

Teacher perceptions of the value of the Jade Speaks Up programme

Section report

for

Countering family harm and improving child well-being: 2017- 2019 Research report on a New Zealand programme delivered by classroom teachers.

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Introduction

Jade Speaks Up (JSU) is a teacher-led programme that gives Year 4 to 8 school children practical and relational strategies, emotional literacy and self-agency tools to develop trusting relationships, build resilience and keep themselves safe from bullying and family violence. JSU addresses a key component of the Ministry of Education's Health Curriculum designed to improve future New Zealand's very negative statistics on bullying, youth suicide and domestic violence.

From 2017 to 2019 a pilot program funded by ACC was run in 18 schools in Auckland, The Bay of Plenty, Dunedin & Christchurch covering levels 5-8 (primary, full-primary, intermediate and integrated), with a deciles ranging from 1-9 (average =3.3). 3277 children were engaged in the programme, aged from 8 to 14. 18% were Asian/ African, 27%, Māori, 31%, Pacific Island and 24%, Pākehā /European. These children completed 141 questionnaires covering emotional literacy, people connections, relational and safety skills, wellbeing and satisfaction with and benefits of the programme.

92 teachers took part in the Jade Speaks Up programme and 21 participated in two iterations of the programmes over that period, making a total of 123 classrooms involved – 47 in 2017, 38 in 2018 and 37 in 2019. Twenty percent of classes were taught by teachers of Māori descent; 15% by teachers of Pacific Island descent, but excluding Maori, 6% by teachers of Asian descent, but excluding Maori and Pacific Island; and 60% were Pakeha/New Zealander or of European descent only.

Nearly three quarters of the classes had been engaged with another safety/life skills training programme recently. and in half the classes this was either the Keeping Ourselves Safe or the DARE/Life Skills programme, both run by the NZ Police. Other external life skills programmes were used in one or two classrooms - Kid Power Life Education (2) and Mates and Dates (1) Positive Puberty (1), Play is the Way (1), Cool Schools (1) and Kindness (1). The Positive Behaviour for Learning (PB4L) programme which is a framework for safety and life skills initiatives was run in four schools. Not all of the participants completed the pre. post and follow-up questionnaires. One school in 2019 did not complete the pre-tests, resulting in 113 completions (92%); there were 105 for the post-test (85%); and 69 at follow-up. The

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drop off of participants from pre-test to follow-up was greater for 2017 and 2018 (53% and 50%) and least for 2019 (34%).

Teacher values

In the 2017 iteration of the JSU programme, we became aware that there were some teachers who almost from the outset of training did not warm to the programme, and that this flowed through into their judgement on the effectiveness of the programme. We wondered if these teachers were starting from a different values base than the one held by the programme and, presumably, most of the teachers who were part of the first iteration. In the second and third iterations of the programme we asked teachers to record four key values that inform their practice. Of the 67 teachers involved, 63 completed the values question. The analysis that follows gives the percentage of responses from this group of 63.

Seventy three percent of these teachers described a value that represented their “*passion for teaching*” - their “enthusiasm”; their desire to “inspire students and strengthen curiosity”, and to create a space where there is a “love of learning”, and “exploration leading to discovery”. For these teachers “teaching is [about] nurturing the whole being of a child: emotional, social, physical and spiritual”, and to do this you have to be “open to change” and take an approach where “F.A.I.L. means ' First Attempt In Learning'”. This is “teaching from the heart and not from the book”, and it asks you to be “brave”, to “take risks” and to be fierce in your approach - “nobody, child or adult has the right to disrupt my children's learning”.

These teachers emphasise that classrooms have to be *happy, fun, creative* environments. This even means that classrooms have to be “entertaining”. “Student happiness is paramount”; “fun is FUNDamental”, learning also has to be “challenging” and this is where creativity comes in as it is how “students get a chance to express themselves”, “learn ...through doing” and to believe “I can”. This can only happen when teachers *listen* - listen with an open heart”, “listen and adapt [to] the needs of the children”, use “active reflection in the classroom”, understand that the “best learning takes place when we learn from each other and share the learning” and that “sharing the power engages the learner”.

Safety is clearly a big issue in the JSU programme and just over half (52.4%) of the teachers noted a value that included safety such as “clear boundaries, expectations and guidelines are incredibly important for children's sense of safety”. Other factors that ensure that “every child has a “safe space” in which “it is safe to learn” include “routines and predictability”, “consistency of expectations”, being “firm and fair”, being “inclusive, non-threatening”, “protective” and “loving”. Teachers point out that it is “order and discipline” that creates “structure and flexibility” and the “ability [for students and teachers] to take risks”

The same percentage of teachers (52.4%) also identified a value around responsibility and expectations. At the centre of this is the notion of respect - “respect for all”, “having respect for all cultures”, “mutual respect and responsibility towards students” and respecting children for “whatever skill they have”. Teachers have a responsibility to be “positive” and to “encourage students to be grateful” and to learn the school values of “responsibility, resilience, respect, reflection, and risk taking”. For some schools these values include the “Te Whare Tapa Wha [values embedded in] ...Taha Wairua, Taha Whanau, Taha Tinana, Taha Hinengaro” and generally “incorporating [Māori and Pasifika] cultural values in our

class". "Setting high expectations", "clearly communicated" and requiring a level of "discipline that I know my students can achieve" are important "for [student] success". This value emphasises "goals", "relevant, 21st century, skills", "a strong foundation of basics", being "data" driven and "in control of your own success". Having a "sense of hope" is important as we "learn from yesterday, live for today, hope for tomorrow".

