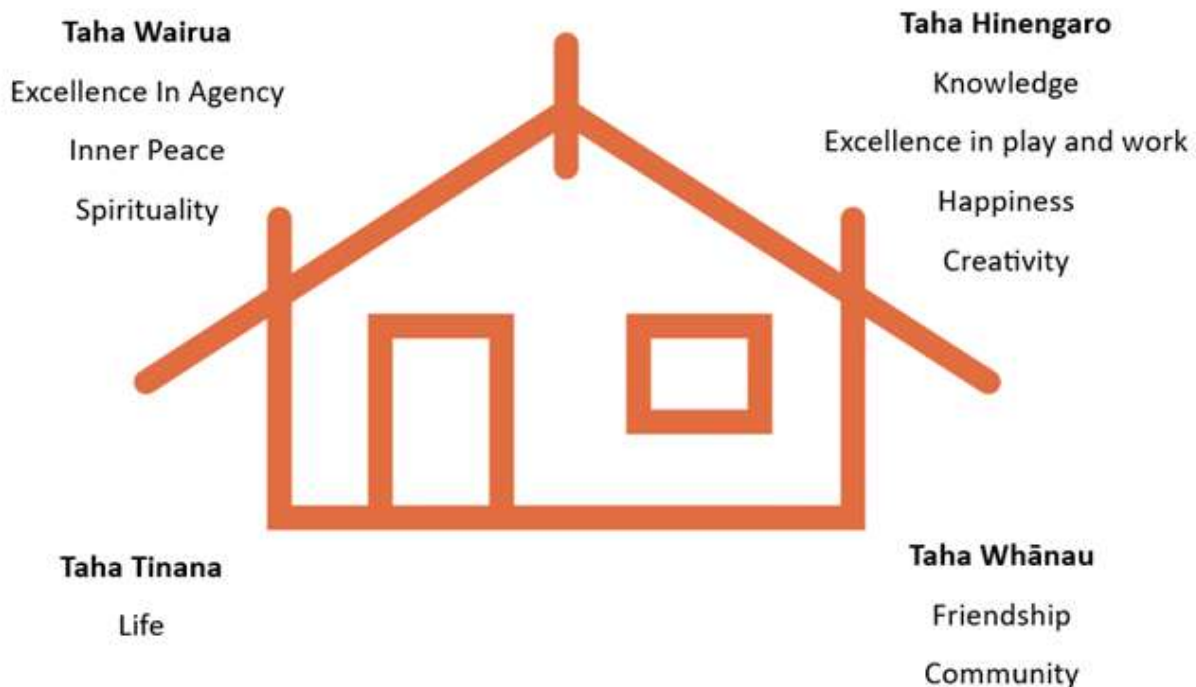


Figure 7: Te Whare Tapa Whā and the GLM

# STAFF ROLES, TRAINING, AND SUPPORT

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Integral to this project's success will be our ability to build an effective team. This team will need to share the goals and values of the project, bring robust experience working with people and whānau, and have sufficient expertise to support the professional level of practice we aim to provide.

To do this, we will look to build a multi-disciplinary team by drawing from staff with social work, teaching, nursing, or psychology backgrounds. Our expectation is to meet the new requirements for band 2 and 3 of the recently released social work pay equity claim (Public Service Commission, 2022). This will also inform the budget expectations for salary requirements.

Though we will seek to recruit staff who value the long-term aspect of this project, we cannot demand or expect staff to remain with the project long-term. To reduce the impact of staff turnover on relationship building with clients, we will ensure our whānau have connections with our whānau team, rather than a single staff member.

Around our team of Core Workers, we will also develop several supporting roles. These roles will include:

**Team Leader:** This role will provide direct supervision and oversight to our Core Workers, support training and team development and provide leadership through the project's roll out. During the initial stages of the project, the Team Leader would also take on school liaison. This role would focus on connecting with the partnering schools, co-ordinating the Opportunity Hubs, and support volunteers. As the number of Core Workers and scope of the project grows, the Team Leader and School Liaison roles will separate.

**Fundraising Role and Resource Gatherer:** Like the Team Leader, this role will begin as one, and then separate into two as the scope of the project expands. The key roles of the Fundraiser will be

securing the necessary funds for running the project and building relationships with stakeholders. The Resource Gatherer's key role will be to find resources within the community.

Through our discussions with the community, we have learned that this community is resource poor with many whānau missing out on the basics.

We know that if we're going to be effective in our long-term goals, we need to meet this challenge head on.

