

Good Practice Guidelines

Programmes in Schools

Introduction

These good practice guidelines support the learning and development of community and non-profit organisations that deliver in-school programmes that promote positive and safe behaviour among tamariki and rangatahi. Programme interventions may relate to a range of issues - from pro-social behaviours, health and wellbeing, anti-bullying, to alcohol and drugs. Note that these guidelines do not relate to academic programmes or success. Drawing on sector resources and research, these guidelines have been prepared by the Centre for Social Impact for the Rātā Foundation.

Indicators of Good Practice

<p>Indicator #1: Programmes are based on evidence about what works</p>	<p>A programme based on evidence about its effectiveness is more likely to result in positive outcomes for tamariki and rangatahi. Programme evaluations are generally a good source of information about how the programme works, whether a programme makes a difference and what type of difference it makes. Evidence to be considered when designing or assessing school-based programmes include:</p> <ul style="list-style-type: none">• how long the programme should run, and frequency of sessions. The evidence says one-off seminars or lessons do not work.• what type of expertise and resources is required to run the programme. Do teachers have to be trained? Is there a programme manual so it runs according to the design?• whether the programme intervention is appropriate to support the needs of tamariki or rangatahi, and is age and developmentally appropriate for the audience. Some programmes are not suited for tamariki.• how the programme protects and enhances the mana of tamariki and rangatahi.
<p>Indicator #2: Incorporate kaupapa Māori and bicultural values</p>	<p>Principles of Te Tiriti o Waitangi are fundamental to the design and implementation of school-based programmes. Organisations that seek to fulfil their commitment to Te Tiriti o Waitangi might focus on developing:</p> <ul style="list-style-type: none">• relationships with schools, whānau and parents/caregivers• partnerships that incorporate bicultural values• strategies that facilitate collaborative decision making• a broad understanding of the values that the school and community hold and the behaviours that embody these values. <p>Programmes incorporating a kaupapa Māori approach need to be well resourced, use appropriate tikanga, have the right Māori expertise and knowledge in place and demonstrate school-wide commitment. It's important that the approach is only used if it is done well - otherwise it may not have the desired effect or even do harm.</p>
<p>Indicator #3: Involve parents and whānau</p>	<p>Good practice school-based programmes involve parents/caregivers and whānau as they can help support their children and reinforce the positive behaviour that the programme is supporting.</p>

<p>Indicator #4: Approaches that use appropriate cultural frameworks</p>	<p>Culturally responsible and responsive programmes are more likely to achieve positive outcomes for tamariki and rangatahi. To be effective they need to be cultural responsible (not unduly single out minority ethnic groups), and culturally responsive (designed to take account for cultural differences).</p> <p>Good practice programmes should recognise, value and affirm tamariki and rangatahi cultural identities through incorporating their languages, values, concepts, customs and protocols. This means that international programmes should be adapted to the context of Aotearoa and the target communities.</p>
<p>Indicator #5: Weave the programme into the community and through out the school environment</p>	<p>Tamariki and rangatahi engage in a range of environments beyond the classroom. As a result, programme interventions that span multiple environments are more effective at creating long-lasting change. It could be that the programme mostly takes place in the classroom, and is reinforced on the playground, at home, or at sports games.</p> <p>Good practice also involves weaving the programme intervention into school policies, culture and leadership, and through the curriculum and classroom practice. This is known as a whole-of-school approach and has been found to increase the effectiveness of school-based programmes and result in longer-lasting change.</p>
<p>Indicator #6: Do no harm</p>	<p>Programmes should not do harm to those participating in them. Programmes are less likely to do harm if:</p> <ul style="list-style-type: none"> • they are based on evidence about what works • they protect and enhance the mana of tamariki and rangatahi participating in the programme • applicants do not seek funding for programmes that have ties to the industries they are seeking to reduce harm from, such as tobacco or alcohol.
<p>Indicator #7: Monitoring progress and making improvements</p>	<p>Good practice includes collecting and using information about the programme to understand the difference it makes, what is working and what can be improved. This could involve collecting data to:</p> <ul style="list-style-type: none"> • identify if the programme is running as anticipated, and whether any adjustments are needed, either while the programme is running or when it is completed. • demonstrate the impact of the programme and the difference it makes for participant's lives. This includes engaging with teachers, parents/caregivers, whānau and key community stakeholders about their experiences with the programme and what they've noticed with participants. <p>It's also important to share findings to demonstrate successes and lessons learned.</p>

Demonstrating Good Practice

When seeking funding for school-based programmes, community organisations should describe how the proposed initiatives align with the seven indicators of good practice. Many funders expect to see evidence of:

- the effectiveness of the programme as shown by prior research or evaluation, and its appropriateness for the issue and age group
- if and how the programme has been adapted for the context of Aotearoa
- the extent to which a kaupapa Māori and bicultural framework will be incorporated into the programme; and other ways that the programme is culturally appropriate to the targeted tamariki and rangatahi
- how the programme connects to other environments beyond the classroom, and takes a whole school approach
- the strategy for engaging and including parents/ caregivers and whānau in the programme
- the approach for gathering and monitoring data about participants and the effectiveness of the programme for them.

Key Questions:

Can We Strengthen our School Programme Practice?

- How will we demonstrate commitment to Te Tiriti o Waitangi and working in partnership?
- Are we realistically able to implement the programme with a kaupapa Māori framework with the resources and knowledge we have available?
- How do we protect and enhance the mana of tamariki and rangatahi participating in the programme?
- Are teachers delivering the programme and how will we train them and check the quality of their delivery?
- How do we create a programme that is culturally responsible and responsive to the cultural context of Aotearoa?
- How do we ensure the programme spans multiple environments?

Key Resources for More Information

1 Best Practice Principles for In Schools Programmes: An Evaluation of What Works for Behavioural Intervention Programmes in Schools (D&G Consulting and Rātā Foundation, 2020):

ratafoundation.org.nz/media/2118/rata-foundation-best-practice-principles-for-in-schools-programmes-final.pdf

2 Three Myths of Behaviour Change - What You Think You Know That You Don't: Jeni Cross at TEDxCSU (Cross, 2013):

www.youtube.com/watch?v=l5d8GW6GdR0&feature=youtu.be

Case study:

Programmes in Schools: Good Practice



KiVa is a bullying prevention programme that has been developed by the University of Turku, Finland. The goal of KiVa is to prevent bullying and to teach how to manage cases of bullying effectively. The programme is evidence-based which means that the effectiveness of KiVa has been proven through research. KiVa was introduced to New Zealand in 2014 and is now active in more than 50 schools across the country, supporting students from Years 2-10 to proactively manage bullying.

KiVa demonstrates good practice through:

- adapting to the NZ context by weaving concepts such as hauora, attitudes and values throughout the programme
- providing bullying prevention lessons for targeted year groups, including fun activities where students learn by doing
- engaging the whole school in raising awareness about bullying and its consequences
- informing students, parents, caregivers and the whole school community
- using a clear intervention model when bullying incidents arise
- training all school staff
- implementing an annual survey to keep track of the school's environment and culture.

KiVa has been evaluated in New Zealand and has been found to have a significant impact on reducing the incidence of bullying and a positive impact on students' attitudes towards bullies and victims.

For more information on KiVa, visit:
newzealand.kivaprogram.net

This good practice resource was developed in 2021 by: