

**EVIDENCE CENTRE**  
TE POKAPŪ TAUNAKITANGA

---

# **EVALUATION OF TĀNE WHAKAPIRIPIRI – THE CARE SUPPORT MODEL**

September 2020



# EVIDENCE CENTRE

## TE POKAPŪ TAUNAKITANGA

---

Aurora Centre, 56 The Terrace, Wellington

The Oranga Tamariki Evidence Centre works to build the evidence base that helps us better understand wellbeing and what works to improve outcomes for New Zealand's children, young people and their whānau.

Email: [research@ot.govt.nz](mailto:research@ot.govt.nz)

### Authors:

Tim Rowland and Debbie McLeod (Malatest International)

Carel Smith and Phil Adams (ARO Solutions)

**Published:** September 2020

**ISBN:** 978-0-9951370-8-0

If you need this material in a different version, please email us at [research@ot.govt.nz](mailto:research@ot.govt.nz) and we will provide it for you.

### Citation guidance:

This report can be referenced as Oranga Tamariki (2020). *Evaluation of Tāne Whakapiripiri – The Care Support Model*, Wellington, New Zealand: Oranga Tamariki—Ministry for Children.

### Copyright:

This document *Evaluation of Tāne Whakapiripiri – The Care Support Model* is licensed under the Creative Commons Attribution 4.0 International License <http://creativecommons.org/licenses/by/4.0/>.

Please attribute © New Zealand Government, Oranga Tamariki—Ministry for Children 2020.

### Disclaimer:

Oranga Tamariki has made every effort to ensure the information in this report is reliable, but does not guarantee its accuracy and does not accept liability for any errors.

# CONTENTS

---

<b>EXECUTIVE SUMMARY</b> .....	<b>5</b>
<i>Introduction</i> .....	5
<i>The evaluation</i> .....	5
<i>The Care Support model</i> .....	5
<i>Implementation</i> .....	6
<i>Supporting tamariki in Tāne Whakapiripiri</i> .....	7
<i>Outcomes achieved for tamariki and whānau</i> .....	8
<i>Conclusion</i> .....	8
<b>1. INTRODUCTION</b> .....	<b>9</b>
1.1. Tāne Whakapiripiri .....	9
1.2. The evaluation .....	10
1.2.1. <i>Evaluation planning</i> .....	10
1.2.2. <i>Evaluation approach</i> .....	12
1.2.3. <i>Strengths and limitations</i> .....	13
<b>2. THE MODEL</b> .....	<b>14</b>
2.1. Development of the model through co-design .....	14
2.2. Overview of the model.....	14
2.3. Governance and management .....	16
2.4. Selecting tamariki for Tāne Whakapiripiri.....	17
<b>3. IMPLEMENTATION</b> .....	<b>20</b>
3.1. Implementing Tāne Whakapiripiri .....	20
3.2. Implementing the non-whānau caregiver component .....	21
<b>4. SUPPORTING TAMARIKI IN TĀNE WHAKAPIRIPIRI</b> .....	<b>23</b>
4.1. Transitioning into Tāne Whakapiripiri .....	23
4.2. Identifying and planning for the needs of the selected tamariki .....	23
4.3. Individualised support for tamariki .....	24
4.4. Relationships between staff and tamariki .....	24
4.5. Cultural support .....	25
4.6. Education and other daytime activities.....	26
4.6.1. <i>Engaging tamariki in education</i> .....	26
4.6.2. <i>Other day activities</i> .....	26
4.7. Working with whānau.....	27
4.8. Connecting tamariki with other supports .....	28
4.9. Working with Oranga Tamariki social workers .....	29
4.10. Planning for transitions out of Tāne Whakapiripiri .....	30
<b>5. OUTCOMES ACHIEVED FOR TAMARIKI AND WHĀNAU</b> .....	<b>32</b>
5.1. Note on outcomes .....	32
5.2. Overview of the transitions out of Tāne Whakapiripiri .....	32
5.3. Tamariki are in safe, permanent care.....	32
5.4. Improved whānau ora .....	33
5.5. Tamariki have improved health and wellbeing .....	34

**6. CONCLUSIONS.....36**  
6.1. Summary of findings against the evaluation questions ..... 37  
**7. APPENDIX ONE: EVALUATION FRAMEWORK..... 41**

# EXECUTIVE SUMMARY

---

## Introduction

The Tāne Whakapiripiri Care Support Model (CSM) is a two-year partnership between Oranga Tamariki, Barnardos NZ and Key Assets Foundation.

In 2018, Oranga Tamariki in Canterbury identified a group of young people in its care who had a very high level of need and a history of multiple failed placements.

Regional leadership determined that none of the placement options available in the region were a good fit with the group's needs and were unlikely to have better outcomes than the placements already attempted.

Oranga Tamariki invited Barnardos and Key Assets, two non-government organisations providing services for young people, to participate in a co-design workshop. The resulting model was a specialist group home for up to three tamariki at a time. The aim was to stabilise tamariki and prepare them for a permanent placement, using support characterised by a therapeutic and trauma-informed approach.

## The evaluation

Oranga Tamariki commissioned this small formative evaluation to support its understanding of the model implemented. The evaluation objectives were to:

- Assess what is working well, what isn't working well, and why
- Understand the key project 'success' principles and processes
- Consider whether the CSM is suited to the needs and priorities of children and their families/whānau and Oranga Tamariki.
- Identify any early or emerging (project) outcomes, for example in relation to improved placement stability, stronger caregiving family/whānau relationships, and increased skills and resilience.

The evaluation collected data through interviews with tamariki, whānau, Oranga Tamariki staff, Barnardos staff, Key Assets staff and other stakeholders.

## The Care Support model

---

### Key findings on the model:

- All stakeholders were very supportive of the co-design process used to develop the model. There was consensus that the model was a good fit for the need of the targeted tamariki in Canterbury and that the need remains.
- The model has evolved significantly. Much of the adaptation has been driven by the shift in focus to tamariki with a pathway to returning to whānau, which has become part of the selection process.
- The Oversight Committee has been a strength of the model, bringing together stakeholders from all partners in governance and management.
- Iwi were invited in to be a key part of the co-design process which set the foundation for continuing engagement.

- The selection process has brought tamariki fitting the target group to Tāne Whakapiripiri and the need to allow time for a planned introduction to the house has been recognised by all stakeholders.

#### Summary of opportunities:

- Use the co-design approach to review and formalise the changes in the model and give all organisations clarity about their roles.
- Renew the Oversight Committee by considering the best way to ensure there is enough focus on both governance (including the 'big picture' issues of the model) and management (including the complexities, challenges and successes of managing individual cases). This may be best achieved by returning to a separation of the governance and management functions again, allowing different attendance and meeting frequency for each function.
- Consider whether the Oversight Committee could be strengthened by including other agency representatives, especially given that the tamariki need a range of other specialist supports. Including a Ministry of Education representative could be valuable given the challenges around engaging tamariki in education.
- Consider the likelihood that at some point there may be tamariki participating in Tāne Whakapiripiri who are not able to return to whānau and how communication and collaboration between Oranga Tamariki, Tāne Whakapiripiri staff and Key Assets can be strengthened to maintain dual pathways into whānau and non-whānau placements.
- Re-visit planning for placing tamariki in non-whānau care in light of the development of the return to whānau pathway. This would require a strengthened relationship between Tāne Whakapiripiri and Key Assets to understand how the knowledge, skills and support available from each organisation could support a non-whānau placement.

## Implementation

#### Key findings on implementation:

- Good communication between the partners strengthened the implementation process, allowing all organisations to hold each other to account.
- There were challenges finding the right staff for Tāne Whakapiripiri but the current team was very positive about the culture of the residence.
- Building the right team is an essential ingredient for the success of Tāne Whakapiripiri. The team has been challenged by turnover in some key roles, which limited the extent that a consistent environment and relationships for tamariki could be created.
- Keeping daytime hours (9am to 3pm) free was very important for staff to manage their wellbeing, but tamariki were often still in the house needing support.
- Professional supervision and cultural supervision have both been very valuable to Tāne Whakapiripiri staff.
- Relief staff are available but there are some restrictions on what they can do. Relationships play a big part in connecting effectively with tamariki; short-term interventions and relief staff can affect the temperament of the tamariki.

#### Summary of opportunities:

- Look for opportunities to ringfence time for staff handovers and planning.
- Focus on managing staff levels and the resources and supports needed to keep the daytime hours free for staff to look after their own wellbeing.
- Look at other opportunities to support staff to manage their wellbeing and make their roles sustainable, given the intensity and challenge of the work.
- The Oversight Committee lead on reviewing the systems, processes and policies that support the delivery of Tāne Whakapiripiri, as day-to-day demands on staff from tamariki limit their opportunities to plan, document and formalise processes.

## Supporting tamariki in Tāne Whakapiripiri

### Key findings:

- Stakeholders highlighted the importance of a planned and gradual transition into Tāne Whakapiripiri and the challenges created by fast transitions.
- Tamariki were generally positive about the staff and their experiences in the house.
- It was unclear how consistently needs assessments were completed with tamariki.
- Cultural support was valued by staff and brought tikanga Māori into the house. Having the right person in the Cultural Advisor role was important to tikanga and the selection was supported by the Lead Advisor Māori from Oranga Tamariki who had connection to iwi.
- Consistency and follow-through are very important from the perspective of tamariki. Negative experiences were linked with feeling promises made were not fulfilled. This emphasised the importance of setting and maintaining clear expectations with tamariki.
- Tamariki valued frequent contact with their whānau while they were in Tāne Whakapiripiri. Whānau were generally very positive about communication from staff and felt involved in what is happening with their tamariki.
- Engaging tamariki in education was an ongoing challenge and work with schools or supporting tamariki at schools took considerable resources for staff. Accessing education or other daytime activities outside the house was important for tamariki and staff wellbeing.
- Continuing communication between Tāne Whakapiripiri staff and Oranga Tamariki social workers while tamariki were in the house and during transition to whānau was important, but not consistent. Good communication requires time and space to engage from both sides.
- Tāne Whakapiripiri staff knowledge about each young person needed to be shared with whānau and any other professionals who continued to support the whānau post-placement.

### Summary of opportunities:

- Strengthen planning and assessment around education to support engagement while the tamariki are residing at Tāne Whakapiripiri and as part of understanding the transition supports required when a tamaiti returns home.
- Consider what could be put in place to ensure continuity of the cultural support for staff, whānau and tamariki.
- Discuss alternative options and resources available for education with Ministry of Education, for example having tuition available on site.

- Strengthen communication between Tāne Whakapiripiri staff and Oranga Tamariki social workers and with whānau and tamariki to ensure full and shared understanding of how tamariki were progressing and what the next steps in their plans were.
- Engage whānau with wraparound support as early as possible and continuing it beyond Tāne Whakapiripiri to support tamariki returns to whānau. The Barnardos LEAP service has fulfilled this role and should begin with the caregivers as early as possible to enable Tāne Whakapiripiri tamariki to return home, support reattachment and respect the whānau voice.

