Engaging Rotorua Rangatahi in Positive Pathways Project

Recommendations Report

November 2018

Prepared for the Rotorua Working Together Forum

Authors:

Diana Beattie and John Gifford

Project Co-Leaders

November 2018

Table of Contents

Table of Contents iii
1.0 Snapshots 1
2.0 A Rotorua Approach to Supporting Rangatahi Engagement 3
2.1 A Need for Change 3
2.2 A Framework for Change: Rotorua Approach 3
2.3 Recommendations to Establish Change 4
3.0 Summary of Recommendations 5
4.0 Recommendations 6
4.1 Act Early, Act Together 6
4.2 Youth-centric Approach 8
4.3 Rangatahi with Aspirations 9
4.4 Rangatahi Wellbeing 11
4.5 Connections across Community 12

Appendix 1: Rationale and implementation for each recommendation 13

1.0 Report Snapshot

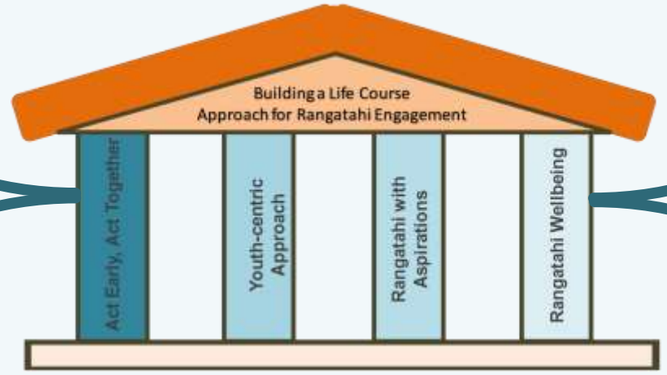
REPORT SNAPSHOT

ENGAGING RANGATAHI IN POSITIVE PATHWAYS

Act Early Act Together

Not Attending School Regularly

Community Wide Principles For Working Together

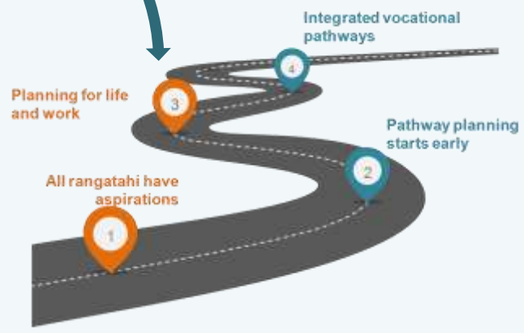


Rangatahi Centric Approach

500 School Aged Learners (14- 19 Year olds) Not engaged in School (Truants and NEETs)

Rangatahi Wellbeing

Rangatahi with Aspirations



Rotorua Working Together Group
Co-Leaders Diana Beattie & John Gifford
October 2018

Rotorua Framework Snapshot

Snapshot

Engaging Rangatahi in Positive Pathways

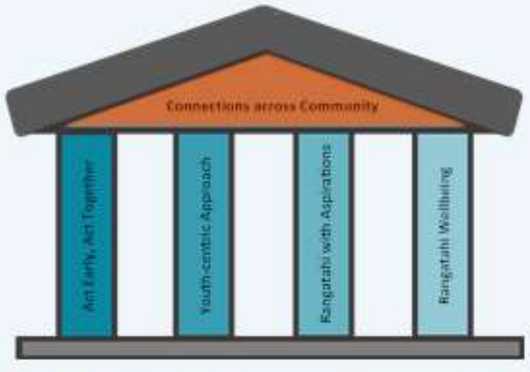
A Rotorua approach based on principles for working together

A Rotorua approach that supports rangatahi engagement by building
a coherent 'life course' approach based on:

- Principles that together form a strong basis for many organisations and people to work together consistently
- Collaborative effort across the whole of the Rotorua community.

The principles are:

- Act Early, Act Together
- Youth-centric Approach
- Rangatahi with Aspirations
- Rangatahi Wellbeing
- Connections across Community: a changed dynamic.



Act Early, Act Together

Rangatahi benefit more when we respond to their needs:

- As soon as a need emerges
- In a co-ordinated and collaborative way.

Act Early, Act Together thinking:

- Gives us permission to work beyond the silos of contracts or organisations
- Prioritises the young person's needs
- Supports early intervention.

Youth-centric Approach

Being youth-centred is about:

- Putting young people at the centre of what is planned and delivered
- Making sure policies and decisions impact positively on rangatahi.

This principle is based on embedding youth-centric practice as a foundation of the Rotorua approach. To do this, we all need to:

- Understand youth development principles
- Youth participation models, and
- Know how to put these into practice.

Rangatahi Wellbeing

Wellbeing is essential for young people to engage positively in life. Rangatahi wellbeing needs to be a core value for Rotorua, reflected in our strategies and actions.

This can be implemented through a preventative approach that makes sure all Rotorua young people have:

- The lifelong benefits of healthy attachment
- A strong, positive sense of self and belonging
- Tools to be resilient and stay well.

Connections across Community

Implementing the Rotorua approach means changing the dynamic:

- Committing to putting these principles into practice
- Agencies working together
- Making connections between agencies and sectors
- Leveraging off existing resource
- Maintaining a focus on working differently.

The impact of applying this approach around rangatahi engagement will have positive impacts in other focus areas.

Rangatahi with Aspirations

Young people need aspirations - not just for their career but for their life.

To make Rotorua a place where rangatahi grow up with aspirations, we need a common agenda for young people to:

- Have a strong sense of identity and belonging
- Be aware of having choices and opportunities
- Be encouraged to dream
- Know how to achieve their aspirations
- Develop a pathway plan.

Rotorua Working Together Group - 'Engaging Rangatahi in Positive Pathways' Project
Co-Leads Diana Beattie and John Gifford, October 2018

2.0 A Rotorua Approach to Supporting Rangatahi Engagement

2.1 A Need for Change

The current Rotorua environment is not working to:

- Keep all rangatahi engaged in positive pathways, or
- Respond consistently and effectively when rangatahi are not positively engaged[1].

This is reflected in many aspects of the current environment, for example:

- Of Rotorua's population of approximately 10,000 young people aged 14 – 24, as many as 1,000 are not identifiably engaged in education, training or work.
- At school, around 41% of learners do not attend school regularly[2], there is a general trend that attendance is reducing, and it appears that increasingly younger rangatahi are not attending regularly.
- Rotorua has high levels of school suspensions and exclusions, and there are incidences of young people of school age who have been disengaged for several years.
- Many rangatahi do not have clear aspirations for their lives and careers. For those who do, the availability of school subjects and post-school courses does not always align well to their aspirations.
- Mainstream schools do not consistently provide a culturally safe environment that reflects and nurtures young people's identity and belonging, and is closely linked with the local community.

