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Evaluation of the Prevention Education Pilot – Summary Report

Equipping teachers to effectively respond to tamariki and children's sexualised play and behaviours



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Introduction

This report provides a summary of the key findings from the evaluation of the Prevention Education Pilot. The evaluation examined the development and delivery of the pilot and identified early outcomes for participants. The findings about what works well, and lessons learnt are informative for embedding this initiative at the pilot site and developing the model in other locations.

This pilot was independently evaluated by Dr Sue Carswell, Dr Kelly Tikao and Dr Elaine Donovan. The evaluation period was from July 2020 to January 2023.

Overview of the Prevention Education Pilot

The Prevention Education Pilot was designed to equip educational professionals with the knowledge, language, and skills to respond effectively to tamariki and children's sexualised play and behaviour. The pilot focused on the professional development of kaiako¹ and other professionals working in early childhood education (ECE) and schools (years 1-8) with the provision of training workshops tailored for different educational settings. Part of the training was raising awareness of where educational professionals could access advice and supports and referral pathways. Complementary to the training, Schools and ECE organisations were able to access phone consults and follow-up services for whānau and families with school aged tamariki and children provided by Stop Services, a specialist agency in sexual harm prevention.

The location of the pilot was within the rohe of Te Rūnanga o Arowhenua and Te Rūnanga o Waihao. References to mana whenua in relation to the pilot site throughout this report refers to the people from both rūnanga. The educational facilities participating in this pilot are within the Ministry of Education (MoE) regions of Mid and South Canterbury.

Community partnership approach

The pilot design was premised on a partnership approach between the specialist training provider, Stop Services, and mana whenua, Te Rūnanga o Arowhenua and

¹ Kaiako is the te reo Māori term for teachers and in this report is used to refer generally to teachers in mainstream and Māori educational settings.

Te Rūnanga o Waihao as well as government agencies, Oranga Tamariki and Ministry of Education.

The pilot partners were:

- **Stop Services** - a mainstream community service who provide sexual harm prevention education workshops, consultation, assessment and intervention services for children, adolescents, and adults.
- **Te Rūnanga o Arowhenua and Te Rūnanga o Waihao** designated **Arowhenua Whānau Services (AWS)** to host the contract for the mana whenua Cultural Advisor to the pilot.
- **Oranga Tamariki – Ministry for Children** funded the pilot and the independent evaluation. They provided information and support as well as leading the initial engagement with mana whenua.
- **The Ministry of Education** provided regional support including information, introductions, and promotion of the pilot with schools in the area.

The pilot was overseen by a Local Oversight Group (LOG) which was a forum for bringing the pilot partners together to share information, provide guidance, and plan activities to support the pilot development and implementation. The members of the LOG were the Stop Chief Executive Officer, Stop Prevention Education Lead and Project Coordinator; representatives from Te Rūnanga o Arowhenua, including the Arowhenua Whānau Services Kaiwhakahaere (manager); Ministry of Education (regional office); and Oranga Tamariki (national and local offices). A member of the evaluation team attended the LOG to observe and consult about the evaluation design and methods, and present emerging findings.

This initiative focused on building the capability of adults to respond effectively and safely to tamariki and children’s sexualised behaviours

The training provided knowledge about why children might engage in sexualised play and behaviour, and the difference between developmental age expected behaviour² (referred to as ‘normal’ in this report), and concerning and harmful sexualised behaviours.

Response strategies emphasised the importance of understanding the behaviour from the child’s perspective and calmly finding out the context of the behaviour rather than looking at it from an adult perspective and jumping to conclusions. Responding in a suitable way for the age and behaviours of the child ensures they are not shamed and that they receive the appropriate response. Where behaviours are concerning, participants are taught about the importance of safe effective adult

² Information about developmentally age-appropriate sexualised behaviours for different age groups of children and adolescents can be found on Stop’s website at: <https://www.stop.org.nz/tools-to-help>

responses that help to minimise and de-escalate any further incidents. The Stop Prevention Education Lead explained some of the key concepts they taught in the training workshops:

Equipping adults to have an understanding of concerning sexualised behaviour between children is critical for responding effectively. Safety for all children is paramount and for all children involved to be supported. The **behaviour** does need to be named and boundaries and safety put in place, however the child does not need to be shamed. This is a learning opportunity for all children involved to be given support, guidance, have conversations about boundaries, being a safe friend, what is ok and not ok.