## Outcomes achieved for tamariki and whānau

### Key findings:

Importance of a smooth transition in terms of access to activities and education supports. The transitions to date have all been from Tāne Whakapiripiri to whānau. Whānau looking ahead to the return of their tamariki can see it as challenging and daunting and both want and value the support offered by the team. The two tamariki who have returned home to whānau are positive and stable. The success of transitions to whānau are underpinned by tamariki desire to be with their whānau, support from Tāne Whakapiripiri, Oranga Tamariki and other services.

### Opportunities for improvement:

Strengthening the early planning for transitions and communicating plans to whānau, tamariki and Oranga Tamariki. As well as working with the needs of the tamariki, awareness of the whānau challenges and working with them to access appropriate supports. Resourcing staff well – giving them time to implement plans, communicate effectively with other stakeholders and ensure a shared understanding of desired outcomes.

## Conclusion

The co-design process was effective in producing a model supported by the partners and establishing working relationships. The governance has been effective but could be strengthened by bringing partner agencies into the Oversight Committee to draw on their resources directly.

The shift in focus to returning tamariki to their whānau during implementation affected other parts of the model. The changes have been made in practice but need to be formalised.

The importance of providing support tailored to each tamaiti came through strongly in discussions with staff. Engaging tamariki with education and other daytime activities was a challenge but was necessary to make staff roles manageable. Their work was demanding and there had been a relatively high turnover, which created challenges maintaining consistency with tamariki. Continuing investment in staff wellbeing could make staff roles more sustainable.

There were indications of positive outcomes for tamariki and whānau who had transitioned out of Tāne Whakapiripiri. Future evaluation will provide opportunities to measure increases in the stability of returns to whānau after Tāne Whakapiripiri. That analysis is not yet possible, but there were indications of improvements for tamariki and whānau.



# 1. INTRODUCTION

## 1.1. Tāne Whakapiripiri

The Tāne Whakapiripiri Care Support Model (CSM) is a two-year partnership between Oranga Tamariki, Barnardos NZ and Key Assets Foundation.

The CSM provides a systemic wraparound approach to stabilising foster placement, developing skills, and providing wraparound support to carers and the professional team working with the children and young people in their care. This includes the provision of a small specialist group home, Tāne Whakapiripiri by Barnardos, and specialist 1-1 care placements by Key Assets.

In 2018, Canterbury Oranga Tamariki identified a group of young people in its care with a very high level of need and a history of multiple failed placements. The target group was defined as tamariki aged 8 to 14 who:

- Have been identified by Oranga Tamariki as 'Priority Tamariki'
- Have experienced multiple placement breakdowns or are in an unstable placement and may need support to prevent a breakdown
- Present with complex emotional and behavioural needs which mean they are unable to settle directly into a foster or other placement
- Have life histories which mean they are unable to immediately form relationships within foster placements so are at high risk of placement disruption
- Have been assessed as presenting with high-level tier three and four needs
- Have an identified care placement to transition to after Tāne Whakapiripiri.

Regional leadership determined that none of the placement options available in the region were a good fit with the group's needs and were unlikely to have better outcomes than the placements already attempted.

Oranga Tamariki invited Barnardos and Key Assets, two non-government organisations providing services for young people, to participate in a co-design workshop. The aim of the workshop was to develop a service offering to respond to the needs of some of those young people.

The resulting model was a specialist group home for up to three tamariki at a time. The aim was to stabilise tamariki and prepare them for a permanent placement, using support characterised by a therapeutic and trauma-informed approach. Oranga Tamariki then operationalised the model by funding and contracting the two providers in a partnership approach for two years (2018-2020).

The partnership identified numerous outcome areas expected to result following implementation. These included:

- Increased placement stability (and reduced placement breakdown)
- Improved children's wellbeing, including learning, engagement, and resilience levels
- Increased skills, confidence and satisfaction for caregivers
- Improved relationship and resilience supports, through times of crisis and transition
- Improved respite care
- Higher levels of foster carer retention and recruitment

- Improved experience of peer support and kin/whānau connection and engagement.

## 1.2. The evaluation

Oranga Tamariki commissioned this small formative evaluation to support its understanding of the model implemented. The evaluation objectives were to:

- Assess what is working well, what isn't working well, and why
- Understand the key project 'success' principles and processes
- Consider whether the CSM is suited to the needs and priorities of children and their families/whānau and Oranga Tamariki.
- Identify any early or emerging (project) outcomes, for example in relation to improved placement stability, stronger caregiving family/whānau relationships, and increased skills and resilience.

The table below provides an overview of the evaluation scope.

Table 1. Summary of the scope of the evaluation.

In scope	Out-of-scope
<ul style="list-style-type: none"> <li>• A scan of the literature to identify success factors for other services</li> <li>• Summary of success factors identified for similar services identified in a scan of the literature</li> <li>• Formative evaluation addressing the questions included in the evaluation framework</li> <li>• Suggested opportunities for improvement</li> <li>• Identification of challenges</li> <li>• Identification of emerging outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Full literature review</li> <li>• Determination about whether any other model from the literature would be better</li> <li>• Evaluation of Oranga Tamariki social worker practice leading up to engagement with Tāne Whakapiripiri</li> <li>• The experiences of tamariki who did not participate in Tāne Whakapiripiri, including those who entered Key Assets placements without entering Tāne Whakapiripiri</li> <li>• Evaluation of the quality or impact of services tamariki are referred to during their time with Tāne Whakapiripiri</li> <li>• Determination of the impact of CSM</li> <li>• Cost-benefit analysis</li> <li>• Quality of clinical interventions</li> <li>• Analysis of assessments – pre/post placement, etc</li> </ul>

### 1.2.1. Evaluation planning

We developed a draft logic model to guide the evaluation based on our review of project documentation and an initial meeting with the Oversight Committee and Oranga Tamariki Evidence Centre staff. The final version (Figure 1) incorporates their input.



Figure 1. CSM logic model, finalised with input from the Oversight Committee, developed for the evaluation.

Planning for the evaluation also included development of an evaluation framework (Appendix One). The content of the framework guided the development of data collection tools and data analysis.

### 1.2.2. Evaluation approach

The evaluation was divided into three phases as shown in the overview diagram (Figure 2).

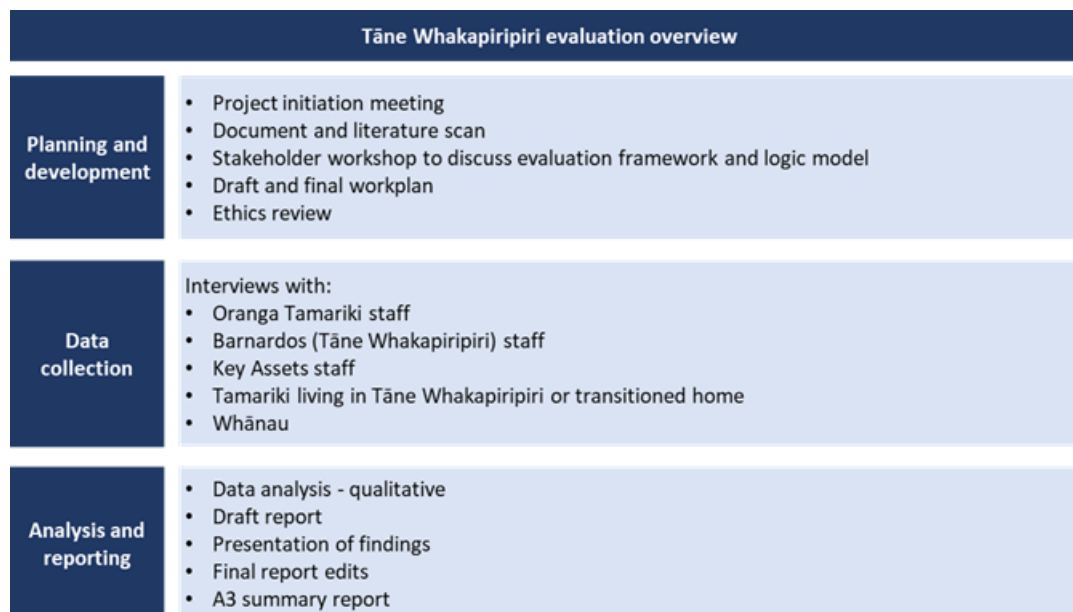


Figure 2. Overview of the evaluation approach.

Data for the evaluation came from interviews with participating tamariki, whānau, and professionals from Oranga Tamariki, Barnardos and Key Assets (Table 2).

Table 2. Overview of the interview participants.

Participant group	Number of interview participants	Number of interviews (some had multiple participants)
Oranga Tamariki staff		
Canterbury site managers	3	1
Lead social workers	6	3
Other staff	4	2
Other participants		
Barnardos staff	8	4
Key Assets staff	2	3
Ministry of Education	1	1
Tamariki and whānau		
Tamariki living at Tāne Whakapiripiri	3	3
Whānau of tamariki living at Tāne Whakapiripiri	2	2
Tamariki transitioned home to whānau	2*	2
Whānau members of tamariki transitioned home	5	3

\*Note: One of the tamariki who transitioned home decided not to be interviewed.

The approach to recruiting participants differed for each group:

- Tamariki, whānau and caregivers: Due to the small number of tamariki participating to date there was no need for a sample/selection process. There were six participating tamariki including three who had returned to whānau and three currently in Tāne Whakapiripiri. We attempted to recruit all tamariki and their whānau for interviews using the process below:
  - Briefing the lead Oranga Tamariki social worker for each tamaiti
  - Developing an individual plan for each tamaiti and whānau
  - Oranga Tamariki lead social workers or Tāne Whakapiripiri staff presented each tamaiti and whānau with a letter introducing the evaluation
  - Scheduling interview times with tamariki and whānau.
- Key Assets, Barnardos and Oranga Tamariki staff and other stakeholders: Oranga Tamariki staff provided a list of potential participants. We selected participants in discussion with Oranga Tamariki. Almost all stakeholders were contacted and interviewed by:
  - Developing a letter describing the evaluation and what participating in an interview involves
  - Sending the letter to contacts as an email attachment and including a simple information sheet
  - Following up by phone to answer any questions and request a time to schedule the interview.

### **1.2.3. Strengths and limitations**

Evaluation findings should be interpreted with the following strengths and limitations in mind:

- This evaluation is formative and small in terms of the timeframe available and the budget.
- Outcomes are not the focus, but reporting includes some early indications of outcomes for tamariki and whānau.
- While the evaluation spoke with a relatively small number of participants, that number represented a high proportion of the participating tamariki and whānau and had good coverage of the staff and stakeholder groups.

## 2. THE MODEL

### 2.1. Development of the model through co-design

Interview participants across the three organisations saw the co-design approach to developing the model as successful because it:

- Resulted in a design supported by all three organisations, which all stakeholders saw as addressing the need identified in Canterbury
- Set the foundation for open and effective communication between the partners.

The co-design process allowed the partners to use their knowledge and expertise to think about how to create approaches to supporting the target group of tamariki with high and complex needs. It was consistent with the cooperative and open approach of the participating organisations, which stakeholders saw as a strength of the Canterbury region.