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**"[Caregivers are] just stressed about how they're going to provide for their kids, how they're going to keep them warm, how they're going to keep them safe."**

**- Community Member**

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## Staff Preparation

Creating success starts at the recruiting process where we will build a team that is fully engaged in their work and the values and principles it is built on. We will then provide our staff with ongoing training and support to enable them to thrive in these challenging roles.

The feedback from both our reports indicate this will be highly challenging work (Bowden & Sowden, 2022; McKay, 2022). We expect our identified whānau to live challenging and messy lives and that, as trust is developed, we expect more of that mess will be shared with us.



We will focus on three core areas of ongoing training. These are:

- **Motivational Interviewing** to support the process of creating and maintaining the motivation whānau need to overcome life challenges and achieve their goals (Miller & Rollnick, 2012).
- **The Whānau Ora Approach** (2022) which utilises whānau engagement and empowerment. This approach works with whānau to develop goal identification and setting skills with a strong emphasis on bicultural practice. Te Ora Hou have agreed to include us in their ongoing training support for their Whānau Ora staff. These joint trainings began in November 2022.
- **Narrative Training** builds change stories into our everyday work practices. This allows our identified whānau to embrace their status as an expert in their own lives (Dulwich Centre, 2022).

Outside these three core areas, we will also equip our staff with information and support networks. These will allow our Core Workers to respond positively to the challenges we expect to face when engaging with our identified whānau.

To do this, we will proactively build relationships with statutory bodies such as Ngā Pirihimana o Aotearoa Police and Oranga Tamariki, as-well-as other social services such as food banks and budgeting services. We will also provide ad hoc training courses on a range of issues such as domestic violence, child safety and other relevant social issues.

## Collaborative Partners

To support the rollout of this project and the development of the Opportunity Hubs, we will collaborate with a wide range of NGOs and community groups. These will share our common goal of expanding horizons and realising the true potential of our whānau by bringing their expertise, experience, and abilities to this community.

Our role will be to support our host schools to connect and co-ordinate with these services and, where necessary, to look at providing financial assistance to fund services that would be otherwise unavailable. Having these services available in our local schools will enhance our ability to create new learning and life opportunities for both the tamariki of our core whānau and the whole school.

NGOs such as the Court Theatre, the Christchurch Symphony Orchestra, and the Christchurch School of Music are seeing the potential of being able to work within this model and provide what they do well to a target group they value, but have found it difficult to engage with in the past.

We are excited that our local hapū, Te Taumutu of Ngāi Tahu, are supporting the development and implementation of this project. They have a representative on our project oversight team, which also includes representatives from the Christchurch Symphony Orchestra, Te Ora Hou, Te Whare Wānanga o Waitaha Canterbury University, the Wayne Francis Trust, and the Wilberforce Foundation.

# EVALUATION

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Our theory of change is that we will see better outcomes for the tamariki and rangatahi of our community when we support their whānau to be socially, physically, mentally, and emotionally healthy.

We believe that creating healthy whānau can transform this community from the inside out and that long-term challenges require long-term solutions.

Through this model, we will support the realisation of the full potential of tamariki by expanding the horizons of what is possible and creating pathways for this potential to be realised.

Our overarching goal is to ensure our identified whānau have the ability, awareness, and belief to provide their tamariki and rangatahi with the core life goods needed to thrive.

## How Do We Plan to Evaluate Our Progress Towards These Goals?

We are proud of our collaborative partnership with an interdisciplinary team of researchers from Te Whare Wānanga o Waitaha University of Canterbury. Together, we are crafting an evaluation methodology to ensure rigour and effectiveness in assessing our programme's impact.

Spearheading this ensemble is Dr Jacinta Cording from the School of Psychology, whose extensive expertise in social research methodologies lends credibility to our project.

The collaborative synergy within the research team is poised to yield insightful results. Drawing upon a wealth of experience, the researchers will employ a comprehensive approach that combines both quantitative and qualitative data collection techniques.

This multifaceted approach promises to provide a holistic and nuanced perspective on the programme's outcomes.

The methodology is designed to be highly adaptable and responsive to the specific informational requirements of our project funders.

By tailoring our data collection and analysis methods to meet the evolving needs and priorities of our sponsors, we will ensure that our evaluation remains aligned with the objectives of the programme.

Our collaboration with Te Whare Wānanga o Waitaha University of Canterbury signifies our commitment to conducting a rigorous and insightful evaluation.