Viewing sexualised behaviour through the eyes of a child is quite different to viewing sexualised play and behaviour from an adolescent or adult lens. One of the key learnings in our workshops is for adults to really push pause, slow down to be aware of the context around the behaviour, to then be able to make an informed decision about next steps. So many factors need to be considered like developmental age and stage, trauma, exposure, cognitive functioning, intent behind the behaviour, and where the idea came from.

In our experience children often initiate sexualised behaviour for many reasons. What is beneficial is for adults to have an effective response by not jumping to conclusions or assumptions. Whilst children may engage in concerning sexualised behaviour because of what they have been exposed to or experienced they may also engage in age expected sexualised behaviour out of curiosity, or to get a response from others, attention seeking and pushing boundaries. In some circumstances, it is about making a connection with others. Sometimes children get it wrong and make mistakes about safe touch. We can't underestimate the learning opportunity from a safe adult at this time. For many children who need support with regulating their behaviours there may be a need for many reminders and ongoing support around personal space, safe touch, and boundaries.

The Pilot aligns with Te Aorerekura shifts to eliminate family violence and sexual violence³

The Prevention Education Pilot provided several interconnected initiatives to achieve short-term outcomes for people and longer-term outcomes for communities. These initiatives align with the focus areas of Te Aorerekura, that have been identified to shift Aotearoa towards eliminating family violence and sexual violence over the next generation:

³ Te Aorerekura National Strategy to eliminate family violence and sexual violence can be accessed at <https://tepunaaonui.govt.nz/national-strategy/>

Towards investment in primary prevention (Shift 4) – to strengthen protective factors so violence does not occur.

Towards skilled, culturally competent, and sustainable workforces (Shift 3) – upskilling, resourcing and supporting workforces, organisations and informal helpers.

Towards mobilising communities (Shift 2) – supporting tangata whenua, communities, and specialist sectors to lead and collaborate.

Key Findings

Workshop delivery March 2022 – January 2023

The Prevention Education Pilot conducted 28 training workshops held online or face to face between March 2022 - January 2023. The pilot had 470 contacts⁴ in attendance over all the workshops:

- 66 Early Childhood Education organisations including kindergartens, early childhood centres, and one Kōhanga Reo were invited to send kaiako, managers and associated professionals to one workshop. Seven ECE workshops were conducted with 130 participants.
- 66 Schools⁵ (were invited to send representatives to two workshops. Ten introductory workshops (Workshop 1) were attended by 94 participants and eight follow-up workshops (Workshop 2) were attended by 116 participants.
- 45 MoE and Oranga Tamariki regional staff from Mid and South Canterbury attended an introductory workshop.
- Two workshops were held for mana whenua including kaumatua, Arowhenua Whānau Services and local kaupapa Māori providers. 60 participants attended the Arowhenua Marae Hui workshop, and 25 participants attended the follow-up workshop for Arowhenua Whānau Services kaimahi.
- Stop conducted 34 follow-up phone consults with workshop participants.

Enablers and challenges to attendance at workshops

There was a good response from the ECE organisations and schools to participate in the training, particularly given the competing demands on their time. The main challenges during 2022 were the Covid-19 pandemic and the flu season which put extreme pressure on staff working at these education facilities.

⁴ 470 contacts are not unique participants as some participants attended two workshops.