The resulting model fitted with the Oranga Tamariki shift in focus away from large residential facilities towards more relationship and whānau focused residences offering intensive support during incoming and outgoing transitions. This shift in focus was consistent with the Section 7AA care standards<sup>1</sup> and was seen as having the potential for more stable placements with whānau or other caregivers, even for tamariki with high needs.

### 2.2. Overview of the model

Figure 3 below provides an overview of the current model and highlights the changes from the planned model.

---

<sup>1</sup> The national care standards came into effect in July 2019 and arose from the Expert Advisory Group's review of the care and protection system. More background information is available at: <https://www.orangatamariki.govt.nz/assets/Uploads/Care-standards/Care-standards-background-information.pdf>

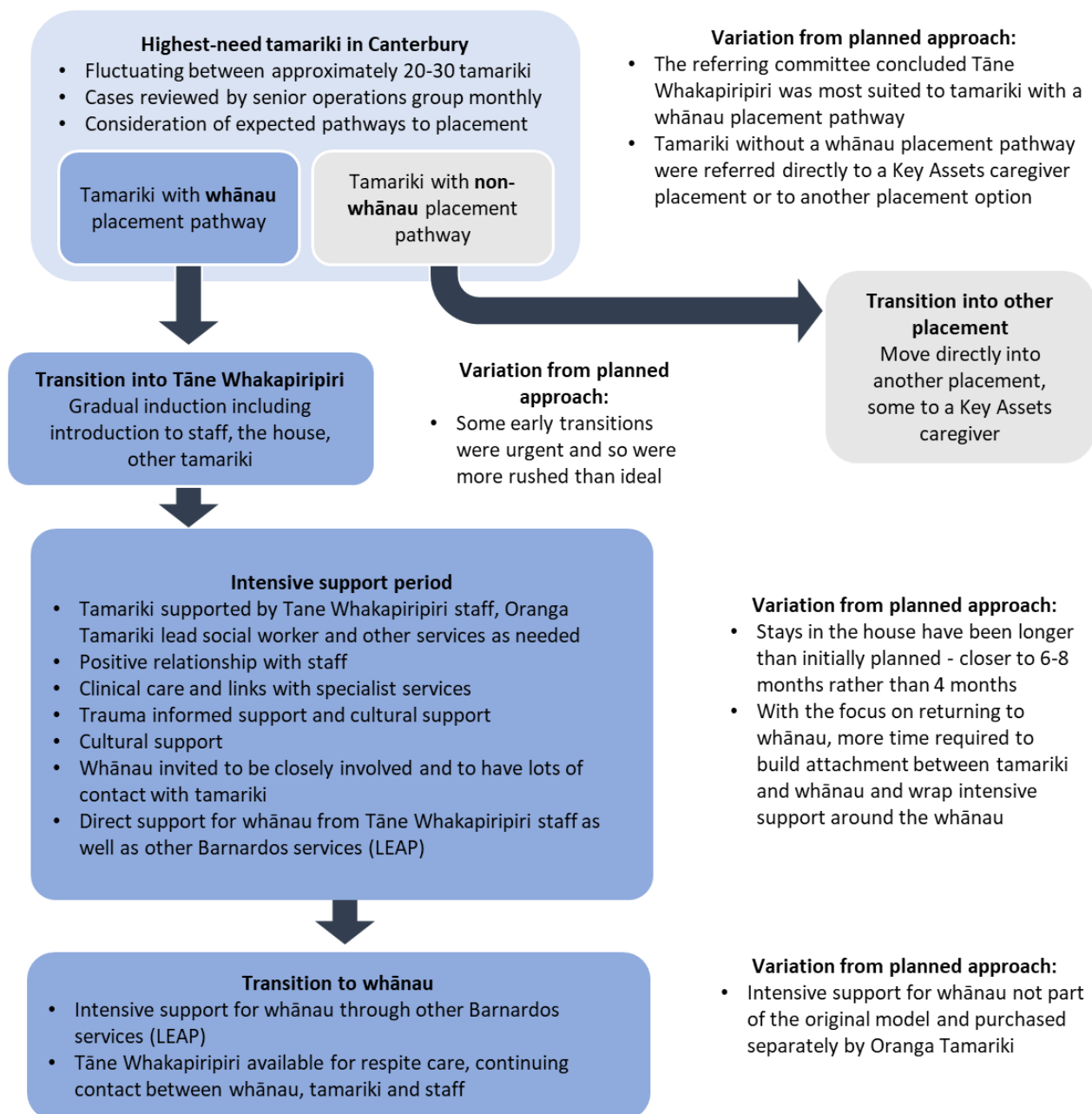


Figure 2. The Tāne Whakapiripiri operating model including notes on variations from the planned approach

The current operational model evolved from the model initially implemented following the co-design process in the following ways:

- **Shift in focus to whānau placements:** The original intention was to create a pathway for high-need tamariki with multiple failed placements into stable, long-term placements. They were expected to need a placement with Key Assets non-whānau caregivers who had training, expertise and funding to care for high-need young people. Instead, the focus shifted to returning tamariki to whānau after Tāne Whakapiripiri. The shift was driven by:
  - A shared view of the importance of tamariki returning to their whānau
  - Challenges finding non-whānau caregivers with the training, experience and availability to provide stable, long-term placements for the targeted tamariki
  - Tamariki seeing themselves living and thriving at home and expressing that by absconding from Tāne Whakapiripiri to spend time at home.

This shift became self-reinforcing as the selection committee added availability of a whānau placement pathway to the selection criteria.

*When we look at high need ones, we're looking for the ones who are heading for a whānau placement to return home. Those are the ones we're tending to identify. (Oranga Tamariki)*

Tamariki who needed a non-whānau placement could take a different pathway to placement and some have been placed with Key Assets caregivers directly. Stakeholders generally saw the emphasis on whānau placements as positive because Tāne Whakapiripiri was able to provide the support needed to build a stable whānau placement.

- **Reduced Key Assets involvement:** With tamariki transitioning to whānau placements, there was no demand for the Key Assets non-whānau caregivers. This resulted in reduced communication between the Barnardos Tāne Whakapiripiri team and Key Assets because there was no joint work.
- **Longer duration in Tāne Whakapiripiri:** The planned approach was for tamariki to spend four months in Tāne Whakapiripiri. In practice, the duration was expected to be six months or longer. The extra time was needed for staged transitions back to whānau and to provide intensive support to both tamariki and whānau.
- Stakeholders saw the increased duration as positive and a necessary change to support returns to whānau. They emphasised the importance of robust planning and consultation including all professionals working with tamariki through the longer journey towards placement.
- **Supporting whānau outside Tāne Whakapiripiri:** With the shift in focus to whānau placements, additional support for tamariki and whānau outside the Tāne Whakapiripiri home was needed. The Tāne Whakapiripiri staff showed the flexibility to work with tamariki and whānau in their own homes. In addition, the Barnardos' LEAP<sup>2</sup> service was available in Christchurch to deliver this support, which was funded by Oranga Tamariki.

There is an opportunity for the Oversight Committee and Oranga Tamariki leadership to review and formalise these evolutions to the model. This process could use the same co-design approach as the model's original development, given the stakeholders' common view that the co-design approach was successful.

*So there's an opportunity to formalise it, get a lot more focus on owning that piece if we are the service focused on doing the intensive work to get kids home, these are the steps we need to take. (Oranga Tamariki)*

It is important to note that the evaluation scope was limited to tamariki who had been referred to Tāne Whakapiripiri. Other young people had been referred from Oranga Tamariki to Key Assets caregivers without entering Tāne Whakapiripiri. These tamariki, their experiences and the work done by Key Assets supporting them are not included within the scope of this evaluation.

### 2.3. Governance and management

Tāne Whakapiripiri was a response to a need identified at the regional level in Canterbury. Its governance arrangements reflect its regional origins as well as the partnership between Oranga Tamariki, Barnardos and Key Assets. Within Oranga Tamariki, both Partnering for Outcomes and

---

<sup>2</sup> LEAP is a Barnardos service for children and families facing multiple challenges with holistic support for tamariki and whānau. More information is available at: <https://www.barnardos.org.nz/what-we-do/child-and-family-services/leap/>.



Services for Children and Families teams were heavily involved and brought different perspectives to governance. The active participation of all stakeholder groups was a strength because any challenges could be raised and addressed with everyone in the room.

Through the implementation, the project was overseen by the Establishment Group which was later succeeded by the Oversight Committee. Initially the Oversight Committee had a governance function and looked at progress updates and risks but did not discuss individual cases. Meetings were an opportunity to review progress and communicate how things were going.

A need for oversight of the practice around tamariki was identified to complement the Barnardos in-house Tāne Whakapiripiri meetings, so Oversight Committee meetings with a management focus were added. They included a review of individual cases to increase the visibility of the work being done and allow discussion of the details of individual cases, including Tāne Whakapiripiri tamariki and other tamariki who entered caregiver placements through Key Assets directly (outside the scope of the evaluation).

The two series of meetings were eventually merged to make logistics easier. However, combining the management and governance functions limited discussion of bigger picture for the model, because of the need for detailed review of individual cases. It could also be difficult for the operations team representatives to discuss the perspectives of the Oranga Tamariki site managers and social workers and respond to the issues raised by the Tāne Whakapiripiri team.

This meant that the focus of the Oversight Committee meetings became a discussion between Barnardos and Oranga Tamariki on the Tāne Whakapiripiri tamariki and then a discussion between Key Assets and Oranga Tamariki on the tamariki who entered placements directly. There was minimal overlap between the roles of the two partner organisations as no tamariki participated in both Tāne Whakapiripiri and a Key Assets placement.

The Senior Māori Advisor on the Oversight Committee is Ngāi Tahu with direct links to the iwi and is employed by Oranga Tamariki. Embedding this role in the governance group meant a te ao Māori perspective was included in the Tāne Whakapiripiri leadership. Iwi were also invited to be a part of the implementation process and were involved in discussions on tikanga processes within Tāne Whakapiripiri. Connections with iwi have been important to Tāne Whakapiripiri and should continue to be part of the model.

Stakeholders identified an opportunity to include a Ministry of Education representative on the Oversight Committee. As noted in section 4.6, work to re-engage tamariki with education or other day-time activities was both demanding and essential from both staff and tamariki perspectives. The Ministry of Education has resources and powers available to provide access to education placements and supports for tamariki. While Oranga Tamariki can also enrol tamariki in education, the complex nature and backgrounds of the tamariki meant collaboration could identify more sustainable options for them.

## **2.4. Selecting tamariki for Tāne Whakapiripiri**

The Oranga Tamariki regional leadership team in Canterbury meet monthly to review tamariki with high and complex needs. They discuss the circumstances of each tamaiti and consider the best next step for each. Tāne Whakapiripiri is one of the available options and is not intended to be suitable for all. Tamariki are eligible if they:

- have high and complex needs, likely including experience of trauma

- fit the age range, ie are 8 to 14 years old
- have a history of failed placements – some have had up to a dozen failed placements
- have a pathway to placement available – initially to a whānau placement or a non-whānau placement through Key Assets, but this changed to focus on those with a whānau placement pathway only.