It is widely recognised that a significant change is needed, and that the key to making this change lies in many organisations across the community and people working differently together to address systemic and structural issues

2.2 A Framework for Change: Rotorua Approach

The primary recommendation of this report is that a Rotorua approach be implemented, based on a framework of guiding principles that support collaboration to engage rangatahi in positive pathways.

The framework creates a foundation for collaborative effort across the whole of the Rotorua community and spanning many organisations.

The initial step to implementing this approach will be for the Rotorua Working Together Forum to adopt the approach, and to promote its use with other stakeholders across the Rotorua community.

Putting this Rotorua approach into action will require a 'campaign' style commitment to changing how we work together across community. A substantial shift is required, involving Government agencies, non-Government organisations, iwi, local communities, schools, training providers, employers, whānau and rangatahi.

The foundation of the Rotorua approach to supporting rangatahi engagement is scaffolded by the following principles:

Act Early, Act Together: Responding to young people's needs as soon as the need emerges, and in a co-ordinated and collaborative way.

Youth-centric Approach: Putting young people at the centre of what is planned and delivered,

[1] The 'Conclusions and Evidence' Report which is the companion to the Recommendations Report discusses aspects of the 'current state' of the Rotorua environment regarding rangatahi engagement.

[2] Regular attendance is defined as more than 90% of all half-days.

	through youth development practice and youth participating in decision-making.
Rangatahi with Aspirations:	All Rotorua rangatahi growing up with a dream and a pathway plan to achieve it.
Rangatahi Wellbeing:	Making rangatahi wellbeing a core value for Rotorua, so all young people can engage positively in life.
Connections across Community:	Changing the dynamic of working together in Rotorua, to make a collective impact.

Each principle is a necessary part of building a coherent 'life course'[3] approach: together, they form a strong basis for Rotorua stakeholders to work together consistently and collaboratively.

'Snapshots' of the framework and principles can be found on pages 1 - 2.

There is also potential for the shared approach and principles to be applied to other focus areas and groups: for example, the broad principles can readily be adapted and applied to focus on whānau or tamariki.

2.3 Recommendations to Establish Change

A series of further recommendations are made, to implement actions that:

- Establish the principles of the Rotorua approach, and
- Address aspects of the current state which are not supporting rangatahi engagement.

In the following sections of this report:

- A summary of proposed recommendations is provided (see section 3.0, page 5).
- Each of the principles is described, and aligned with recommendations for implementing the Rotorua approach to supporting rangatahi engagement. The recommendations are grouped into themes under each of the principles (see section 4.0, page 6).
- An appendix (page 13) provides:
    - The rationale for each recommendation
    - Ideas regarding possible implementation of the recommendations, based on thinking captured during the project, and thinking from the project leads. These notes are provided to stimulate discussions around action and are not intended to be prescriptive.

The companion to this report is the 'Conclusions and Evidence' report which discusses aspects of the 'current state' of the Rotorua environment regarding rangatahi engagement.

[3] A 'life course' approach is a coherent, integrated and community wide approach to supporting all young people to achieve and fulfil their life ambitions and to take purposeful initiative.

3.0 Summary of Recommendations

The following table provides an overview of all recommendations. Further detail aligning recommendations to the principles of a Rotorua Approach can be found in section 4.0.

PRIMARY RECOMMENDATION	
Implement a Rotorua approach, based on a framework of guiding principles that support collaboration to engage rangatahi in positive pathways: Act Early, Act Together; Youth-centric Approach; Rangatahi with Aspirations; Rangatahi Wellbeing; Connections across Community	
FURTHER RECOMMENDATIONS	
Act Early, Act Together	
Theme	**Recommendations**
Attending School	1. Culture Change 2. Attending Team 3. Community-Wide Attendance Table 4. School Transport 5. School Awareness of Community Providers
Tools for Acting Together	6. Digital Platform 7. Data
Re-engaging Rangatahi	8. Support Rangatahi who are Stood-Down, Suspended, Excluded or Expelled 9. Reconnecting Rangatahi 10. School Engagement of Rangatahi
Youth-centric Approach	
Professional Learning	11. Learning About Being Youth-Centric
Set Expectations	12. Youth-centric Focus at Rotorua Working Together Forum 13. Expectations for Rotorua Working Together Forum Members Organisations
Services and Support for Young People	14. Youth-Centric Contracts and Funding
Rangatahi with Aspirations	
Rotorua Approach	15. Individual Pathway Plans 16. Integrated Pathway Planning 17. Professional Development on Pathway Planning 18. Identity, Culture and Belonging 19. Strength-based Approaches
Vocational Pathways	20. Develop Integrated Vocational Pathways 21. Mentoring with Local Business 22. Licence to Work Programme 23. Strengthen Pathways to Tertiary Learning 24. Collaborative Driver Licencing Pathway
Rangatahi Wellbeing	
Strategic Focus	25. Strategic Focus for Rotorua 26. Consultation on Child Wellbeing Strategy
Wellbeing Tools and Resources	27. Youth-Centric Mental Wellbeing Tools 28. Aligned Wellbeing Resources 29. Increase Capability
Preventative Approach	30. Intervention Continuum 31. Strengthen Wellbeing Through Identity, Culture and Belonging
Connections across Community	
RWTF Commitment	32. Rotorua Working Together Forum Commitment
Principles in Practice	33. Rotorua Working Together Forum Practice 34. Rotorua Working Together Forum Focus
Kāhui Ako	35. Work With Kāhui Ako

4.0 Recommendations

This section provides an overview of the principles that make up the Rotorua Approach, and a brief description of each recommendation relating to the principle.

Refer to Appendix 1 (page 13) for more detail on each of the following recommendations, including the rationale and ideas regarding possible implementation of the recommendations.

4.1 Act Early, Act Together

The principle of 'Act Early, Act Together' **r**ecognises that there are greater benefits for rangatahi when their needs are responded to:

- As soon as the need emerges;
- In a co-ordinated and collaborative way.

When we do not act early and act together, needs can be unmet, and opportunities to strengthen a young person and engage them in a positive pathway are missed. Further impacts and more complex needs can arise.

Applying an 'Act Early, Act Together' approach mandates stakeholders to take action beyond contract or organisational silos, placing priority on meeting the young person's needs. It also supports early intervention in a young person's life by responding either at the first signs of changing engagement, or immediately a traumatic event occurs rather than after its impacts are manifested.

An 'Act Early, Act Together' approach can be applied to any focus area for rangatahi, or other groups.

Initial discussion has focused on applying 'Act Early, Act Together' to attending school, which is reflected in the recommendations.

The recommendations aligned with 'Act Early, Act Together' are organised around the following themes:

- Attending School
- Tools for Acting Together
- Re-Engaging Rangatahi.