⁵ Schools included: full Primary Schools (years 1-8); Primary Schools (years 1-6), Intermediate Schools (years 7 & 8), Māori medium school/Kura Kaupapa/bilingual unit (years 1-8)

The factors that enabled delivery of the pilot included the promotion and communications by the Stop team, and in particular the relationships they developed with the Kāhui Ako⁶ Principal leads and Kindergarten Association. These leaders supported and promoted the pilot among their networks. The Ministry of Education regional representatives also advocated for the pilot among schools.

To mitigate the challenges of the Covid-19 pandemic, the workshops from March to June 2022 were held online. Face-to-face workshops were held in the second half of the year and if participants were unable to attend, they were offered alternative workshops near their local area.

The pilot has helped to meet the need for more training in the education sector

Despite the wide recognition of educationalists' role in prevention, across international jurisdictions and in Aotearoa, teachers reported a lack of training and capability in managing incidents of sexualised behaviour in children. This is well supported by our evaluation finding that 54% of Pre-workshop survey participants from ECE and schools said they had no prior training in this area despite most having considerable length of service. The low levels of understanding about this topic and confidence to respond effectively in the Pre-workshop survey confirm the high need for training in this area.

Prevention Education Pilot achievement of early outcomes

The pilot helped to build workforce, organisational, and interagency capability

The pilot design sought to build workforce capability at the individual, organisational, and interagency levels through professional development workshops with personnel from ECE centres and schools, AWS, Oranga Tamariki and MoE.

The workshop content focused on building individual skills to respond effectively to tamariki and children's sexualised play and behaviour, and the findings from surveys and interviews show positive findings and enhanced practices.

The training aimed to build organisational capability through encouraging the review or development of policies and procedures to address this issue. Participants reported that the workshops encouraged team discussions and review of organisational policies and procedures.

The training promoted interagency capability by providing training to AWS, Oranga Tamariki and MoE so they were aware of the pilot and that they also had a shared

⁶ A Community of Learning | Kāhui Ako is a group of education and training providers, that form around their students' education pathway, working together to help students achieve their full potential. Early learning services, me ngā kōhanga reo, schools, kura and post-secondary providers can all be included. <https://www.education.govt.nz/communities-of-learning/>

understanding of appropriate responses. Findings from surveys with these organisations show increased understanding of this issue. There were also substantial increases in knowledge about the options for accessing advice and referral pathways available to ECE and schools after both Workshop 1 and 2.

Participants increased their knowledge, skills, and confidence substantially

The outcome findings from the workshop surveys and interviews with participants show substantial increases in participants' knowledge, understanding, and confidence to respond effectively to tamariki and children's sexualised play and behaviour. The large increases in levels of understanding and confidence from the Pre-workshop survey to immediately post Workshop 1 indicate that participants engaged with and learnt from the workshops.

For example, immediately after Workshop 1 there was a 65-67 percentage point increase in ECE and school participants reporting they had 'good' or 'very good' understanding of the difference between tamariki and children's normal, concerning and harmful behaviours compared with baseline findings.

Topics that participants indicated after Workshop 1 they would like to learn more about, such as how to have conversations with whānau and the school community, had substantial increases in knowledge reported after Workshop 2.

Participants reported improved practices and increased confidence

Qualitative feedback from surveys and interviews with some participants identified that attending the training workshops had greatly increased their confidence, improved their practices, and the way they approach and respond to tamariki and children. The improved capability of kaiako to respond to situations effectively and with integrity for all involved was thought to be beneficial for tamariki and children and their whānau and families.

Participants reported high satisfaction with content and delivery

Most participants were satisfied with both the content and delivery of the workshops. ECE and school participants rated overall satisfaction with the delivery of the workshops as 'very satisfied' or 'completely satisfied': 84% in Workshop 1 and 98% in Workshop 2.

Similarly, the majority of participants were satisfied with the content of the workshops, with 89% of ECE and school participants reporting that they were 'very satisfied' or 'completely satisfied' after Workshop 1 and 96% after Workshop 2.