Once a tamaiti was identified as a candidate for Tāne Whakapiripiri, the next step was to determine whether they were good fit at the time. This was discussed by the lead social worker for the young person and the Barnardos team who considered more than just the eligibility criteria. It was important that the tamaiti be a good fit with the tamariki already in the house because adding to the group has the potential to change the dynamic. The likelihood of tamaiti matching well with staff was also important.

Timeliness was another consideration at both stages of the selection process. Tamaiti could come to the selection committee's attention following the failure of a placement or while looking for a new placement. There was sometimes a sense of pressure to accept young people without a placement plan or without time for a gentle transition because of the urgent need for a placement.

One of the early tamaiti to enter Tāne Whakapiripiri did so with only a very short amount of time available for the transition. While the outcome was ultimately positive, the transition into the house and subsequent stabilisation took longer and had more issues than would have been likely with a slower and more planned transition. The selection committee has since been conscious of ensuring enough time for a planned introduction to Tāne Whakapiripiri.

Tamariki who appeared to be a good fit for Tāne Whakapiripiri could also come to the attention of the Oranga Tamariki operations team in between leadership team meetings where high-need cases were reviewed. This wait time could be difficult for social workers who were looking for a placement option for tamariki as soon as possible.

Ultimately, stakeholders considered the selection process was successful and had resulted in tamariki who were a good fit in terms of their level of need and their suitability for the service entering Tāne Whakapiripiri.

---

### **Key findings on the model:**

- All stakeholders were very supportive of the co-design process used to develop the model. There was consensus that the model was a good fit for the need of the targeted tamariki in Canterbury and that the need remains.
- The model has evolved significantly. Much of the adaptation has been driven by the shift in focus to tamariki with a pathway to returning to whānau, which has become part of the selection process.
- The Oversight Committee has been a strength of the model, bringing together stakeholders from all partners in governance and management.
- Iwi were invited in to be a key part of the co-design process which set the foundation for continuing engagement.
- The selection process has delivered tamariki fitting the target group to Tāne Whakapiripiri and the need to allow time for a planned introduction to the house has been recognised by all stakeholders.

---

## Summary of opportunities:

- Use the co-design approach to review and formalise the changes in the model and give all organisations clarity about their roles.
- Renew the Oversight Committee by considering the best way to ensure there is enough focus on both governance (including the 'big picture' issues of the model) and management (including the complexities, challenges and successes of managing individual cases). This may be best achieved by returning to a separation of the governance and management functions, allowing different attendance and meeting frequency for each.
- Consider whether the Oversight Committee could be strengthened by including other agency representatives, especially given that the tamariki require a range of other specialist supports. Including a Ministry of Education representative could be valuable given the challenges around engaging tamariki in education.
- Consider the likelihood that at some point there may be tamariki participating in Tāne Whakapiripiri who are not able to return to whānau and how communication and collaboration between Oranga Tamariki, Tāne Whakapiripiri staff and Key Assets can be strengthened to maintain dual pathways into whānau and non-whānau placements.
- Re-visit planning for placing tamariki in non-whānau care in light of the development of the return to whānau pathway. This would require a strengthened relationship between Tāne Whakapiripiri and Key Assets to understand how the knowledge, skills and support available from each organisation could support a non-whānau placement.

### 3. IMPLEMENTATION

#### 3.1. Implementing Tāne Whakapiripiri

Oranga Tamariki support with project management and driving the project forward in the establishment phase was valuable and seen as a strength.

Oranga Tamariki worked closely with Barnardos to find the right property. The eventual Tāne Whakapiripiri house was a good fit for the model. It was in a residential area and blended with the other residences in the street as 'just another house'. It was situated at the end of a right of way so allowed some privacy from the main street frontage And large enough for the tamariki and staff. Staff held events for neighbours and welcomed them into the home. Iwi played a key role in the opening of Tāne Whakapiripiri and blessed the whare.

Recruiting staff for the house was challenging as roles required provision of trauma-informed support to tamariki with high and complex needs. There was a combination of clinical (currently a community-based psychologist) and pastoral care (youth worker and social worker) roles. The cultural advisor, who also worked with other specialist group houses, saw the clear definition of roles as a strength.

After recruitment, Barnardos has continued to invest in training staff to equip them to manage tamariki behaviour and to work with the intensity of need of tamariki as well as their whānau.

It also took time to prepare the resources and systems to support staff in their roles. Staff reflected on the early challenges when they worked with paper notes and without computer systems. They acknowledged that the foundations of Tāne Whakapiripiri operation were being built as they went. While staff managed within this environment, they felt they were playing catch-up and would have benefited from more time to prepare.

*We are like a V8 only firing on four cylinders. (Tāne Whakapiripiri staff).*

Staff retention has been an issue, with four staff leaving within a 10-month period. The need for a consistent staff presence in the house and the demands associated with working with tamariki with complex and high needs and erratic behaviours mean the role was likely to appeal to a relatively small group of candidates. While the remuneration was consistent with similar roles, staff still felt it did not reflect the demands of their roles or the skills and experience required to do them well.

*No one does this mahi for money, it's a kaupapa mahi, but [our roles] are undervalued. We do get community acknowledgement and admiration. While the remuneration is in line with the sector and pay equity, why not try to be a leader and be different and creative around how to staff TW maybe with full time part timers, being flexible adaptable and creative, maybe offer other incentives eg. Gym memberships, to get others interested in the care industry. (TW staff)*

There is usually a team of two staff per shift however this has not always been sustainable. While challenges remained in recruiting new staff, the current team described the environment as warm, positive and welcoming. Staff reported that current staffing levels were lower than ideal at times but manageable, however additional staff with appropriate skills and experience would be needed if occupancy increased as expected. Issues with staff quality or quantity could quickly impact tamariki. For example, conflicts and aggression between tamariki need staff on hand to manage the domino effect that can result when one tamaiti "kicks off". There are personality dynamics that need to be managed between the tamariki, and this also requires appropriate resourcing. When relief staff are

brought in, permanent staff noted that there was an increase in incidents. (Note that the Barnardos policy is that relief staff are not cleared to work alone with tamariki.)

*On the Barnardos policy, technically you can't have Geneva staff (relief staff) left alone with the young people, that presents you with an issue as you are limited to what you can do. Sometimes there are up to four to five staff changing over in an hour and the tamariki will pick up on the change in energies. The boys will elevate where there are a lot more people in the house. (Tāne Whakapiripiri staff)*

Day-to-day, two youth workers (one male and one female) worked in partnership from 3pm through to 9am, rostered one-week on and one-week off. The hours from 9am to 3pm were intended for staff to rest and recharge before their next shift. The demands of the role meant this time was valuable to staff members, and many used it as an opportunity to get off-site and focus on themselves so they could better care for the tamariki when they returned at 3pm.

Keeping the 9am to 3pm period free was a struggle for staff. Engaging tamariki in education or other activities outside the house was difficult and the need for time to plan, review risks or issues, coordinate with other services, and other administration put pressure on that time. Staff noted difficulty doing proper handovers at the end of their weekly shifts and properly planning for tamariki daily needs. Detaching the office environment from the house (still on the same property but less accessible) could make it easier to manage those demands.

Staff described the high demands of the role in terms of effort, energy and responsibility. Support such as professional supervision (currently provided internally) and cultural supervision were available and important for sustainability. The cultural advisor provided the cultural supervision and himself accessed supervision from kaumatua to guide tikanga.

Staff reported they often made priority calls between their own self-care and meeting the needs of the tamariki. Staff did not want to take the stress and challenges of their work in Tāne Whakapiripiri home with them. They provided feedback on opportunities to further support staff self-care:

- Support to access classes for mental and physical wellbeing, for example meditation, fitness, gym memberships, or yoga
- Access to external professional supervision
- Time allocated for professional development.

### **3.2. Implementing the non-whānau caregiver component**

Key Assets led the non-whānau caregiver component of the model. The intention was to recruit and prepare a group of caregivers who would be available to take on tamariki placements following a period of intensive support and stabilisation in Tāne Whakapiripiri. The placements were to be bespoke with:

- One tamaiti in care only
- Dedicated caregiver(s) trained and ideally experienced in caring for tamariki with trauma
- A high level of funding with good remuneration for caregivers
- Cultural match with tamaiti
- Support for caregivers and tamariki from a therapist, social worker, youth workers and others within Key Assets

- Respite care from Tāne Whakapiripiri.

New caregivers fitting the required profile needed to be identified, recruited and trained. Ideally, there would be a full year available for this process before referrals began. Creating a pool of appropriate caregivers available to take referrals is resource intensive and asks for a big commitment from the caregivers. Experience caring for tamariki with trauma is rare and this, together with the need for caregivers to give up work, meant there was a limited pool of people from which Key Assets could recruit.

---

### **Key findings on implementation:**

- Good communication between the partners strengthened the implementation process, allowing all organisations to hold each other to account.
- There were challenges finding the right staff for Tāne Whakapiripiri but the current team was very positive about the culture of the residence.
- Building the right team is an essential ingredient for the success of Tāne Whakapiripiri. The team has been challenged by turnover in some key roles, which limited the extent a consistent environment and relationships for tamariki could be created.
- Keeping daytime hours (9am to 3pm) free was very important for staff to manage their wellbeing, but tamariki were often still in the house needing support.
- Professional supervision and cultural supervision have both been very valuable to Tāne Whakapiripiri staff.
- Relief staff are available but there are some restrictions on what they can do. Relationships play a big part in connecting effectively with tamariki; short-term interventions and relief staff can affect the temperament of the tamariki.

---

### **Summary of opportunities:**

- Look for opportunities to ringfence time for staff handovers and planning.
- Focus on managing staff levels and the resources and supports needed to keep the daytime hours free for staff to look after their own wellbeing.
- Consider other opportunities to support staff to manage their wellbeing and make their roles sustainable, given the intensity and challenge of the work.
- The Oversight Committee lead on reviewing the systems, processes and policies that support the delivery of Tāne Whakapiripiri, as the day-to-day demands for staff in supporting tamariki limited time to plan, document and formalise processes.

## 4. SUPPORTING TAMARIKI IN TĀNE WHAKAPIRIPIRI

### 4.1. Transitioning into Tāne Whakapiripiri

Staff and stakeholders saw a smooth transition into Tāne Whakapiripiri as a critical step. Staff wanted to approach transitions in a planned and structured way, with the following critical elements:

- Whanaungatanga with staff and tamariki: Tamariki could visit the house to meet and greet both staff and the tamariki already living in the house. The effect of the new tamaiti on the tamariki group dynamics was an important consideration in bringing a new tamaiti into the house. Whakawhanaungatanga included hosting a whānau dinner in the house.
- Planning: Identifying the needs of each tamaiti, understanding what supports and services were required and available, creating a plan to ensure all resourcing was in place and including the tamaiti voice in planning.
- Inclusion of whānau: Whānau inclusion in the transition was especially important given the goal of supporting tamariki to return home after Tāne Whakapiripiri.

Approaching transitions in this way was very dependent on enough time being available. Faster transitions lead to more challenges settling and stabilising tamariki. In two instances early in the implementation, tamariki were introduced quickly into the house. One tamaiti exited a youth justice residence and needed to be placed immediately so Tāne Whakapiripiri staff had one day to prepare and transition the tamaiti into the house.