Attending School

Recommendation 1	**Culture Change** Grow a culture change in Rotorua that places a high value on attending school, and is reflected in consistent messages and narrative about the value of attending school.
Recommendation 2	**Attending Team** Restructure contracting and delivery of Rotorua's Attendance Service, to develop an Attending Team approach that has attendance advisors being both in schools and in community.
Recommendation 3	**Community-Wide Attendance Table** Develop and test a local whole of community attendance mechanism that applies an 'Act Early, Act Together' approach.
Recommendation 4	**School Transport** Reduce the impact of transience within Rotorua on rangatahi engagement by providing access to school bus transport.
Recommendation 5	**School Awareness of Community providers** Increase schools' awareness about services and support that are available to

young people.

Tools for Acting Together

Recommendation 6 **Digital Platform**
Develop a rangatahi-centred digital platform for a co-ordinated approach to supporting young people to achieve their aspirational goals.

Recommendation 7 **Data**
Improve alignment and sharing of all relevant education data.

Re-engaging Rangatahi

Recommendation 8 **Support rangatahi who are stood-down, suspended, excluded, expelled**
Every young person who is stood-down, suspended, excluded or expelled is supported by a community provider while they are not at school, and supported to re-engage at school.

Recommendation 9 **Reconnecting Rangatahi**
Provide a response for rangatahi 15 years and above who are disengaging from school, and who may apply for Early Leaving Exemptions, by engaging them in positive programme activity that develops a learning and vocational pathway that is relevant for their aspirations.

Recommendation 10 **School Engagement of Rangatahi**
Work with schools to increase their ability to strengthen student engagement in learning.

4.2 Youth-centric Approach

This principle is based on embedding youth-centric practice as a foundation of the Rotorua approach.

Being youth-centred is about putting young people at the centre of what is planned and delivered, and ensuring that policies, decisions and initiatives impact positively on young people and avoid unintended negative consequences for young people.

Establishing this as a consistent practice will require:

- Capacity building, so that all those who work with young people have an understanding of:
  - youth development principles
  - youth participation models, and
  - the ability to put these into practice.
- Mechanisms that:
  - put youth-centric thinking at the forefront of shared discussion and decision-making
  - embed a shared expectation among stakeholders that peer organisations are
- Placing priority on youth-centric practice in the contracting and funding of services.

The recommendations related to implementing a Youth-centric Approach are organised around the themes:

- Professional Learning;
- Set Expectations;
- Services and Support for Young People.

Professional Learning

Recommendation 11 **Learning about being Youth-Centric**
Build the capacity of Rotorua organisations to apply a youth-centric approach, by creating professional development opportunities focused on youth development frameworks and youth participation in decision-making.

Set Expectations

Recommendation 12 **Youth-centric Focus at Rotorua Working Together Forum**
Build procedures into the Rotorua Working Together Forum that integrate consideration of impacts on young people into discussion at RWTF hui.

Recommendation 13 **Expectations for Rotorua Working Together Forum member organisations**
Create an expectation that Rotorua Working Together Forum member organisations will include youth voice in discussion and decision-making about policies, services and initiatives, and are accountable to the RWTF about how they do so.

Services and Support for Young People

Recommendation 14 **Youth-Centric Contracts and Funding**
Incorporate youth-centric practice into contracts and funding for youth services.

4.3 Rangatahi with Aspirations

An environment that enables and encourages young people to have aspirations, not just for their career but for their life, is an essential foundation for rangatahi to engage in positive pathways.

To build that environment in Rotorua, we need to create a common agenda for Rotorua rangatahi to grow up with aspirations for their lives. Young people with aspirations will have a strong sense of identity and belonging, be aware of having choices and opportunities, and will understand how to achieve their aspirations. In this environment, all those who support young people will have a responsibility to contribute to their ability to be aspirational.

For rangatahi to grow up with aspirations, they need to:

- Be supported throughout childhood to think about what is possible;
- Have a strong sense of who they are;
- Be encouraged to dream;
- Know about the choices and opportunities that are available, and feel confident in making choices that are relevant and appropriate for them;
- Be supported to achieve aspirational goals and to develop a pathway plan;
- Have access to learning, resources and opportunities that relate to their pathway.

The following recommendations are organised under the themes:

- Rotorua Approach;
- Vocational Pathways.

Rotorua Approach

Recommendation 15 **Individual Pathway Plans**
Develop an approach for all young people in Rotorua to develop their own pathway plan.

Recommendation 16 **Integrated Pathway Planning**
Integrate aspects of pathway planning into the work of all organisations that provide services and support to young people.

Recommendation 17 **Professional Development on Pathway Planning**
Build local capacity for supporting pathway planning through professional development opportunities.

Recommendation 18 **Identity, Culture and Belonging**
Support learning which enables Rotorua children to develop a strong sense of identity, culture and belonging, including a basis in Te Arawa kawa and tikanga.

Recommendation 19 **Strength-based Approaches**
Incorporate an expectation into contracts and funding for youth services that strength-based approaches will be used.

Vocational Pathways

Recommendation 20 **Develop Integrated Vocational Pathways**
Work with employers, training providers and schools to develop integrated vocational pathways.

Recommendation 21 **Mentoring with Local Business**
Work with local businesses to develop a Rotorua mentoring programme that

provides rangatahi with opportunities to develop relationships and understanding about industries.

Recommendation 22 **Licence to Work Programme**
Establish the 'Licence to Work' youth employability programme in Rotorua.

Recommendation 23 **Strengthen Pathways to Tertiary Learning**
Strengthen pathways from school to tertiary training that support students' aspirations and pathway plans.

Recommendation 24 **Collaborative Driver Licensing Pathway**
Establish a collaborative Driver Licence Pathway Model which includes pathways for rangatahi.

4.4 Rangatahi Wellbeing

The wellbeing of young people is essential to their ability to engage positively in life.

To support this, rangatahi wellbeing must be established as a core value for Rotorua that is reflected in organisations' strategies and actions. This can be implemented through a preventative approach that:

- Ensures that all Rotorua children have the lifelong benefits of healthy attachment
- Strengthens young people's positive sense of self and belonging
- Gives them tools that help them to be resilient and stay well.

The recommendations aligned with 'Rangatahi Wellbeing' are organised around the themes:

- Strategic Focus
- Wellbeing Tools and Resources
- Preventative Approach.

Strategic Focus

Recommendation 25 **Strategic Focus for Rotorua**
Strengthen the focus of Rotorua strategies on youth wellbeing, including both organisational and community-owned strategies.

Recommendation 26 **Consultation on Child Wellbeing Strategy**
Ensure that Rotorua engages in consultation on the Child Wellbeing Strategy, and identify how Rotorua can take advantage of this process.