A community-led approach based on authentic partnerships was key to the implementation of the pilot

Key to the implementation of this pilot was the development of relationships and authentic partnerships between the prevention education provider, Stop Services and the mana whenua Cultural Advisor and Arowhenua Whānau Services, Oranga Tamariki, MoE, ECE organisations and schools. The relationships between individuals and organisations supported and strengthened the pilot implementation in numerous ways.

There are lessons for Crown agencies on how to engage with mana whenua

The lessons for Crown agencies about authentic engagement with mana whenua during the first year of the pilot are valuable to learn for future engagements. The role of Crown agencies needs to be clear in this process as they usually hold the money and power to dictate parameters and timeframes. The Local Oversight Group decided to pause the pilot implementation until mana whenua Cultural Advisors were engaged which was an important decision that the pilot partners made at that time. The factors that facilitated engagement and the ongoing strengthening of the relationships between mana whenua and the other pilot partners provide further valuable insights about developing authentic partnerships.

The development of a partnership approach between Stop and mana whenua has been important

The partnership approach between Stop and mana whenua representatives is still evolving and the partnership is progressing well due to good communication, openness, and respectful and authentic relationships. This partnership approach supports discussions between mana whenua representatives and Stop to determine roles and boundaries for Stop as a mainstream organisation delivering training and information to mana whenua. Mana whenua and Stop bring two differing knowledge and value systems together in a post-colonial context where western epistemology is still privileged. Therefore, it has been essential for both parties – Stop and mana whenua representatives to enter into an authentic honouring relationship.

There have been benefits for mana whenua directly from their involvement in the pilot

AWS kaimahi have participated in two training workshops to date and the findings from the post workshop survey show high levels of satisfaction with the workshop content and delivery.

The AWS Kaiwhakahaere identified several major benefits of being involved with the pilot for Arowhenua Whānau Services and the whānau they work with including providing their kaimahi with more understanding and confidence to respond

effectively. Participation in the pilot has strengthened their awareness and their relationships with the schools AWS work with and with Stop Services.

The partnership approach enabled mana whenua to develop their own conceptualisation of the pilot

One of the key outcomes from the pilot was that mana whenua were able to develop their own conceptualisation of the pilot. This was enabled by Manaakiwi Cultural Education who met with members of the Stop team and the Cultural Advisor (Moana Tipa & Associates Limited) to translate the objectives of the pilot through the lens of Te Ao Māori – Māori thought and understanding. The wānanga process with Stop and the Cultural Advisor confirmed the work of the pilot as ‘Te Paparahi Whakahaumarū’ – and the development of ‘Te Pā Hauora’ model by Manaakiwi Cultural Education. Manaakiwi Cultural Education presented the name and model to mana whenua at Arowhenua Marae where it was endorsed by representatives. This was given on the proviso that further work be done so that use of te reo Māori does not prohibit understanding of the nature of the work by those who need it most.

The intent of **Te Paparahi Whakahaumarū** is to articulate an overarching Te Ao Māori perspective that reiterates cultural safety and wellbeing with the Prevention Education programme.

Te Pā Hauora as a model is both a doorway and a metaphor for understanding and articulating our personal boundaries when considering safe and healthy relationships with others. The model provides a framework of understanding that helps to build language for healthy boundaries. These will empower tamariki and rangatahi to build safe, positive, and healthy interactions and relationships with others.

What is important for Manaakiwi Cultural Education is that Stop honours the mātauranga Māori being shared and utilise this with integrity. Their confidence that this process will go well and be used authentically is based on the relationship that developed through the wānanga process to develop the model. For Manaakiwi Cultural Education, confirmation that Te Pā Hauora is useful is realised when mana whenua exert tino rangatiratanga over it.

Mana whenua interviewees thought that Te Pā Hauora also could be utilised by non-Māori if the model was explained, so they understood where it comes from, i.e. the whakapapa of the kōrero.