As noted above, the speed of some of the early transitions into Tāne Whakapiripiri meant that staff were not equipped to provide the support the tamaiti needed. Staff expected that more gradual transitions would result in more stable and better supported entries into the house.

Fast transitions may have contributed to uncertainty for some whānau and tamariki around the purpose of Tāne Whakapiripiri, how long it would be available and why they were selected. Both tamariki who had left Tāne Whakapiripiri were unsure why Tāne Whakapiripiri was the identified option for them. Some of the young people still residing in the house had said they were not sure why they were there. Whānau commented that they did not know how long tamariki could stay, and some tamariki did not seem to understand what Tāne Whakapiripiri was trying to achieve.

### 4.2. Identifying and planning for the needs of the selected tamariki

Assessing tamariki needs was part of the transition into Tāne Whakapiripiri and continued throughout their stay and transition home. Staff discussed two different planning activities for tamariki separately: planning for addressing their day-to-day needs and planning for their transition home.

Staff used the 'All About Me' plan model, which was being developed as a template. The plans were intended to be a collaboration between the Oranga Tamariki lead social worker, the Barnardos clinician and residential youth workers, with all professionals sharing information on risk factors and contributing to the plan. Finding the time and resources to do the right amount of planning for day-to-day needs and transition needs was challenging.

As expected for the tamariki targeted by Tāne Whakapiripiri, staff identified a combination of needs for each tamaiti. They were often complex and/or severe enough to require specialist support. Staff had a good understanding of tamariki behavioural needs and specialist education and learning assessments were important for building the overall picture for tamariki. It was not clear whether



needs assessments were consistently completed. Proper planning to support tamariki needs required specialist input, including from Oranga Tamariki or other agencies.

Some Oranga Tamariki social workers had expectations of Tāne Whakapiripiri resources and its services that were out of scope. In other cases, when Tāne Whakapiripiri staff had sought support from other agencies, they encountered push back on the basis that Tāne Whakapiripiri was funded to care for the young person. Increasing awareness of the scope of support Tāne Whakapiripiri is able to provide could avoid these issues in the future.

### **4.3. Individualised support for tamariki**

The overarching principle of Tāne Whakapiripiri support is responsiveness to individual needs. Stakeholders identified the flexibility of Tāne Whakapiripiri as a strength. Stability of the placement in Tāne Whakapiripiri was also important in allowing staff to understand the support each tamaiti needed.

*It's good that he is now in one place and not being moved round and round like he was. He would rather be with family like any kid, but at least in the house he is stable. (Whānau)*

The services and supports offered and implemented were continually adapted to tamariki needs. There was no one size fits all approach in the model. While there were similarities in difficult and often complex behaviours, each situation required its own unique approach specific to the tamaiti. One tool used was a system which gave tamariki rewards to reinforce positive behaviours. Tamariki could choose their own rewards and were fully aware of the system, its benefits and consequences.

A key component of the model was that tamariki had a voice in their care. This was achieved in part through staff planning daily activities alongside the young person, and where applicable, their whānau. Staff incorporated the activities tamariki enjoyed into their daily routines. For example, some tamariki loved to cook. Staff encouraged their interest and the tamaiti had freedom to cater for themselves under supervision.

### **4.4. Relationships between staff and tamariki**

Building rapport and trust and forming close relationships with tamariki was part of the process for staff. Tamariki needed a consistent relationship with at least one member of the Tāne Whakapiripiri team and with their whānau.

Stability of the placement in Tāne Whakapiripiri enabled tamariki to build relationships with staff. Tamariki were positive about how they got on with the Tāne Whakapiripiri team. Even those young people who had difficult times within the home (in some cases running away), reported that staff were friendly, nice and that they care. Tamariki in the house identified "favourite" staff members. They spoke positively and fondly about the staff member when describing attributes, they liked about the person and the activities they liked to do.

*They were all different, they had different personalities. They all made me smile. Sometimes they pissed me off at the start, but at the end it was better. (Tamaiti)*

The younger tamariki staying in the house could form attachments to staff quite quickly. Staff were conscious to manage that attachment because of the transitional nature of the service. This required a fine balance and was more challenging the longer tamariki remained at Tāne Whakapiripiri.



It was important that tamariki saw the staff follow through on everything they said they would do or make happen. Negative feedback about staff was linked to tamariki feeling they had not delivered on what they said they would.

*They were pretty useless to be honest. They weren't on board with everything they said they would do, they promised us stuff that didn't happen. (Tamariki)*

## 4.5. Cultural support

The cultural advisor for Tāne Whakapiripiri also worked with the other Barnardos specialist group homes in Canterbury. His role was kaiarahi reo, kaiarahi Māori – overseeing the daily service delivery of tikanga Māori and te reo Māori. His role extended to supporting staff, whānau and tamariki. Early in implementation, the contribution of the cultural advisor was recognised as valuable resource and his hours were expanded to allow more time for engagement with staff, tamariki and whānau.

The cultural advisor and other staff encouraged tamariki to use their connections to te ao Māori to express their dreams and aspirations. For example, in the rewana strategy the cultural advisor used kai as an icebreaker, encouraging other staff, particularly social workers to 'put away the tick boxes' and just sit down with whānau over a kai and get to know them, building trust and breaking down the barriers to conversation – whakawhanaungatanga.

*I find it easier working with the Tāne Whakapiripiri staff over Oranga Tamariki staff. The difference being that they communicate with me, they tell me if he is having a good day or a bad day they let me know. (Whānau)*

The cultural advisor saw the methodology applied by mainstream practitioners as different. He applied a cultural lens to the work required. He used the rewana strategy to build knowledge of tamariki before speaking within professional forums about them.

Another example was the use of drawing as a strategy with two of the tamariki. He asked them to draw a picture of their dreams and aspirations and used the result as the basis for conversation.

The cultural advisor advocated for activities leading to connectivity with local iwi and local communities. Activities such as mau taiaha, going to the ngahere, identifying rongoa, manu, kararehe and waka ama were opportunities for tikanga and cultural experiences to be shared with tamariki as part of their own self-discovery and identity development. Tikanga practices were about connectivity and found relevant for all cultural backgrounds. Tamariki had strengths gained through their life experiences which could be recognised in teaching them new ways to express themselves safely.

The cultural advisor also worked with staff to support them to connect in a meaningful way. He provided cultural supervision and found the staff willing to learn. He ran group cultural development sessions. The cultural advisor was developing tools, strategies and resources to support staff to incorporate more te reo and tikanga practices into their daily practices and processes.

The cultural advisor was also developing resources, such as illustrated karakia and whakatauki, to be posted around the whare. It was important to him that these were not just kupu on a piece of paper. The use of images to portray the messages that are being conveyed were a way to give life and meaning to the words.

While the cultural advisor thought this might be a challenge, he had his own way of developing them using simple whakawhanaungatanga and his own artistic way of helping tamariki and whānau connect with their identity.

The strategy and methodology used to ensure cultural safety within the workstreams was still developing. Staff responded well to cultural supervision as it catered to their broader wellbeing needs. The resourcing for cultural support needed to be addressed as it sat with one individual across a whole organisation within the region and this person was often stretched across many needs within and outside the organisation.

Reconnection with iwi could be an important step in supporting identity development and connection to community. However, the cultural advisor acknowledged that there were challenges with some whānau and tamaiti not identifying with their whakapapa. Connection could be strengthened through building cultural identity through activities like educational trips to culturally significant areas within their local community, exposing them to their identity by visiting local areas of historical existence.

## **4.6. Education and other daytime activities**

For tamariki, the 9am to 3pm period was their chance to be outside the house. If they did not have that opportunity there could be behavioural challenges. For example, where there was conflict being in each other's space all day, staff arranged support for tamariki to engage with education or other activities to keep them occupied, stimulated and learning.

### **4.6.1. Engaging tamariki in education**

Engaging tamariki in education was a considerable and ongoing challenge for staff. Typically, time away from learning for tamariki added to a lack of social development and their educational needs not being met. However, tamariki complex needs and concerning behaviours within school settings made it difficult to create a sustainable learning experience, even with the special school placements funded by Oranga Tamariki specifically for young people in its care. Other issues also contributed including lack of regular attendance, frequent moves in the past and likely changes in living situations in the future. Ultimately, schools were reluctant to enrol the Tāne Whakapiripiri tamariki.

A full education assessment would be an asset for tamariki as they returned to whānau. Without that, the knowledge of the support tamariki needed to engage in education could be lost or at least not communicated. Tamariki could be put off attempting to re-enter education after returning to whānau when realising they are 18 months behind, which could impact successful transition to placement.

### **4.6.2. Other day activities**

Difficulties accessing education meant there was a need for Tāne Whakapiripiri staff to step into the gap and provide activities and supervision.

Staff required a buffet of activities because every day was different. Staff reported there were no barriers in resourcing activities or supports to address tamariki needs. Tamariki enjoyed participating in rock climbing, mountain biking, swimming and other exciting and engaging activities. Staff understood there were processes for implementing outdoor activities, but they were not a barrier.

Later in implementation, Tāne Whakapiripiri employed a staff member to specifically engage tamariki in activities inside the house in the daytime. The staff member could turn activities in the home into learning opportunities but was not a qualified teacher.

## 4.7. Working with whānau

As described in Section 2, returning tamariki to their whānau was the planned pathway for Tāne Whakapiripiri. Whānau were involved in three ways:

- Day-to-day contact with their tamariki: Spending time in Tāne Whakapiripiri including activities like coming over for dinner, doing homework with their tamaiti, or being in contact by text or phone.
- Involvement in planning: Contributing to plans and decisions about tamariki pathways.
- Preparation for tamariki returning home: Learning and upskilling to prepare for tamariki to return home.
- Reattachment: Re-establishing attachment between whānau and their tamariki.

Tāne Whakapiripiri staff emphasised the importance of close contact with whānau to support the goal of returning tamariki to their whānau. Several of the tamariki had a strong desire to be around their whānau and to return home, which in some cases led to tamariki absconding from Tāne Whakapiripiri. Managing those behaviours was challenging for staff because of the implications for safety and their responsibility to care for the tamariki. Staff responded by creating opportunities for whānau to spend time in the house with their tamariki. For one tamaiti, Tāne Whakapiripiri supported an earlier return home to whānau than originally planned.

*They finally saw that me and [whānau] were all good, and then I just ended up going home. (Tamaiti)*

Staff were able to contact whānau independently of Oranga Tamariki social workers and whānau were very positive about the amount of contact. Inclusion and progress updates with regular planned contact with the tamariki was valued by whānau.

*I don't like the situation me and the kids are in, but it makes me feel good knowing what he is up to. Knowing he is safe, knowing that he is happy, and that makes it easier for me to be able to focus on myself and what I need to do. (Whānau)*

Staff utilised venues such as libraries and McDonalds for meeting places to remain flexible. Day-to-day contact was more challenging for some tamariki. Some whānau members were in prison. Where it was possible, regular contact helped whānau members feel involved and built connections between them and their tamariki.