Wellbeing Tools and Resources

Recommendation 27 **Youth-Centric Mental Wellbeing Tools**
Design youth-centric mental health responses with a prevention and wellbeing focus, engaging young people in the development process.

Recommendation 28 **Aligned Wellbeing Resources**
Align resources and delivery of youth mental health services with Kāhui Ako to create opportunities for capacity building across Kāhui Ako and within schools.

Recommendation 29 **Increase Capability**
Ensure that everyone working with young people has the capability to make an appropriate first response to support young people's mental health needs.

Preventative Approach

Recommendation 30 **Intervention Continuum**
Establish a continuum of universal preventative and early intervention models for children and young people that strengthen healthy attachment and target School Readiness, Life Readiness and Parenting Readiness.

Recommendation 31 **Strengthen Wellbeing through Identity, Culture and Belonging**
Enhance the wellbeing of rangatahi by assisting them to develop a strong sense of identity and belonging through connection with their culture, in particular for rangatahi Māori.

4.5 Connections across Community

Agencies working together and forming strong cross-sector and multi-sector connectedness is critical to implementing these recommendations and creating a Rotorua approach to engaging rangatahi.

The impact of developing connections across community and working together differently around rangatahi engagement will have positive impacts in other focus areas.

The recommendations aligned with Connections across Community are organised around the themes:

- RWTF Commitment;
- Principles in Practice;
- Kāhui Ako.

Rotorua Working Together Forum Commitment

Recommendation 32	**Rotorua Working Together Forum Commitment** Establish a commitment at RWTF to apply the principles of a Rotorua approach: Act Early, Act Together; Youth-centric Approach; Rangatahi with Aspirations; Rangatahi Wellbeing; Connections across Community.

Principles in Practice

Recommendation 33	**Rotorua Working Together Forum Practice** Build mechanisms into RWTF practice to embed and monitor the principles of a Rotorua approach in practice.
Recommendation 34	**Rotorua Working Together Forum Focus** Maintain a focus at RWTF on working differently to leverage off existing resource.

Kāhui Ako

Recommendation 35	**Work With Kāhui Ako** Support development of Kāhui Ako to achieve their potential as Communities of Learning that engage with the whole of community.

Appendix 1: Rationale and implementation for each recommendation

This appendix provides:

- The rationale for each recommendation
- Ideas regarding possible implementation of the recommendations, based on thinking captured during the project, and thinking from the project leads. These notes are not intended to be prescriptive.

Act Early, Act Together

Attending School

Recommendation 1	**Culture Change** Grow a culture change in Rotorua that places a high value on attending school, and is reflected in consistent messages and narrative about the value of attending school.
Rationale	• There is a general trend that school attendance is declining. • Around 41% of Rotorua learners do not attend school regularly. • Māori and Pasifika have lower rates of regular attendance. • Increasing non-attendance by younger children (primary and intermediate). • Families not recognising the impact of school attendance on life outcomes. • Creating a common agenda around attending is a foundation for prioritising rangatahi engagement.
Implementation	Engage with a wide range of community leaders to: • Create consistent messages and a strong community narrative about the importance of attending school and the impact of attending on educational, social and life outcomes. • Develop a strategic approach to promote these messages across the Rotorua community, using multiple approaches and platforms. • Ensure that there is consistent understanding about the key messages and tools to support consistent 'on-message' communication. • Ensure that whānau and others supporting children and young people know how to access support to strengthen school attending.
Recommendation 2	**Attending Team** Restructure contracting and delivery of Rotorua's Attendance Service, to develop an Attending Team approach that locates attendance advisors both in schools and in community.
Rationale	• The current Attendance Service approach is not working to support high levels of school attendance and re-engagement of disengaged rangatahi. Change to the way this service contract is framed is essential. • Attendance Advisors being based within schools creates barriers and limitations for the effective delivery of attendance services; but also provides strong relationships within host schools. • There is a lack of accountability for schools' first response to a student's

irregular attendance, and school referrals to the Attendance Service are not consistent or transparent.
- Response to students who are disengaged from school, or who have complex needs, does not consistently engage the full range of community resource and capability.
- Schools and Attendance Service experience difficulty getting in contact with some parents/caregivers.
- Some young people have been completely disengaged from school long-term without an ongoing active response to locate and continue working with them until they are re-engaged.
- Families have expectations about the availability of support to address irregular attendance that cannot be met by the current systems.

Implementation

Restructure the contract and delivery of the Rotorua Attendance Service, including:

- Locate Attendance Advisors roles both in schools (aligned with Kāhui Ako) and in community, so that the attendance service is better able to provide required support services.
- Embed into service contracting the requirement for Attendance Service and community providers to work together to deliver attendance address school attendance issues and innovate responses.
- Strengthen the capability of the Attendance Service in:
  - Knowledge of local communities and ability to locate and connect with rangatahi and parents/caregivers
  - Linking with a wide range of 'wrap-around' support services
  - Working with whānau to overcome attendance issues, and strengthen relationships with the school.

Recommendation 3

Community-Wide Attendance Table

Develop and test a local whole of community attendance mechanism that applies an 'Act Early, Act Together' approach.

Rationale

- Increasing number of young people not attending school regularly.
- Irregular attendance or disengagement occurring at younger ages.
- Existing systems for responding to non-attendance or disengagement are not working effectively, have a compliance rather than a youth-centric focus, and do not support the principle of Acting Early and Acting Together.
- There is a backlog of young people who are disengaged from school.
- There are no systems for reporting local attendance data to the community which is timely, accurate and comprehensive.
- Referrals to community-based service providers are not timely.
- This recommendation can be acted on without waiting for implementation of Recommendation 2.

Implementation

Develop and pilot a local whole of community attendance mechanism that:

- Applies an 'Act Early, Act Together' approach.
- Applies learning from implementation of Rotorua's Family Harm Table.