Implications of findings for service design and delivery in other areas of Aotearoa

Key elements of service design and factors to consider for development and delivery in other areas include:

A systems approach provides a continuum of services and accessible pathways for whānau and families and professionals to seek support

The pilot design included a system-wide approach so relevant organisations were aware of this kaupapa and had a shared understanding of tamariki and children's sexualised behaviours and how to respond effectively. This encouraged consistency of approach and a collective consideration of intervention pathways between schools, specialist services, mana whenua, community organisations, and government agencies.

Taking time to develop relationships and authentic partnerships

The journey of engaging mana whenua in the Prevention Education Pilot and the developing partnerships between mana whenua, Stop, and government agencies highlight many lessons, as well as good practices, that can guide developing and delivering this information and training nationally. Iwi and rūnanga are unique so there is no 'one way' to engage, therefore it is important to be led by the iwi, hapū, and rūnanga and seek their advice about their preferences and processes from the outset. The intent and values of co-production provide a starting point.

Similarly, an important aspect of this pilot was for the prevention education provider to take time to engage with educational leaders in the pilot area. Gaining their interest and endorsement supported promotion of the pilot throughout their networks. Building these relationships and establishing good communication supported delivery, as the provider learnt more effective approaches to deliver to kaiako and be adaptable when challenges arose. The benefits of developing relationships with leaders in the education sector can be applied to other sectors and communities.

Participating in the training also supported building relationships with individual ECE organisations and schools and established trust and confidence to connect with Stop when they needed advice and support.

The Local Oversight Group played a central role in the pilot development and implementation and was the key forum for interagency collaboration and guidance; bringing together the sexual harm specialist provider, mana whenua representatives and government agency representatives regularly to focus on the pilot. We identified many benefits of having this forum and recommend that future sites form their own Local Oversight Group in partnership with mana whenua to establish and guide this work in their communities, tailored to their needs.

Successful practices and lessons for initial engagement with mana whenua to provide cultural guidance

The lessons from the pilot highlight the importance of Crown agencies having clear processes and roles in place to ensure early and authentic engagement with iwi and rūnanga. Having people in engagement roles who have experience and expertise in understanding the process to engage with iwi, hapū, and whānau as well as understanding the aspirations of mana whenua is critical.

Consider terms of Cultural Advisor role and secure appropriate remuneration and length of contract

Mana whenua see the value in any prospective project and partnership that requires the expertise, skill, and lived experience in Te Ao Māori that contributes to the building of whānau and hapū. Consideration is required to identify the different aspects of the Cultural Advisor's role and the level of expected involvement and participation. There is value in having some flexibility to develop this role over time to be responsive to developments within the kaupapa.

Mana whenua expectations are that this kaupapa will contribute towards longer-term transformative outcomes for whānau and therefore requires longer-term contracting arrangements.

Authentic partnership with mana whenua early in the programme's conceptual and development phase will allow for the recruitment of cultural advisors and co-production of pilot design and planning between stakeholders

The pilot highlighted the importance of early engagement with mana whenua to provide adequate time for the rūnanga to recruit Cultural Advisors who have the interest, knowledge, experience, and time to represent their rūnanga in such a role. Time is also required for developing contracts and undertaking contractual requirements to employ an advisor. It also takes time for Cultural Advisors to familiarise themselves with the kaupapa.

Early engagement with mana whenua during the conceptual and planning phases would also support representatives and advisors to contribute towards the design, content, and delivery plan from a mana whenua perspective.

Provider workforce capability and capacity

There were a variety of roles and factors identified which made a positive contribution to delivering the pilot training:

Facilitators need to be well trained and experienced

Co-facilitation of workshops worked well as facilitators brought different knowledge and strengths to the training. Insights into the relevant qualifications and experience of facilitators highlighted the importance of subject matter expertise in child development and addressing concerning and harmful sexualised play and behaviours, along with skills in facilitation and adult education. Having a facilitator

who was tangata whenua and brought Te Ao Māori perspectives to the facilitation was also highly valued.