*They still made me feel like mum. Updates on how [tamaiti]'s day is, or if he is having a bad day and might not be able to visit. (Whānau)*

Two tamariki living in Tāne Whakapiripiri at the time of the evaluation had daily contact with whānau and regular scheduled visits were currently underway or being planned.

Tāne Whakapiripiri staff reported that forming relationships with whānau and stability of placement helped build trust with the young people. The same could be said for whānau, as they felt valued and included in the progress of the tamariki.

*Yeah they treated you like family. When I went over for dinner the second night, they were like right your turn to do the dishes, you've been here before you're no longer a guest, you're on dishes. I was like "are you for real?" but yep they were and I was on dishes [laughing]. (Whānau)*

Spending the time in the house could be demanding for some whānau as well. One suggested more supported visits from tamariki to their homes.

*... I would have to go there daily and when they couldn't pick me up I was bussing, and I would get off the bus and walk ... and I would cook her tea, do the washing, help with her homework and I was doing that every day and it was very, very tiring. I think it needs to be done more in the home because that's where she is coming back to. (Whānau)*

Tāne Whakapiripiri staff also worked with whānau to prepare for their tamariki to return home. While working alongside whānau was within scope for Tāne Whakapiripiri staff, they had to be realistic with expectations about return to whānau, and had to tread carefully in offering support in a way that did not set whānau up to believe there was certainty they would get their tamaiti back in their care. That decision was made by Oranga Tamariki.

*I am doing everything to get them back but I don't know that they would let me have them back because they have given me so many chances previously, but that's what I am working towards. (Whānau)*

That required a gentle approach. Some whānau members reported uncertainty around whether their tamariki would ever be able to return home and what the Oranga Tamariki role would be in the future.

*I was too scared to hope a return home is possible. (Whānau)*

*I don't talk to [tamaiti] about him coming home because we don't know that it's going to happen. But I am honest with him about what I am doing, I just don't like to put hope in him when we don't know what will happen. (Whānau)*

Tāne Whakapiripiri staff and Barnardos LEAP staff provided intensive support for whānau through tamariki transitions back to whānau. Examples included working with whānau to develop their parenting skills, understanding trauma and increasing awareness of the supports available in their communities.

Tamariki time in the house was to allow for supports to be set up for whānau and tamariki post-placement. This contributed to placements exceeding the original four-month timeframe. Staff worked with whānau inside Tāne Whakapiripiri as well as in the whānau home. Staff identified a need for more support services for whānau to prepare them to receive their tamariki. Staff saw having access to a Whānau Ora focused wraparound service to support whānau, while Tāne Whakapiripiri provided wraparound support for the young person, as critical. This role was performed by the Barnardos LEAP service purchased by Oranga Tamariki for the tamariki.

*I know it would be a massive challenge for me if he comes back. I would need so much support because I know what he has been through and I know what he is like. I think I would be alright, but I know I would need support. (Whānau)*

Working with whānau could place a significant demand on time and resource for the staff. It was also a larger part of the role than anticipated in planning the model.

#### **4.8. Connecting tamariki with other supports**

Tamariki needed support from a range of specialist services, some of which were not able to be provided by Tāne Whakapiripiri staff. Examples included collaboration and early engagement with:

- Police and youth aid officers
- Oranga Tamariki
- The psychiatric team
- Whānau services
- Education services
- Mentors, special education and the High and Complex Needs unit.

The Tāne Whakapiripiri team established links with community services close to the house's physical location to ease the engagement process if or when they were needed by tamariki.

Staff had strong communication and collaboration across the community, supported by pre-existing relationships between Barnardos and other services. Staff connected with outside organisations to link tamariki with mental health services and other support agencies.

It was observed that Tāne Whakapiripiri staff assumed responsibility for supporting whānau needs to benefit the young person and the potential for them to transition home. However, when Tāne Whakapiripiri had exhausted their resources, capacity and capability to find a solution, they needed an escalation route. Highlighting and resolving these cases should be the focus of the management component of the Oversight Committee meetings and provide an opportunity to use the co-design process identify potential solutions.

#### **4.9. Working with Oranga Tamariki social workers**

Relationships between Tāne Whakapiripiri staff and the Oranga Tamariki lead social workers for tamariki were important. The social workers strengthened Tāne Whakapiripiri staff preparation for supporting tamariki by providing the details of their histories as they transitioned in. The social workers intended to stay in close contact with staff through tamariki journeys through the house and ultimately made decisions about subsequent placements, like returning home to whānau. The participating tamariki were relatively high profile because of their level of need and history with past placements, so Oranga Tamariki site managers were also involved.

Successful collaboration between Tāne Whakapiripiri and Oranga Tamariki operational staff arose from trust, relationships and being responsive together. Tāne Whakapiripiri staff reported there was some cynicism to overcome amongst Oranga Tamariki staff who questioned whether Tāne Whakapiripiri was a viable solution.

Generally, Tāne Whakapiripiri staff were positive about the support from Oranga Tamariki staff. They reported the Oranga Tamariki social workers and site managers understood the tamariki and played an important part in the process. However, in some cases the social workers had not been as actively involved with supporting tamariki while they were in the house. There was a risk that their focus would move to other tamariki in their care who were in less stable placements.

Social workers reported there could be opportunities for more communication from Tāne Whakapiripiri staff about how tamariki were progressing and what the plans were. They did not always feel fully informed. Oranga Tamariki social workers were responsible once tamariki left Tāne Whakapiripiri, and social workers managed the transition plans, so it was important to continue good communication.

## 4.10. Planning for transitions out of Tāne Whakapiripiri

In essence, all of the work with tamariki and whānau in the Tāne Whakapiripiri process aimed to prepare for and effect a transition back to a safe and healthy home. Staff were clear that even though the pathway back to whānau was identified as the best option for the tamariki who had entered Tāne Whakapiripiri so far, this result was still a challenge.

Transitions were based on plans developed by Tāne Whakapiripiri staff in collaboration with Oranga Tamariki social workers. The ideal process should allow for transition plans that have everything the tamariki and whānau will need for a stable transition in place: supports, networks, access to the community, whānau, health, education and recreational activities. They should cover the stay in Tāne Whakapiripiri, the lead-up to transition, the transition itself and the period post-placement. There was an opportunity to strengthen communication between whānau, Oranga Tamariki and Tāne Whakapiripiri on the timeframes for transitioning out of Tāne Whakapiripiri.

Tāne Whakapiripiri staff held a wealth of knowledge about each young person which needed to be shared with whānau and any other professionals who continued to support the whānau post-placement.

Overall, staff thought transition plans could be strengthened with more investment of time and resources.

---

### Key findings:

- Stakeholders highlighted the importance of a planned and gradual transition into Tāne Whakapiripiri and the challenges created by fast transitions.
- Tamariki were generally positive about the staff and their experiences in the house.
- It was unclear how consistently needs assessments were completed with tamariki.
- Cultural support was valued by staff and brought tikanga Māori into the house. Having the right person in the Cultural Advisor role was important to tikanga and the selection was supported by the Lead Advisor Māori from Oranga Tamariki who had connection to iwi.
- Consistency and follow-through are very important from the perspective of tamariki. Negative experiences were linked with feeling promises made were not fulfilled. This emphasised the importance of setting and maintaining clear expectations with tamariki.
- Tamariki valued frequent contact with their whānau while they were in Tāne Whakapiripiri. Whānau were generally very positive about communication from staff and felt involved in what is happening with their tamariki.
- Engaging tamariki in education was an ongoing challenge and work with schools or supporting tamariki at schools took considerable resources for staff. Accessing education or other daytime activities outside the house was important for tamariki and staff wellbeing.
- Continuing communication between Tāne Whakapiripiri staff and Oranga Tamariki social workers while tamariki were in the house and during transition to whānau was important, but not consistent. Good communication requires time and space to engage from both sides.
- Tāne Whakapiripiri staff knowledge about each young person needed to be shared with whānau and any other professionals who continued to support the whānau post-placement.

---

### Opportunities:

---

- Strengthen planning and assessment around education to support engagement while the tamariki are residing at Tāne Whakapiripiri and as part of understanding the transition supports required when a tamaiti returns home.
- Consider what could be put in place to ensure continuity of the cultural support for staff, whānau and tamariki.
- Discuss alternative options and resources available for education with Ministry of Education, for example having tuition available on site.
- Strengthen communication between Tāne Whakapiripiri staff and Oranga Tamariki social workers and with whānau and tamariki to ensure full and shared understanding of how tamariki were progressing and what the next steps in their plans were.
- Engage whānau with wraparound support as early as possible and continuing it beyond Tāne Whakapiripiri to support tamariki returns to whānau. The Barnardos LEAP service has fulfilled this role and should begin with the caregivers as early as possible to enable Tāne Whakapiripiri tamariki to return home, support reattachment and respect the whānau voice.



## 5. OUTCOMES ACHIEVED FOR TAMARIKI AND WHĀNAU

### 5.1. Note on outcomes

This evaluation is formative and process in nature. However, it was expected there would be some indications of outcomes achieved for tamariki to date. They are described in the section below but caution should be taken in interpreting these findings because they were not the focus of the evaluation and are based on a small number of interviews.

This section is structured to align with the Tāne Whakapiripiri logic model shown in Section 1.2.

### 5.2. Overview of the transitions out of Tāne Whakapiripiri

Two tamariki had transitioned out of Tāne Whakapiripiri at the time of the evaluation. Both had a whānau placement pathway, so there have not been any placements with Key Assets non-whānau caregivers to date. Overviews of their stories are provided below.

One measure of success for the Care Support Model was the improvement in meaningful whānau connections, including that children are safe in stable placement situations with family/whānau.

*They achieved what they were supposed to do by bringing this family back to one ...I would say this is definitely a success story. Without Barnardos we wouldn't have been here. And now we don't have to worry about her falling through the cracks. (Whānau)*

Social workers reported that transitions back to whānau were a part of the programme that was working well. The two tamariki that had resided in Tāne Whakapiripiri had both returned to whānau, and their current situations were stable and positive.

Key Assets had not had the opportunity to support any of the tamariki who had been through Tāne Whakapiripiri so the evaluation was not able to collect information on the process or whether it had been effective. However, interview participants identified a few factors they saw as essential to making non-whānau placements successful:

- Ensuring caregivers have the right supports and preparation to be successful
- Preparing avenues for managing breakdowns and difficulties when they are encountered, for example having placement alternatives available to return young people to functional, well supported safe spaces
- Recognising the high and complex needs of the tamariki and the skills and experiences needed to support them.

### 5.3. Tamariki are in safe, permanent care

Oranga Tamariki still had the role of deciding where tamariki would be placed after Tāne Whakapiripiri. Tamariki could only return home if the Oranga Tamariki lead social worker was satisfied with the balance between risks to safety and tamariki desire for a return to whānau and the associated benefits.

Because those risks were not able to be eliminated, it was important that Tāne Whakapiripiri staff and Barnardos LEAP continued supporting tamariki and whānau after the return home. It was also important for whānau to feel there was follow through on support offered for after the return home.