	• Establishes protocols for early reporting from schools to the Attendance Table of irregular attendance. • Identifies rangatahi for whom the root causes of non-attendance are complex and elevates for appropriate services and support. • Responds to a backlog of rangatahi who are disengaged from school. • Is supported by an attendance-focused paearahi role based in community. • Links strongly with Kāhui Ako. • Reports data on trends, gaps and issues to RWTF, Ministry of Education, Kāhui Ako and schools. • There is potential for this approach to be piloted in one Kāhui Ako. *Implementation of this recommendation is not dependent on action related to Recommendation 2.*
Recommendation 4	**School Transport** Reduce the impact of transience within Rotorua on rangatahi engagement by providing access to school bus transport.
Rationale	• A high level of transience around Rotorua is exacerbated in the current housing climate, impacting on whānau living in rented accommodation. • Many young people change their residence when staying with other family members or foster carers. • Transport across town to stay enrolled at the same school is a barrier for some families. • Frequent changes of school can disrupt engagement, as well as connections with peers, teachers and local community. • An impact on school attendance when a previous free school bus service was terminated was noted by stakeholders. • Several school bus routes currently operate in Rotorua on a user-pays basis.
Implementation	1. Identify resource to implement this recommendation by aligning existing resource or seeking funding via NZTA, philanthropic funders, and others. 2. Provide bus tickets for existing school bus routes at no cost at the discretion of the Attendance Table (*see Recommendation 3*), for example where: • A young person is not attending school regularly; • They are living outside a reasonable distance from their school, either due to family transience or changes in the young person's care; • Transport to school, and the cost of existing bus services, are barriers. 3. Based on demand and use, review existing school bus routes, and identify any need for additional or modified routes to meet need.
Recommendation 5	**School Awareness of Community providers** Increase schools' awareness about services and support that are available to young people.
Rationale	School staff are often unaware of what services and support are available for rangatahi and how to access these.
Implementation	• Establish information sharing opportunities for schools and Kāhui Ako to learn about services and support that are available for rangatahi, and to

meet service providers, and embed this as regular practice.

- Ensure that relevant and up to date service directory information is available, and identify sustainable resource for maintaining up to date information.
- Consider the potential to use the Family Services Directory as a vehicle for expanding and maintaining a comprehensive directory of Rotorua services.

Tools for Acting Together

Recommendation 6	**Digital Platform** Develop a rangatahi-centred digital platform for a co-ordinated approach to supporting young people to achieve their aspirational goals.
Rationale	• Service providers need digital tools to enable them to work together collaboratively as a 'Virtual Youth Team' in support of individual rangatahi. • This need has been previously identified through Rotorua's Social Sector Trials (Excel Rotorua). • Enables rangatahi to have agency in working towards an aspirational goal, agency in who is involved and how, and transparency of shared information. • Contributes to workers' safety by keeping them informed about a family's situation. • Creates opportunity to share plans and avoid duplication of information.

Implementation	• Initiate a community-based collaborative Digital Platform Project to develop a tool that:
	  ○ Supports efficient, effective and coordinated support for referred young people.
	  ○ Connects and exchanges information between a young person and the agencies, community organisations and others who are supporting them to achieve their aspirational goals, with joint accountability for achieving outcomes.
	• Develop, pilot and rollout a digital tool as a customisation of Youth Hub, and embed as core business service delivery for the agencies and community organisations that use the tool.

Recommendation 7	**Data** Improve alignment and sharing of all relevant education data.

Rationale	• There is a lack of current, timely local data that is available to inform shared discussion and assist in effective, efficient and co-ordinated delivery.
	• Data reporting in the education sector is undermined by:
	  ○ A lack of alignment of data systems (for example, multiple databases within Ministry of Education, and lack of integration between Ministry of Education and Tertiary Education Commission data)
	  ○ The voluntary basis on which data on some matters (such as attendance) is provided by schools.
	  ○ Public availability of data for the current period.
	• Initiatives related to data sharing can be informed by the digital transformation strategies for Government work streams.

Implementation	Establish reporting of timely, relevant local data on rangatahi engagement to RWTF, including: 1. Data on outcomes of rangatahi pathways from school to training and tertiary education, including outcomes for students who receive an Early Leaving Exemption from school, by establishing data sharing between Ministry of Education and Tertiary Education Commission databases, and applying learning from implementation of the ARoNA project to develop protocols. 2. Data from the Attendance Table *(see Recommendation 3)* including: o Timely data on attendance o Outcomes of early response to irregular attendance o Outcomes of responses to disengaged rangatahi. 3. Data from the Digital Platform Project *(see Recommendation 6)* on outcomes from use of the community-based collaborative Digital Platform tool. 4. Data on school use of Section 27 of the Education Act.

Re-engaging Rangatahi

Recommendation 8	**Support rangatahi who are stood-down, suspended, excluded or expelled.** Every young person who is stood-down, suspended, excluded or expelled is supported by a community provider while they are not at school, and supported to re-engage at school.
Rationale	• During periods of stand-down, suspension, exclusion or expulsion, young people are typically not engaged in positive activity, and may not be under supervision of an adult during the day. This further weakens engagement. • Maintaining connections with rangatahi during these periods is essential to support their engagement in schooling.
Implementation	• Schools report all suspensions, exclusions, expulsions to the Attendance Table *(see Recommendation 3)* immediately the decision is made. This will include use of Section 27 of the Education Act, where this relates to behavioural or disciplinary issues. • The Attendance Table Team connects the rangatahi to a community provider. • The community provider arranges access to appropriate support and activity during the period of their absence from school, and ensures that they re-engage at school. • The Attendance Table tracks and reports data on implementation of this recommendation and outcomes for rangatahi to RWTF, Ministry of Education and schools.

Recommendation 9	**Reconnecting Rangatahi** Provide a response for rangatahi of rangatahi 15 years and above who are disengaging from school, , and who may apply for Early Leaving Exemptions, by engaging them in positive programme activity that develops a learning and vocational pathway that is relevant for their aspirations.
Rationale	• An elevated number of rangatahi in Year 11 and above leave school or stop

attending regularly in Terms 3 and 4 of the school year, and following School Roll Return dates.

- This is demonstrated in an annual increase in the number of applications for Early Leaving Extensions at these times. Rotorua has a high rate of Early Leaving Extensions.
- These students are at risk of not successfully transitioning to a positive pathway.
- Rangatahi who have a pathway plan that matches their aspirations are likely to see the relevance and value of school engagement.
- Disengagement for these rangatahi is associated with:
  - Approaching NCEA examination period, especially for those rangatahi who schools may not expect to perform well in exams.
  - Disillusionment regarding the relevance of school and lack of strong vocational pathways.
  - Students who have completed the minimum required NCEA credits and have a reduced commitment to attending.

Implementation

- Provide access for rangatahi at risk of disengaging from school to programmes that:
  - Are delivered by community providers outside the school environment, while rangatahi remain enrolled at school.
  - Provide positive activity to strengthen these rangatahi's re-engagement in school.
  - Support them to develop a positive learning and vocational pathway.
- Identify participants through direct referral from schools, Ministry of Education, and the Attendance Table *(see Recommendation 3).*

Recommendation 10 **School Engagement of Rangatahi**

Work with schools to increase their ability to strengthen student engagement in learning.

Rationale

- Schools have a critical role in developing, promoting and supporting young people to develop positive life courses.
- The role of school in a young person's life can vary widely depending on their personal experiences both within the school and in other aspects of their lives, and the impact of the key influencers.
- Young people at school can be supported well when the school environment offers:
  - A safe and inclusive culture that is welcoming for young people and reflects their identity
  - Strong connections with their communities. Kāhui Ako (Communities of Learning) offer rich potential to strengthen this.
- At secondary level, schools need to:
  - Find ways to make learning relevant, by making changes to the traditional curriculum and the siloed delivery of subjects.
  - Creating systems that support pathway flexibility, such as subject choice and timetabling.