Facilitators had to be adept at creating a safe space for workshop participants to discuss difficult topics and manage the psychological and emotional depth of the content and discussions, while understanding the triggers that go with this work.

The project coordinator role is critical

The Project Coordinator role involved a range of tasks and skills that were important to the pilot: planning, coordination, delivery, and relationship building. The Project Coordination role was broader than an administrative role as it involved engaging with the subject matter and participating in workshops. The findings from this pilot strongly suggest that this role be factored into any future initiatives as the tasks involved would be an additional workload for clinicians involved in facilitation and clinical practice.

The cultural advisor adds depth and guidance

In this pilot, the Cultural Advisor was very much part of the delivery team and attended most of the workshops providing guidance across the programme content and tikanga. The Cultural Advisory presence and contribution during the workshops and at pilot meetings and events were highly valued and ensured mana whenua representation was ongoing and visible.

Workshop format and scheduling

The rationale for having two workshops was the amount of information and time it takes to discuss these topics. Having a gap between workshops allowed time for kaiako to reflect and put into practice what they had learnt, so this could be discussed and refined at the follow-up workshop. Participants valued the resource packs and a copy of the training slides.

The ability to have ongoing professional development in this area was identified as necessary by many of the participants.

Retain a mix of online and face to face delivery options

While there was preference for face to face, the positive feedback from participants about online delivery shows that this training can be delivered well online and that having a mix of options is beneficial.

Online delivery was a good option when Covid-19 pandemic restrictions were in place. For some participants online delivery was convenient and enabled their attendance. The geographical challenges were another consideration as the pilot area was extensive and included rural locations.

Suggestions for delivering to more staff and enabling attendance

Teachers' professional development days were identified as an important option to reach more staff and ensure good attendance. Considerations were the length of the workshop (a four-hour session was thought to be the maximum) and the competing

demands of other professional development kaiako are expected to do. Relationships and consultation with educational leaders as well as early scheduling of workshops would be important to secure a slot in these busy days.

Recommendations for Te Paparahi Whakahaumarū

The evaluation findings strongly identified the need and value of this training that also provides a pathway for further specialist advice and support for educational professionals. The emerging benefits for tamariki and children and whānau and families of having better equipped kaiako in ECE and schools to effectively address sexualised play and behaviour is promising. However, embedding this type of broad social change takes time and a critical mass of people to engage with this knowledge and skills. Based on these findings we recommend that government continues to support funding Te Paparahi Whakahaumarū:

Recommendation: support continuing delivery of Te Paparahi Whakahaumarū to ECE and schools in Mid and South Canterbury region

It is recommended that funding continue to support Stop and mana whenua to deliver professional development to schools and the ECE sector in Mid and South Canterbury. This would ensure broader uptake of the training and promote the consistent and sustainable transfer of knowledge within the ECE sector and schools.

It is recommended that this continuing delivery of prevention education to ECE and schools include the development of training and resources to address specialist topics and provide updates and refreshers for kaiako.

It is recommended that resources are developed in te reo Māori and that facilitators who are both Pākehā and Māori can take the training in te reo Māori so they can deliver to Māori medium school kaiako and kōhanga reo kaiako. It is important that Māori facilitators are able to co-facilitate in these environments.

Recommendation: support delivery of Te Paparahi Whakahaumarū to other sectors who work with whānau and families in Mid and South Canterbury region

Support Stop and mana whenua to deliver professional development to a wider range of organisations and professions who work with whānau and families. This would enable a shared understanding of how to respond effectively to tamariki and children's sexualised behaviour and a consistent use of language and approach thus further embedding this prevention approach.

Recommendation: support delivery of Te Paparahi Whakahaumarū to parents/caregivers, whānau, and tamariki/children in Mid and South Canterbury region

Support Stop and Arowhenua Whānau Services to expand the delivery of Te Paparahi Whakahaumarū to parents/caregivers, whānau, and tamariki and children.