One whānau was not positive about their experience, which stemmed from feeling that staff had not provided the expected support to help their tamaiti engage in education. Whānau were also aware that Tāne Whakapiripiri provided respite care as an option.

Oranga Tamariki staff and Tāne Whakapiripiri staff believed the success of the two returns to whānau to date suggested Tāne Whakapiripiri was having a positive impact on both safety and permanence of the placements. The stability to-date contrasted with the failure of multiple other placements before Tāne Whakapiripiri.

*Barnardos have helped to show them how a family should be, a close-knit family. But not like the type of family they knew. They gave them support and showed them how to be a normal family. (Whānau)*

Feedback from Tāne Whakapiripiri, Oranga Tamariki social workers and the whānau and tamariki suggested the changes they had seen and experienced could be long-term but depended on ongoing support.

#### **5.4. Improved whānau ora**

Feedback from whānau and tamariki highlighted the contribution of the collaborative and inclusive approach Tāne Whakapiripiri took to supporting whānau and tamariki. Consistent affirmative and positive support from the professionals was important to strengthening whānau ora.

*She has come from a dysfunctional family with drug and alcohol related issues and gang related. [Tāne Whakapiripiri] have helped to show them how a family should be, a close-knit family. But not like the type of family they knew. They gave them support and showed them how to be a normal family. (Whānau)*

Professionals provided this through regular contact and communication on whānau and tamariki progress, either in-person or through phone check-ins.

One mum shared that while her child was still within Tāne Whakapiripiri care, she felt supported to have a positive relationship with her child, and was being given the time and space to work on improving her own situation so she could be the best version of herself for her child. She compared her experience with Tāne Whakapiripiri with the placements of her other children and felt empowered by Tāne Whakapiripiri as they reinforced her role as mum, keeping her informed about her child, and supporting her journey as well. This had a positive impact on mum and how she perceived herself as a parent.

*The support I have been getting now is better than I have ever received. I don't think I could thank Tāne Whakapiripiri enough for the work they are doing with me and [tamaiti]. I don't think I would be where I am without the support they have given to me and [tamaiti], I wouldn't have the time to work and focus on myself. (Whānau)*

One grandmother described how happy she was at how far mum had come in building on her parenting skills and providing a safe and happy home environment for her child. Previously she held the view that the tamariki being placed with her mother was not a suitable option, but since then a lot of positive progress had been made.

*The children have settled, I saw them way before they came to Christchurch and it was sad for me to see. Now [tamaiti] is doing well, and mum is showing progress all the time. (Whānau)*

Another mum also acknowledged that she was now actively participating in her child's schooling from walking with her to school, to speaking and meeting with teachers, and could now even see herself teaching kapa haka at the school.

*...but now I take them to school, and we do stuff, we are family orientated, we try to do family things every weekend. (Whānau)*

## 5.5. Tamariki have improved health and wellbeing

Both tamariki that had been transitioned to whānau placements acknowledged they were content to be back with their whānau. Both tamariki expressed aspirations for their future and were engaging with support services. One was participating in education and had goals to continue their development and learning journey.

*[Tamaiti] wouldn't go to school, no one could get her to go to school, but through what she has learnt and all her time at [Tāne Whakapiripiri] she has realised how important school is. (Whānau)*

Tamariki still residing at Tāne Whakapiripiri could express positive feelings about living within the house, and relationships with staff. Both tamariki could articulate strategies they had learned to manage their behaviour.

One important component was the education transition. Tamariki were likely to need to change schools and/or begin attending a new school when returning home. There was a risk that staff understanding of tamariki education needs would not be transferred into the new school. Any education-related challenges had the potential to increase tension in the home if tamariki did not want to attend school due to feeling incapable of participating at the level of their peers.

For those not involved in school, the level of activities that tamariki participated in while living at Tāne Whakapiripiri were more than whānau could deliver back at home. Tamariki expectations to go and do activities put financial and emotional pressure on one whānau and risked conflict.

*We were going swimming, they were paying for us to go anywhere we wanted. And now that she is home, I can't afford to do that so I have one very, very bored teenager. Then she says things like – You don't take me out like they used to, you don't take me to the movies - and I have to say I'm sorry but I don't have a free flow cash card. (Whānau)*

Tāne Whakapiripiri staff maintained good connections and interactions with whānau on a regular basis leading up to and continuing after placement.

---

### Key findings:

- Importance of a smooth transition in terms of access to activities, education supports.
- The transitions to date have all been from Tāne Whakapiripiri into whānau.
- Whānau looking ahead to the return of their tamariki can see it as challenging and daunting and both want and value the support offered by the team.
- The two tamariki who have returned home to whānau are positive and stable.
- The success of transitions to whānau are underpinned by tamariki desire to be with their whānau, support from Tāne Whakapiripiri, Oranga Tamariki and other services.

---

### Opportunities for improvement:

- Strengthening the early planning for transitions and communicating plans to whānau, tamariki and Oranga Tamariki.
- As well as working with the needs of the tamariki, awareness of the whānau challenges and working with them to access appropriate supports.
- Resourcing staff well – giving them time to implement plans, communicate effectively with other stakeholders and ensure a shared understanding of desired outcomes.

## 6. CONCLUSIONS

The implementation of Tāne Whakapiripiri within the Care Support Model is the product of co-design and partnership between Oranga Tamariki, Barnardos and Key Assets. The process was effective in producing a model supported by the partners and establishing working relationships. The governance has been effective but could be strengthened by bringing partner agencies into the Oversight Committee to draw on their resources directly.

The shift in focus to returning tamariki to their whānau during implementation affected other parts of the model, such as the increased focus on supporting whānau and providing wraparound support for both tamariki and whānau from the point of entry to Tāne Whakapiripiri and continuing beyond tamariki returns home. The changes have been made in practice and need to be formalised. Maintaining a pathway to non-whānau care to support tamariki who are not able to return to a whānau placement is an important consideration for the future.

The importance of providing support tailored to each tamaiti came through strongly in discussions with staff. Engaging tamariki with education and other daytime activities was a challenge but was necessary to make staff roles manageable. Their work was demanding and there had been a relatively high turnover, which created challenges maintaining consistency with tamariki. Continuing investment in staff wellbeing could make staff roles more sustainable.

Transitions into and out of Tāne Whakapiripiri were times of change for tamariki. Allowing time for planned and staged introductions to staff, the existing group of tamariki and the house was important but could conflict with the desire to be responsive to tamariki in need.

There were indications of positive outcomes for tamariki and whānau who had transitioned out of Tāne Whakapiripiri. The Tāne Whakapiripiri staff and the Barnardos LEAP service worked with whānau to strengthen the attachment between whānau and tamariki and prepare them to provide safe and healthy environments for their tamariki. Starting that support early and continuing it past the return of the tamaiti to their whānau was seen as a major contributor to success.

Future evaluation will provide opportunities to measure increases in the stability of returns to whānau after Tāne Whakapiripiri. That analysis is not yet possible, but there were indications of improvements for tamariki and whānau.

## 6.1. Summary of findings against the evaluation questions

The table below provides a summary of findings against the evaluation questions.

Evaluation questions	Key findings	Opportunities
How have the governance and management arrangements strengthened CSM?	<ul style="list-style-type: none"> <li>All stakeholders were very supportive of the co-design process used to develop the model.</li> <li>The Oversight Committee has been a strength of the model, bringing together stakeholders from all partners in governance and management.</li> <li>Good communication between the partners strengthened the implementation process, allowing all organisations to work together and hold each other to account.</li> <li>Iwi were invited in to be a key part of the co-design process which set the foundation for continuing engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Use the co-design approach to review and formalise the changes in the model and give all organisations clarity about their roles.</li> <li>Renew the Oversight Committee by considering the best way to ensure there is enough focus on both governance (including the 'big picture' issues of the model) and management (including the complexities, challenges and successes of managing individual cases).</li> </ul>
How well does CSM address the needs and priorities of tamariki/whānau/Oranga Tamariki in Canterbury?	<ul style="list-style-type: none"> <li>There was a consensus that the model was a good fit for the need of the targeted tamariki in Canterbury and that the need remains. A history of failed care placements and experience of trauma were defining characteristics.</li> <li>The model has evolved significantly. Much of the adaptation has been driven by the shift in focus to tamariki with a pathway to returning to whānau, which has become part of the selection process.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the likelihood that at some point there may be tamariki participating in Tāne Whakapiripiri who are not able to return to whānau and how communication and collaboration between Oranga Tamariki, Tāne Whakapiripiri staff and Key Assets can be strengthened to maintain dual pathways into whānau and non-whānau placements.</li> </ul>
What is the triage process and how effective is it?	<ul style="list-style-type: none"> <li>The selection process has delivered tamariki fitting the target group to Tāne Whakapiripiri and the need to allow time for a planned introduction to the house has been recognised by all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Formalise the selection of tamariki on the basis of having a whānau pathway available.</li> </ul>

<p>How do tamariki experience their time in Tāne Whakapiripiri?</p>	<ul style="list-style-type: none"> <li>• Stakeholders highlighted the importance of a planned and gradual transition into Tāne Whakapiripiri and the challenges created by fast transitions.</li> <li>• Tamariki were generally positive about the staff and their experiences in the house. Consistency and follow-through are very important from the perspective of tamariki. Negative experiences were linked with feeling promises made were not fulfilled. This emphasised the importance of setting and maintaining clear expectations with tamariki.</li> <li>• Tamariki valued frequent contact with their whānau while they were in Tāne Whakapiripiri.</li> <li>• Cultural support was valued by staff and brought tikanga Māori into the house.</li> <li>• Tamariki played a part in deciding which activities they would participate in. The interests of tamariki were built into the daily activity programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider what could be put in place to ensure continuity of the cultural support for staff, whānau and tamariki.</li> <li>• Ensure tamariki understand why they are in Tāne Whakapiripiri and what their plans are.</li> </ul>
<p>How are whānau included in Tāne Whakapiripiri?</p>	<ul style="list-style-type: none"> <li>• Whānau generally very positive about communication from staff and feeling involved in what is happening with their tamariki.</li> <li>• Staff work to involve whānau in day-to-day activities and support contact between tamariki and whānau for re-attachment.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate support for whānau through LEAP or other wraparound services as soon as possible to prepare for tamariki to return home.</li> </ul>
<p>How do staff work together to support tamariki and whānau?</p>	<ul style="list-style-type: none"> <li>• Building the right team is an essential ingredient for the success of Tāne Whakapiripiri. The team has been challenged by turnover in some key roles, which has had implications for creating a consistent environment and relationships for tamariki.</li> <li>• Continuing communication between Tāne Whakapiripiri staff and Oranga Tamariki social workers while tamariki were in the house and during transition to whānau was important, but not consistent. Good communication requires time and space to engage from both sides.</li> </ul>	<ul style="list-style-type: none"> <li>• The Oversight Committee lead on reviewing the systems, processes and policies that support the delivery of Tāne Whakapiripiri, as the day-to-day demands for staff in supporting tamariki limited time to plan, document and formalise processes.</li> <li>• Look for opportunities to ringfence time for staff handovers and planning.</li> </ul>
<p>How are tamariki connected with other supports?</p>	<ul style="list-style-type: none"> <li>• Engaging tamariki in education was an ongoing challenge and work with schools or supporting tamariki at schools took considerable resources for staff. Accessing education or other daytime activities outside the house was important for tamariki and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen planning and assessment around education to support engagement while the tamariki are residing at Tāne Whakapiripiri and as part of understanding the transition supports required when a tamaiti returns home.</li> </ul>