We will be publishing an annual report to our stakeholders which will include:

- **Our progress on the key metrics** outlined in the phased rollout section (established school Opportunity Hubs, participation levels, number of whānau engaged, and so on).
- **The key socio-economic factors impacting our communities of interest.** This will inform the changing nature of the context we are working in and may include factors such as unemployment, inflation, education level, and income.
- **The outcomes from our whānau well-being self-assessments.** These assessments will be based on the factors displayed in Figure 7 and will be supported by working with academics and post-graduate students from the University of Canterbury.

As noted in our theory of change, the community knowledge and international research we have collected tell us that when we support whānau to function well and access opportunities, we will see better long-term outcomes for tamariki.

To track our progress on this we are also planning to develop a quantitative basis to report directly



*A Gilberthorpe School pupil acting in their Aotearoa History movie project through the Opportunity Hub, Term 3, 2023*

on the measurable changes made by our identified whānau.

This would include indicators including:

- **School attendance;**
- **Health outcomes;**
- **Access to healthy, stable housing;**
- **Employment;**
- **Level of contact with the criminal justice system;**
- **Rates of self-harming and suicidal behaviours;**

- **Connections and participation within whānau and the wider community;**
- **Cultural connections.**

Finally, to pull the strands of our evaluation process together and know that we are achieving the long-term outcomes we seek, we plan to complete a cost/benefit evaluation every 5 years.

The first of these will be due in 2028 and collaboratively created with a team such as Impact Lab.



# FUNDING

One of the biggest challenges for long-term models of support such as the Longitudinal Whānau Support, is securing ongoing funding. Securing steady, sustainable funding is critical for allowing us to make a long-term commitment to the whānau with who we are working.

A core strategy we will employ to reduce the risk of financial destabilisation is to intentionally seek out and build different funding streams. These funding streams will provide stability by ensuring we are not dependent on a single – or very few – sources of support.

Once funding has been secured, we will seek to retain this support by building meaningful relationships with our donors.

To do this, we will provide relevant and timely reports on our progress and challenges, and develop opportunities for engagement between our donors and the whānau we are supporting.



Wigram MP Megan Woods

## Short-term funding streams:

1. **Grants and Applications:** Te Whare Awhero is building strong relationships with a range of local community grant providers including Rata, the CCC, the David Ellison Trust, and the Wayne Francis Trust. These relationships are built on the basis that we will provide community interventions that are responsive, credible, and effective.

Our next step will be to build on these relationships by gaining opportunities to present the LWS project to national funding bodies, such as members of the Weave Foundation. This will allow us to be considered for sustainable, longer-term funding support.

2. The development of a **small business sponsorship programme:** Throughout 2022, Te Whare Awhero has been building the supporting collateral for a small business sponsorship programme. This programme will give local businesses and individuals the ability to financially support the LWS and be recognised for their support. This is under the brand of being a “Hope Champion” or “Hornby Champion.”

As part of this, we have developed the Hope Champion website which can be found at [www.hopechampion.org.nz](http://www.hopechampion.org.nz)

## Medium-term funding streams:

3. **Social Enterprise:** Currently, Te Whare Awhero has several social enterprise aspects to our operations. In 2023, we will trial a new venture that will provide well-being support to corporate businesses. We value this aspect of our funding flow and will continue to seek out new opportunities to expand this further.



4. **Government-based support:** We will continue to review Government release tenders for services that deliver relevant outcomes to the operation of the LWS project. These could include services such as supporting school attendance within our focus communities or harm-reduction outcomes.

**Long-term funding streams:**

5. As the LWS project builds community acknowledgement, opportunities for **event-based**

**funding and direct mail out requests** will become options. Both options require a high level of public awareness to be effective, making them long-term, rather than medium or short-term, options.

6. **Endowment fund:** Creating an endowment fund would give us the opportunity for large, one-off amounts to be donated to the trust. These could be bequests in wills or through direct social investment. These would be invested into a fund which would create ongoing investment returns in the future.

# STAGED ROLL OUT PLAN

Last year was dedicated to developing, building, and learning through piloting different aspects of the programme.

In July 2023, we launched our first full pilot phase with the employment of our first whānau support worker who is based at our existing Opportunity Hub at Gilberthorpe School.

Throughout this year, we have also been developing our long-term evaluation and assessment strategy with support from Te Whare Wānanga o Waitaha University of Canterbury.

Our long-term goal is for us to use stepped stages to develop four Opportunity Hubs based from Gilberthorpe, Hornby, and Hornby South primary schools and eventually Hornby High school.