Implementation	Maintain a focus on increasing schools' ability to engage all rangatahi strongly in education by: • Providing a safe and inclusive culture that is reflects young people's identity • Fostering schools' strong connections with their local communities through Kāhui Ako. • Innovating holistic curriculum delivery at secondary to strengthen relevance of learning for students. • Developing school systems at secondary that allow rangatahi to pathway flexibility such as systems for subject choice, timetabling.

Youth-centric Approach

Professional Learning

Recommendation 11	**Learning about being Youth-Centric** Build the capacity of Rotorua organisations to apply a youth-centric approach, by creating professional development opportunities focused on youth development frameworks and youth participation in decision-making.
Rationale	• Increased understanding and ability to apply youth development frameworks and youth participation models is a necessary foundation for consistent strengths-based youth development practice. • Delivering learning opportunities with this focus will grow Rotorua-wide capacity to apply a youth-centric approach.

Implementation	Develop a framework for professional development opportunities:
	• Deliver train-the-trainer learning opportunities to increase local training capacity, using Ministry of Youth Development and existing local expertise.
	• Use Ministry of Youth Development training resources for local delivery of professional development for a range of stakeholders.
	• Create professional development opportunities through existing platforms, including:
	  o Te Kete-o-te-Wānanga Community Development and Training Initiative
	  o Rotorua Working Together Forum
	  o Kāhui Ako
	  o Internal staff training forums of RWTF member organisations.
	• Encourage RWTF member organisations and other Rotorua stakeholders to incorporate this learning as a foundation of staff professional development.

Set Expectations

Recommendation 12	**Youth-centric Focus at Rotorua Working Together Forum** Build procedures into the Rotorua Working Together Forum that integrate consideration of impacts on young people into discussion at RWTF hui.
Rationale	Building consistent practice in shared discussion is a change tool for embedding a youth-centric approach.
Implementation	Embed a discussion process at RWTF hui to address the following questions wherever a new policy, decision, service or initiative is presented or shared by a member organisation: • How will this affect young people? • What are the potential impacts on young people from different groups, and on young people compared to other groups in society? • How have young people's views and voices been sought on this subject, and what have they said? • How have young people's views been reflected in decisions, planning or delivery? • How will young people be informed about the outcome?

Recommendation 13	**Expectations for Rotorua Working Together Forum member organisations** Create an expectation that Rotorua Working Together Forum member organisations will include youth voice in discussion and decision-making about policies, services and initiatives, and are accountable to the RWTF about how they do so.

Rationale	• RWTF has a role in driving implementation of a youth-centric approach in Rotorua.
	• The accountability of members organisations to RWTF by member organisations creates an environment in which:
	  ○ 'Positive peer pressure' motivates implementation of a youth-centric approach by organisations.
	  ○ Organisations can learn about good practice from each other.

Implementation	• Encourage Rotorua Working Together Forum member organisations to develop policies and procedures for incorporating youth voice into their practice. • Develop a procedure for Rotorua Working Together Forum member organisations to report to RWTF hui on how they have been implementing youth-centric practice. • Explore the potential for an independent audit of a youth-centric approach for Rotorua organisations.

Services and Support for Young People

Recommendation 14	**Youth-Centric Contracts and Funding** Incorporate youth-centric practice into contracts and funding for youth services.
Rationale	• Contracts and/or criteria for accessing youth services and programmes are frequently limited by age. Because young people's experience and circumstances vary widely are not always related to their biological age, this limits access to services and support for some young people. Using need not age as the criteria for accessing services and support can overcome this barrier. • Using a deficit-based approach to contracting and funding can predetermine the focus of work with a young person and restrict the potential for them to focus on the change that is their priority.
Implementation	Develop a strategic approach to incorporating youth-centric practice into contracting and funding of youth services and support, including: • Using a strengths-based rather than deficits-based approach to frame contracts. • Enabling work with individual rangatahi to focus on their priorities rather than predetermined priorities. • Increased flexibility in criteria for accessing services and programmes, particularly regarding age. • Supporting a partnership approach between funders and providers through focusing on outcomes for young people. • Including youth voice in contract planning and reporting mechanisms. • Incorporating professional development focused on youth development and youth participation in decision-making as a requirement for providers.

Rangatahi with Aspirations

Rotorua Approach

Recommendation 15	**Individual Pathway Plans** Develop an approach for all young people in Rotorua to develop their own pathway plan.
Rationale	A shared approach to ensure that all young people have opportunities to develop individual pathways planning will help to develop an environment that supports rangatahi to have aspirations.
Implementation	Develop a strategy to align delivery of pathway planning in schools and community settings across primary, intermediate and secondary ages, that: • Strengthens the delivery of pathway planning in schools, including at primary and intermediate, with a focus on life and career aspirations. • Increases capacity for a wide range of influencers to support young people to develop individual pathway planning. • Enables young people to have multiple planning opportunities. • Ensures rangatahi ownership of the plan, and involves whānau as appropriate.
Recommendation 16	**Integrated Pathway Planning** Integrate aspects of pathway planning into the work of all organisations that provide services and support to young people.
Rationale	Building pathway planning processes into delivery of services and support across Government agencies and community-based organisations will drive implementation of a common agenda of rangatahi with aspirations.
Implementation	• Incorporate aspects of pathway planning into contracting and funding of youth services and support, including: o An expectation for youth services to integrate opportunities for pathway planning. o Flexibility within contracts to enable work with individual rangatahi to focus on their priorities, including pathway planning. o Expect youth services to access professional development opportunities relating to pathway planning. o Support collaborative approaches that enable rangatahi to develop their pathway plan in conjunction with multiple providers and supporters. • Encourage Rotorua Working Together Forum member organisations to identify how they will integrate pathway planning into their delivery, and develop a procedure for them to report to RWTF hui how they have been integrating pathway planning. (*see Recommendations 15, 17, 19, 33*)
Recommendation 17	**Professional Development on Pathway Planning** Build local capacity for supporting pathway planning through professional development opportunities.

Rationale	Delivering these learning opportunities will: • Embed Rangatahi Aspirations as a common agenda. • Encourage good practice use of planning tools and approaches. • Ensure young people receive consistent support for pathway planning.

Implementation	• Create professional development opportunities for local stakeholders to share pathway planning tools and resources, and good practice approaches for their use.
	• Use existing platforms to deliver professional development opportunities:
	  ○ Te Kete-o-te-Wānanga Community Development and Training Initiative
	  ○ Rotorua Working Together Forum
	  ○ Kāhui Ako
	  ○ CATE Waiariki (Careers and Transition Education Association)
	  ○ Internal staff training forums of RWTF member organisations.