<p>What are the roles of staff in CSM?</p>	<ul style="list-style-type: none"> <li>• Staff built new networks with services in the community and drew on existing relationships between their organisation and other providers.</li> <li>• Tāne Whakapiripiri staff held a wealth of knowledge about each young person which needed to be shared with whānau and any other professionals who continued to support the whānau post-placement.</li> <li>• There were challenges finding the right staff for Tāne Whakapiripiri but the current team are very positive about the culture of the residence.</li> <li>• There has been relatively high turnover of staff which can impact tamariki given the importance of consistent relationships.</li> <li>• Having the right person in the Cultural Advisor role was important to tikanga and the selection was supported by the Lead Advisor Māori from Oranga Tamariki who had connection to iwi.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss alternative options and resources available for education with Ministry of Education, for example having tuition available on site.</li> <li>• Strengthen communication between Tāne Whakapiripiri staff and Oranga Tamariki social workers and with whānau and tamariki to ensure full and shared understanding of how tamariki were progressing and what the next steps in their plans were.</li> <li>• Focus on managing staff levels and the resources and supports needed to keep the daytime hours free for staff to look after their own wellbeing.</li> <li>• Look at other opportunities to support staff to manage their wellbeing and make their roles sustainable given the intensity and challenge of the work.</li> <li>• Resourcing staff well – giving them time to implement plans, communicate effectively with other stakeholders and ensure a shared understanding of desired outcomes.</li> </ul>
<p>Is CSM sustainable for staff and caregivers?</p>	<ul style="list-style-type: none"> <li>• Keeping daytime hours (9am to 3pm) free was very important for staff to manage their wellbeing, but tamariki were often still in the house needing support.</li> <li>• Professional supervision and cultural supervision have both been very valuable to Tāne Whakapiripiri staff.</li> </ul>	
<p>What outcomes have tamariki achieved through CSM?</p>	<ul style="list-style-type: none"> <li>• The two tamariki who have returned home to whānau are positive and stable. Stakeholders expected they would have continued into successive failed placements without Tāne Whakapiripiri.</li> <li>• The success of transitions to whānau are underpinned by tamariki desire to be with their whānau, support from Tāne Whakapiripiri, Oranga Tamariki and other services.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthening the planning for transitions as early as possible and communicating plans to whānau, tamariki and Oranga Tamariki</li> <li>• As well as working with the needs of the tamariki, awareness of the whānau challenges and working with them to access appropriate supports.</li> <li>• Resourcing staff well – giving them time to implement plans, communicate effectively with other stakeholders and ensure a shared understanding of desired outcomes.</li> </ul>

<p>What outcomes have whānau achieved as a result of CSM?</p>	<ul style="list-style-type: none"> <li>• Whānau looking ahead to the return of their tamariki can see it as challenging and daunting and both want and value the support offered by the team.</li> </ul>	<ul style="list-style-type: none"> <li>• As well as working with the needs of the tamariki, awareness of the whānau challenges and working with them to access appropriate supports.</li> </ul>
<p>How effective were transitions into and out of Tāne Whakapiripiri?</p>	<ul style="list-style-type: none"> <li>• Gradual/well planned transitions are important. Rushed transitions made the process more challenging for both staff and tamariki.</li> <li>• The two tamariki who had transitioned out of Tāne Whakapiripiri had returned home to whānau.</li> <li>• The change in access to support and activities for tamariki associated with returning home could be challenging for tamariki and whānau to manage.</li> <li>• The transitions to date have all been from Tāne Whakapiripiri into whānau.</li> </ul>	<ul style="list-style-type: none"> <li>• Constant contact between Oranga Tamariki social worker and Tāne Whakapiripiri staff, tamariki, and whānau is key to ensure smooth transitions into and out of the house.</li> <li>• Options to smooth transitions in terms of changes in access to activities for tamariki should be considered.</li> <li>• There is opportunity to improve the transition plans (when exiting the placement). Overall, staff thought transition plans could be strengthened with more investment of time and resources.</li> </ul>



## 7. APPENDIX ONE: EVALUATION FRAMEWORK

Evaluation questions	Sub-questions	Data sources
<b>Overarching questions</b>		
	What is/isn't working well and why?	All
	What are the key project success principles and processes? To what extent are they evident in the implementation and the outcomes achieved to date?	All
	What opportunities are there to strengthen CSM?	All
<b>Governance and management</b>		
How have the governance and management arrangements strengthened CSM?	How has the partnership between Oranga Tamariki (Services for Children and Families – SCAF, and Partnering for Outcomes – Pfo), Barnardos and Key Assets contributed to the achievements of CSM?	Document review Interviews: Stakeholders, staff
	How has Oranga Tamariki input (considering the roles of SCAF and Pfo) contributed to the development and implementation of CSM?	Document review Interviews: Stakeholders, staff
	How have tamariki and whānau been included in the development and implementation of CSM?	Interviews: Stakeholders, staff, tamaiti, whānau
	How has consultation with iwi and/or Māori organisations informed the implementation of CSM?	Interviews: Stakeholders, staff, tamaiti, whānau
	Does current resourcing support the effective delivery of CSM – Tāne Whakapiripiri and placements?	Document review Interviews: Stakeholders, staff

	How have locality factors affected CSM?	Interviews: Stakeholders, staff
--	---	---------------------------------

### Relevance – fit of CSM with need in Canterbury

How well does CSM address the needs and priorities of tamariki/whānau/Oranga Tamariki in Canterbury?	What needs define the CSM target group?	Interviews: Stakeholders, staff, tamaiti, whānau Document review, literature scan
--	---	--

	To what extent do staff/caregivers/stakeholders consider CSM to be a good fit for the needs of the target group in Canterbury?	Interviews: Stakeholders, staff Document review
--	--	--

What is the triage process and how effective is it?	Has the triage process delivered the right tamariki to Tāne Whakapiripiri?	Interviews: Stakeholders, staff, whānau, tamaiti
	Has the process delivered the right tamariki to Key Assets?	

	How timely has the triage process been for the participating tamariki?	Interviews: Stakeholders, staff, whānau, tamaiti
--	--	--

	How well do the participating tamariki match the target group? What is the reason for any variation?	Interviews: Stakeholders, staff, whānau, tamaiti Document review
--	--	---

### Pre-placement – Tāne Whakapiripiri

How do tamariki experience their time in Tāne Whakapiripiri?	What is the experience of the intake process for whānau and tamariki? How are the needs of each tamaiti identified? How are cultural needs identified and addressed?	Interviews: Staff, whānau, tamaiti
--	--	------------------------------------

	How do tamariki and whānau experience Tāne Whakapiripiri? How are whānau involved?	Interviews: Staff, whānau, tamaiti
--	--	------------------------------------

	How are tamariki prepared for placement? How are relationships built between tamariki and caregivers?	Interviews: Staff, whānau, tamaiti, document review
--	---	---

How are whānau included in Tāne Whakapiripiri ?	How do staff work with whānau?	Interviews: Staff, whānau, tamaiti
	How is the whānau voice included in providing support for tamariki?	Interviews: Staff, whānau, tamaiti
	What differences are there in the priorities of tamariki, whānau, staff and Oranga Tamariki?	Interviews: Staff, whānau, tamaiti
How do staff work together to support tamariki and whānau?	What plans are developed and used? How are whānau and tamariki involved in the planning process? How are plans resourced, used and overseen? How do they contribute?	Interviews: Staff, whānau, tamaiti Document review
	How do the professionals meetings work? How do they strengthen the support for each tamaiti?	Interviews: Staff
	How do staff work together with other services? What challenges are there to work together? How could it be strengthened?	Interviews: Staff
How are tamariki connected with other supports?	How are tamariki and whānau connected with other supports (including Oranga Tamariki and education)? What supports? What contributes to a successful engagement with those supports?	Interviews: Staff, whānau, tamaiti, stakeholders
	How effectively do Tāne Whakapiripiri staff work with other services (coordination, communication)?	Interviews: Staff, whānau, tamaiti

### Post-placement – Key Assets

How do tamariki experience the placement and post-placement parts of the CSM model?	How are tamariki and whānau involved in determining what pathway is the best fit for each tamaiti after Tāne Whakapiripiri?	Interviews: Staff, whānau, tamaiti
	How do tamariki and whānau experience the placement and post-placement process? How are whānau involved?	Interviews: Staff, caregivers, whānau, tamaiti
	How has the team parenting model of foster care service delivery been applied?	Interviews: Staff, caregivers Document review
	What support have tamariki received post-placement?	Interviews: Staff, caregivers, whānau, tamaiti

Are the resources/supports available to caregivers sufficient?	How have caregivers used respite care?	Interviews: Staff, caregivers Document review
	Has the level of resourcing created any constraints for caregivers?	Interviews: Caregivers, staff
<b>Staffing CSM</b>		
What are the roles of staff in CSM?	Who are the staff involved with tamariki from intake to Tāne Whakapiripiri to placement? Mentors, social workers, lead professionals/clinicians, cultural advisors, caregivers, residential youth workers, others?	Interviews: Staff, caregivers
	What organisational factors support staff to be effective in their roles?	Interviews: Staff, stakeholders
	What skills, qualities, experience and qualifications contribute to their effectiveness in their roles? Is matching backgrounds with each tamaiti important? How important is staff culture?	Interviews: Staff, caregivers, whānau, tamaiti
How are caregivers recruited?	What issues have affected caregiver recruitment?	Interviews: Staff, caregivers
Is CSM sustainable for staff and caregivers?	What training and support is available for staff and caregivers?	Interviews: Staff, caregivers
	Do staff and caregivers have the training and support they need for their roles?	Interviews: Staff, caregivers
	Are caregivers better able to cope with caregiving ups and downs?	Interviews: Staff, caregivers
	Is working in the CSM model sustainable for staff and caregivers?	Interviews: Staff, caregivers
<b>Outcomes – making a difference for tamariki</b>		
	What positive changes have tamariki made in their time with Tāne Whakapiripiri (safety, security, wellness, thriving independence)?	Interviews: Staff, caregivers, whānau, tamaiti

<p>What outcomes have tamariki achieved through CSM?</p>	<p>What positive changes have tamariki made since moving into placements? Have earlier changes been maintained?</p>	<p>Interviews: Staff, caregivers, whānau, tamaiti</p>
	<p>Do tamariki, whānau, staff, caregivers and stakeholders expect the changes observed to contribute to longer term outcomes?</p>	<p>Interviews: Staff, caregivers, whānau, tamaiti, stakeholders</p>
<p>What outcomes have whānau achieved as a result of CSM?</p>	<p>What positive changes have whānau made in through their involvement with CSM (connection to identity and culture)? Consider the outcomes specified in the logic model.</p>	<p>Interviews: Staff, caregivers, whānau, tamaiti, stakeholders</p>