This approach will allow us to continue learning, reviewing, and making changes iteratively as we gain direct experiential knowledge.

In this model, movement to the next stage of the programme's operations will be predicated on the following factors:

1. The level of sustainable funding secured,
2. Our ability to secure the right staff to join the team,
3. Our ability to recruit identified whānau onto the programme.

The budgets developed to support each stage are available on request.

These budgets allow for the expected changes in salary due to the recently ratified social work pay equity claim and also include support roles such as the Team Leader and Fundraising and Resource Gathering roles.

These roles are expected to expand over time as our number of staff and identified whānau grow.

We estimate that each of our Opportunity Hubs will provide between 10 and 15 different opportunity pathways when fully operational, with between

150-200 children per year participating in one or more activity, and that each whānau support worker will work with between 7 and 12 whānau at any one time.

The same staged approach has been used to reflect the expected changes in budget needed for the opportunities fund and Community Advisory Panel. We have planned for these funds to increase as the project expands and more whānau are brought on board.

## Stage 1: Pilot year – 2023

- 1.1 Gilberthorpe School Opportunity Hub established (serving 150 to 200 tamariki).
- 1.2 Employment of our first whānau worker hired working with 7 to 12 whānau and co-ordinating the Gilberthorpe School Opportunity Hub.
- 1.3 Qualitative Evaluation Framework research completed.

**Total budgeted cost: \$230k per year.**

## Stage 2: Expanding to a second school – Feb 2024 (dependant on funding)

- 2.1 Hornby Primary School Opportunity Hub established (serving 300 to 350 tamariki across both Hubs with 25 opportunity pathways).
- 2.2 Second core worker role attached to Hornby Primary established (14 to 24 whānau supported across the programme).
- 2.3 Fundraising role expanded and dedicated Resource Gathering role established (.5 fte).
- 2.4 Community Advisory Panel established.



*Gilberthorpe School Opportunity Hub pupils filming their Aotearoa History movie project, Term 3, 2023*

2.5 Opportunities fund established to support training, cultural, sporting, and educational scholarships. This fund is budgeted to increase as the number of identified whānau supported by the programme grows.

**Total budgeted cost: 460k per year**

### **Stage 3: Expanding to a third school – July 2024 (dependant on funding)**

3.1 South Hornby Opportunity Hub established (serving 400 to 500 tamariki across all Hubs with 40 opportunity pathways).

3.2 Third core worker role established (25 to 35 whānau supported across the programme).

3.3 Fundraising and Resource Gathering roles expanded to full time.

3.4 Team Leader role expanded to .6 fte.

**Total budgeted cost: 730k per year**

### **Stage 4: Expanding to a fourth school – 2025 (dependant on funding)**

4.1 Hornby High Opportunity Hub established (serving 400- to 500 tamariki and rangatahi across all hubs with 50 opportunity pathways).

4.2 Fourth core worker role established (30 to 40 whānau supported across the programme).

**Total budgeted cost: 920k per year**

### **Stage 5: As Required – we will continue to review the optimum level of support required.**

5.1 Fifth core worker role established (40-55 whānau supported)

5.2 Sixth core worker employed (55-65 whānau supported)

**Total budgeted cost: 1.2m per year**

# WHAT'S NEXT?

We are moving into the action phase of this project and we invite you to join us as we embark on this next step.

If you:

- align with our vision, mission, and purpose,
- have skills, knowledge, or resources you want to share,
- or are just curious and want to see where this can go and want to learn from our experience and practices to see if this can support your own communities,

... then we invite you to partner with us. We are looking for people who want to volunteer for the running of a school-based gardening project, to those who will commit to underwriting funding, and everyone in between.

As a community social worker of over 20 years, I am tired of being asked to respond to long-term intergenerational issues with short-term crisis driven responses. We know this does not create the context in which real meaningful change can occur.

If you are tired of this too and want to be involved in a project that has grown from the community and provides real, meaningful opportunities for change to our most isolated whānau and tamariki, then I invite you to join us in this Longitudinal Whānau Support Project.

*Carey Ewing*

Carey Ewing  
Director | Te Whare Awhero (Hope House)

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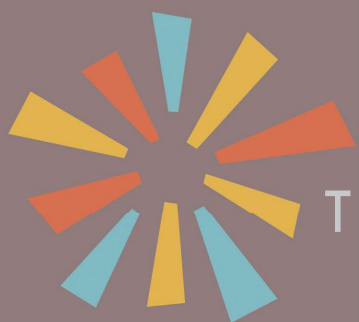
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