Recommendation 18	**Identity, Culture and Belonging** Support learning which enables Rotorua children to develop a strong sense of identity, culture and belonging, including a basis in Te Arawa kawa and tikanga.
Rationale	A strong sense of identity and self-belief is an important foundation for developing aspirations and pathway planning.
Implementation	• Develop learning resources with a basis in Te Arawa tikanga, such as Te Arawa stories. • Identify sustainable resourcing for local iwi providers to work within schools and with community providers to provide learning that strengthens identity, culture and belonging. • Assist Kāhui Ako and schools to build links with iwi and hapū.

Recommendation 19	**Strength-based Approaches** Incorporate an expectation into contracts and funding for youth services that strength-based approaches will be used.

Rationale	• Strength-based approaches create opportunities to:
	  ○ Focus on positive goals that reflect the young person's priorities and contribute to pathway planning.
	  ○ Develop a narrative that focuses on strengths rather than deficits.

Implementation	Develop a strategic approach to incorporating strengths-based approaches into contracting and funding of youth services and support, including: • Incorporate a strengths-based approach when framing contracts. • Expect youth services to integrate opportunities for pathway planning. • Provide flexibility within contracts to enable work with individual rangatahi to focus on their priorities, including pathway planning. • Expect youth services to access professional development opportunities relating to pathway planning. • Support collaborative approaches that enable rangatahi to develop their

pathway plan in conjunction with multiple providers and supporters.
(See Recommendations 14, 16)

Vocational Pathways

Recommendation 20	**Develop Integrated Vocational Pathways** Work with employers, training providers and schools to develop integrated vocational pathways.
Rationale	• For rangatahi to transition successfully to vocational pathways, there must be clear and co-ordinated pathways that are relevant and provide choice. • Need for a broader range of vocational training options available to students through Private Training Establishments (for example, construction and trades training; and more options that align with the aspirations of male rangatahi) and more opportunities for apprenticeships. • Pathways must be developed to be relevant to rangatahi, rather than rather than to suit the needs of providers. • Need for district oversight of the links between education, training and availability for employment, and better matching of skill needs to employment opportunities within the district.
Implementation	Develop vocational pathways that enable rangatahi to transition successfully from school to training and employment, and: • Are aligned to workforce demand and labour market trends • Provide training pathways that are relevant to rangatahi aspirations • Offer choice through a range of pathways, including trades training and apprenticeships • Support employment readiness for employment • Create employers who are youth-ready.
Recommendation 21	**Mentoring with Local Business** Work with local businesses to develop a Rotorua mentoring programme that provides rangatahi with opportunities to develop relationships and understanding about industries.
Rationale	Opportunities to develop relationships with people in local businesses can foster rangatahi's awareness of industry opportunities and choices that are relevant to their aspirations.

Implementation	• Identify local businesses who can provide opportunities to develop a mentoring approach that enables individual rangatahi to:
	  ○ Spend time in a workplace, undertaking their own study tasks
	  ○ Observe the industry in action, and build relationships with those in the workplace.
	• Link with schools to identify rangatahi with an interest in the relevant industries, and develop protocols.

Recommendation 22	**Licence to Work Programme** Establish the 'Licence to Work' youth employability programme in Rotorua.
Rationale	• Employers have an increasing focus on character, work readiness and employability skills.

	• Many young people lack skills and experience that make them readily employable.
Implementation	Establish the 'Licence to Work' youth employability programme in Rotorua to provide: • Learning activities that build employability competencies • Develop links with schools and local employers that support pathway planning.
Recommendation 23	**Strengthen Pathways to Tertiary Learning** Strengthen pathways from school to tertiary training that support students' aspirations and pathway plans.
Rationale	• When rangatahi do not have clear aspirations and pathway planning, they are vulnerable to taking up training opportunities that: o Do not meet their pathway needs o Are not at the right learning level (for example, taking up study at a level they have already achieved at school) o Incur student debt without successfully leading them to employment • Pathways through tertiary learning need to be relevant and well communicated to rangatahi, including relevant school subject choices, and employment directions.
Implementation	• Work with tertiary providers to strengthen the pathways from school to tertiary training courses that are: o Relevant to the student's pathway planning and aspirations o At an appropriate learning level • Improve the youth-focus and co-ordination of information regarding study options and career opportunities. *(See Recommendation 15)*
Recommendation 24	**Collaborative Driver Licensing Pathway** Establish a collaborative Driver Licence Pathway Model which includes pathways for rangatahi
Rationale	• Some rangatahi face barriers to achieving driver licensing, including cost, literacy, and availability of vehicles to learn and sit practical tests. • Young people driving without a licence incur fines and debt, and are at risk of a pathway of offending. • Not having a driver licence limits employability. • Access to funding streams and support to complete driver licensing has been siloed and uncoordinated.
Implementation	Work collaboratively to develop a district wide focus on driver licencing which includes responses and pathways for rangatahi, and put in place appropriate support systems for the process of getting a full drivers licence, including: • Using a clearing house approach to align individuals to appropriate driver licensing funding streams • Co-ordinating provision of driver licensing programmes

- Providing a pathway to completion of a full driver licence
- Linking rangatahi to pastoral care as appropriate.

Rangatahi Wellbeing

Strategic Focus

Recommendation 25	**Strategic Focus for Rotorua** Strengthen the focus of Rotorua strategies on youth wellbeing, including both organisational and community-owned strategies.
Rationale	A Rotorua-wide focus on rangatahi wellbeing will support its establishment as a shared value that is reflected in action.
Implementation	• Engage RWTF member organisations and other Rotorua stakeholders in review of their organisational strategies and other key Rotorua strategies • Work with strategy owners to add or strengthen the strategic focus on rangatahi wellbeing.

Recommendation 26	**Consultation on Child Wellbeing Strategy** Ensure that Rotorua engages in consultation on the Child Wellbeing Strategy, and identify how Rotorua can take advantage of this process.
Rationale	Aligning current strategic development on Child Wellbeing nationally and locally can strengthen establishment of a rangatahi wellbeing focus for Rotorua.
Implementation	• Make a RWTF submission on the Child Wellbeing Strategy. • Support opportunities for Rotorua stakeholders to engage in consultation on the Child Wellbeing Strategy.

Wellbeing Tools and Resources

Recommendation 27	**Youth-Centric Mental Wellbeing Tools** Design youth-centric mental health responses with a prevention and wellbeing focus, engaging young people in the development process.
Rationale	• There is an increasing demand for mental health services and support for rangatahi, particularly related to anxiety, stress and depression. • For many rangatahi a preventive wellbeing approach may be effective. • There is potential for learning about tools that strengthen wellbeing and mental and emotional resilience to be integrated into young people's interactions with many influencers.
Implementation	Engage young people in exploring opportunities to integrate youth-centric wellbeing-focused tools: • Within schools, alongside and/or integrated into curriculum delivery, social and recreational activities • In delivery of community-based programmes and services. • Examples wellbeing-focused tools may include (but are not limited to) learning about mindfulness, meditation, maramataka, peer support

opportunities, tools for resilience.