This would require adapting the programme delivery, language, and resources for the different audiences with the support of the mana whenua Cultural Advisor. This includes incorporating Te Pā Hauora model into the training.

Recommendation: support expanding the establishment and delivery of Te Paparahi Whakahaumarū at other locations in Aotearoa

Support the establishment of Te Paparahi Whakahaumarū at other locations in Aotearoa taking into consideration the lessons from the pilot about early engagement of mana whenua, appropriate remuneration for cultural advisory services and the time needed to develop relationships and partnerships. The content of the prevention education may be localised with mana whenua from other rūnanga so Te Ao Māori conceptualisation may be different to Te Paparahi Whakahaumarū and Te Pā Hauora.

Recommendation: support enhancing cultural appropriateness of training

The findings on the cultural appropriateness of the content and delivery were mixed with the highest ratings for appropriateness being for Māori. There is significant scope for partnering with Pasifika and other ethnicities to enhance the content and delivery, so it is engaging and appropriate for their communities.

Recommendation: support embedding Te Paparahi Whakahaumarū within national teacher training curriculum

Given the limited knowledge of kaiako and the high need for this training, it is recommended government considers supporting the incorporation of this training into ECE, primary, intermediate, and secondary teacher training so future teachers are prepared to manage sexualised behaviour.

Recommendation: support embedding Te Paparahi Whakahaumarū within other sector training and education

We recommend that government agencies such as Oranga Tamariki and the Ministry of Education who are important partners in this work continue to partner locally with mana whenua and community organisations. With expanded delivery to other sectors there is opportunity for other Te Puna Aonui government agencies to provide professional development to their own staff and to partner locally with mana whenua and community organisations.

Recommendation: support knowledge base through research, monitoring, and evaluation

We recommend supporting communities to conduct their own monitoring and evaluation to inform the ongoing development of prevention education and identify outcomes for their communities. Furthermore, we recommend that Te Puna Aonui collates and shares this knowledge nationally to support transference of knowledge and practice in this area.

Recommendation: to improve the Ministry of Education and Oranga Tamariki's data collection on concerning sexual behaviour in educational settings

MoE only collects data about incidents of sexualised behaviour that result in exclusion and suspension which limits understanding about prevalence of this behaviour and the outcomes of managing the process well.

Currently the Ministry of Education and Oranga Tamariki collect information about sexualised behaviour in different formats and we recommend a more consistent approach across agencies is required to monitor prevalence and incidence and inform initiatives such as the Prevention Education Pilot.

We conclude this report with feedback from some of the Prevention Education workshop participants

Thank you to your valuable service and all the amazing mahi you all do, which is building a better future for our tamariki and rangatahi. (AWS kaimahi)

This was clear and focusing on boundaries at the time of incident can clearly uncover actual fact and content Stop/think/find meaning. (AWS kaimahi)

Already had some good base and common-sense knowledge. You enhance, endorse and expand that. (AWS kaimahi)

I am more mindful of the importance of what we say to students and how we say it can influence their responses and how they feel. (Kaiako)

I certainly utilized the response of 'calm' to my tool kit. It has helped me slow down to be able to respond in a kind, supportive manner. (Kaiako)

Very helpful and empowering. Gave confidence to be able to talk to staff and deal with incidents as needed. (Kaiako)

I gained confidence in both recognising concerning sexualised behaviour and how to approach this with children involved. (Kaiako)

I believe that we need to be aware of the cultural, religious, and social backgrounds of all concerned but, keeping the safety and well-being of the child at the forefront of every decision. (Kaiako)

We will review our existing policies through this lens to ensure we have considered all cultures in our school community. This will involve community, Board, and staff review. (Kaiako)

Very well presented and I look forward to the next session and beyond. This is a very sensitive topic and I believe it was dealt with in a very professional, sensitive and caring manner by all involved.
(Kaiako)