(*see Recommendations 11, 13, 14*)

Recommendation 28	**Aligned Wellbeing Resources** Align resources and delivery of youth mental health services with Kāhui Ako to create opportunities for capacity building across Kāhui Ako and within schools.
Rationale	• There is increasing pressure on schools to provide in-school pastoral and mental health services, such as counsellors. • There is an increasing demand for mental health services and support for children and young people, particularly related to anxiety, stress and depression. • There is efficacy in early response.
Implementation	• Explore the potential to align delivery of mental health resource to rangatahi at school through Kāhui Ako by: o Aligning expert capacity (such as counsellors) across Kāhui Ako. o Taking a capacity building approach in order to embed learning about mental wellbeing tools within delivery of the school health curriculum. • Use implementation of this recommendation as an opportunity for applying an Act Early, Act Together approach, to promote early response to emerging need and co-ordinated response to complex needs.
Recommendation 29	**Increase Capability** Ensure that everyone working with young people has the capability to make an appropriate first response to support young people's mental health needs.
Rationale	• There is an increasing demand for mental health services and support for rangatahi. • Early and appropriate response to these needs requires all those who work with young people to have confidence and capability to identify and respond appropriately to these needs.
Implementation	• Increase local capability by creating workforce development opportunities focused on mental health and wellbeing, including: o Expert training on specific topics (e.g. neurological development) o Community training opportunities for providers to share their expertise and good practice • Deliver these opportunities through existing platforms, including: o Te Kete-o-te-Wānanga Community Development and Training Initiative o Rotorua Working Together Forum o Kāhui Ako o Internal staff training forums of RWTF member organisations.

Preventative Approach

Recommendation 30	**Intervention Continuum** Establish a continuum of universal preventative and early intervention models for children and young people that strengthen healthy attachment and target

	School Readiness, Life Readiness and Parenting Readiness.
Rationale	• There are increasing levels of behavioural and mental health issues for children and young people. • The foundations of wellbeing are established early in life. • There are strong links between secure attachment and positive health, social and educational outcomes. • Healthy attachment provides life-long and intergenerational protective factors, assists development of healthy social, emotional skills and moral frameworks, optimises impulse control, and builds resilience and mental wellbeing. • Issues of attachment are common for vulnerable children and young people. • Research literature supports the efficacy of a programme of evidence-based interventions delivered across sectors and developmental stages. • Research undertaken through Excel Rotorua and Lakes District Health Board provides a framework for such a programme which incorporates the domains of School, Life and Parenting Readiness. (Reference: 'Falling in Love with you Baby' report).

Implementation	• Develop a framework to support discussion and planning about a preventative intervention continuum, which aligns developmental stages, opportunities for prevention/intervention, and current programmes and services.
	• Implement recommendations from 'Falling in Love with You Baby' research undertaken by Lakes District Health Board.
	• Establish a continuum of universal preventative and early intervention programmes for children and young people that apply attachment-focussed approaches, and identify sustainable resourcing for programme delivery.
	• Provide professional development for those working with children, young people and families to build a shared understanding of healthy attachment, neurological development, and the impacts of trauma, as a building block for a shared whole of community approach.
	• Use existing platforms to deliver professional development opportunities, including:
	  o Te Kete-o-te-Wānanga Community Development and Training Initiative
	  o Kāhui Ako
	  o Rotorua Working Together Forum
	  o Internal staff training forums of RWTF member organisations.

Recommendation 31	**Strengthen Wellbeing through Identity, Culture and Belonging** Enhance the wellbeing of rangatahi by assisting them to develop a strong sense of identity and belonging through connection with their culture, in particular for rangatahi Māori.
Rationale	• Māori are over-represented in statistics for disengagement and negative life outcomes. • Iwi need an increasing role in guiding and assisting those who work with support rangatahi to develop a support young people to build a strong sense

	of identity, belonging and culture. • All those working with and supporting children and young people must be culturally responsive and able to support their wellbeing.
Implementation	Develop a strategic approach to: • Build a collective understanding of rangatahi wellbeing. • Embed culturally responsive practice in resources and service delivery by Government and community providers, including as basis Te Arawa tikanga and kawa. • Support the engagement of hapū with Kāhui Ako and local community service providers, including resourcing to assist that engagement.

Connections across Community

Rotorua Working Together Forum Commitment

Recommendation 32	**Rotorua Working Together Forum Commitment** Establish a commitment at RWTF to apply the principles of a Rotorua approach: Act Early, Act Together, Youth-centric Approach, Rangatahi with Aspirations, Rangatahi Wellbeing, and Connections across Community.
Rationale	Implementing a Rotorua approach to make change in rangatahi engagement must be driven by the commitment of RWTF member organisations.
Implementation	Develop a process for each RWTF member organisation to indicate their support for implementation of a Rotorua approach and the principles of: Act Early, Act Together, Youth-centric Approach, Rangatahi with Aspirations, Rangatahi Wellbeing, and Connections across Community.

Principles in Practice

Recommendation 33	**Rotorua Working Together Forum Practice** Build mechanisms into RWTF practice to embed and monitor the principles of a Rotorua approach in practice.
Rationale	RWTF procedures that build reporting and discussion of the principles and how they are being implemented into the RWTF culture will drive change and embed a Rotorua approach in practice.
Implementation	Design procedures that can be built into RWTF discussion and reporting. *(See recommendations 12, 13)*
Recommendation 34	**Rotorua Working Together Forum Focus** Maintain a focus at RWTF on working differently to leverage off existing resource.
Rationale	A continued focus on leveraging opportunities and resource differently is essential to changing the way Rotorua stakeholders work together.
Implementation	Develop an approach for implementing a Collective Impact approach for RWTF.

Kāhui Ako

Recommendation 35	**Work With Kāhui Ako** Support development of Kāhui Ako to achieve their potential as Communities of Learning that engage with the <u>whole</u> of community.
Rationale	• There is rich potential for Kāhui Ako to become hubs of connection that connect clusters of schools with their local communities: true 'Communities of "earning' rather than 'Communities of Schools'. • With strong inter-school and community connections, Kāhui Ako can influence significant change in how we work across community to support rangatahi engagement.
Implementation	Create opportunities for RWTF to: • Connect with Kāhui Ako • Engage Kāhui Ako in development of a Rotorua approach to engaging rangatahi • Support development and connections of Kāhui Ako.