Just on half (49.2%) of the teachers emphasised the values that underpin relationship and cooperation. "Building trust" and "building relationships is paramount before learning can begin". "It takes the whole village to raise a child" and so "positive relationships with students and whanau" are important. "Children learn as individuals and collectives", thus teaching must be "inclusive, ...engaging" and "cooperative". "An inclusive classroom culture is the foundation for my students to strive and succeed", notes one teacher. This involves "promoting social and emotional skills" and "supporting students to learn to work collaboratively", as "learning from each other is often more powerful than learning by ourselves". "Equality" is a core value here.

Finally in this analysis is the value of connecting with *whanau, family* and the wider *community*. Only 8% of teachers use any of the above three words or otherwise referred to connection with these groups as being an essential component of teaching. The teachers that respond in the category report that "every child comes as a package and their whanau is vital for their improvement", so that it is important to "know the family", and to "have and give respect to myself, my whanau and environment". One teacher states that "learning and teaching in a community involvement school [means that you are engaged with] students, teachers, and whanau".

When we look at the 85% of teachers who, while using the JSU programme, found major positive change occurred at the level of *considerable value for a minority of children* or *some or considerable value for a majority of children*, there was no evidence that they had a set of values that was different from the rest of the teacher cohort who did not see change at this level. In fact, this latter group had a higher proportion of statements in each of the above categories, including the connection with whanau family and the wider community, making 40% of the responses in that category.

These responses represent a strong and comprehensive set of positive values that align well to the core values implicit in the Jade Speaks Up programme. The major surprise of the analysis is the relative absence of values statements that reflect the importance of working with family and whanau and engagement with the wider community.

Staff perceptions of the value of the training at pre-test

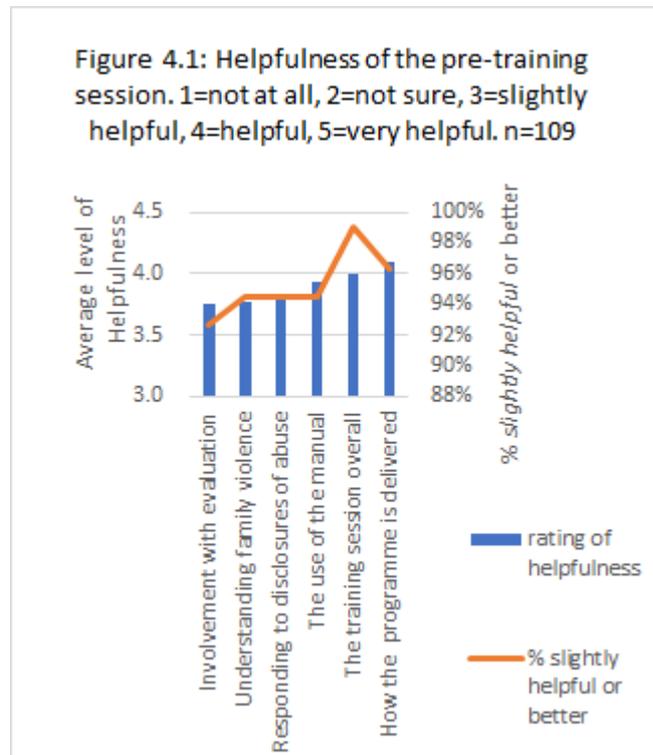
Rating the value of training

Teacher's were asked to rate and comment on the value of the training sessions that were preparation for the delivery of the programme. Figure 4.1 gives the average rating for six features of the training , showing that teachers found the training helpful. All but one of the

teachers (99%) rated the *training overall* being at least *slightly helpful*, and of the 11 that rated it *slightly helpful*, eight did so in the first year of the pilot, and only one in the last year.

Comments on the value of training

Participants were asked to comment on what they found helpful or not helpful about the



training sessions. 30% did not make a comment and of those that did about a third raised an issue that was critical of the experience. Reservations about the detail of the training – “the day was too long”, teachers had already had “previous training” on some of the issues covered”. For some too much time was spent “going through the manual” when teachers could have reviewed this on their own, but others wanted to go over the manual “in more detail”, and for “copies of the manual” to be available in the training session. “More time was needed” for new teachers and “there wasn’t enough time to cover how to deliver in class - just touched on some ideas” There were concerns around not having the “depth” of “understanding of family violence” or of disclosures and the need for more training within the

school in that area, and more details from the social workers who were speakers in the training. It was “hard not to be despondent” reflecting upon the challenges that children faced. Some felt that “the training lacked continuity”, “the admin requirements were not clear”, that some activities would take “a lot longer” than suggested, and that the programme didn’t fit with teachers “tight photocopy allowances”.

About half of the concerns that teachers had reflected their anxiety about “how am I going to fit it all in!”. How were they going to fit in all the planning “as there is so much already to cover?” in what teachers see is “an already busy schedule”. Some felt that the timeframe for the programme needed to be extended – “wish we had more time” - and that it would have been “great to be talked through the timeline of the programme” as this would have helped in “linking in the activities”. Activities could take much longer because students needed more preparation. As one teacher said “our students know very very few of the words required for the [‘feeling] activities ... so these are taking a lot lot longer than the time suggested”.

One teacher felt that the information on “the evaluation of the programme was very unclear”. she would have liked to have information based on “interviews from other teachers ... on what worked well.”.

Of those who commented, 90% made positive comments. Many of the positive comments identified a specific feature of the training that the participants liked. The “manual was very clear”, “the structure ...was easy to follow and understand”, and the “presenters did a great

job in explaining the manual". Others pointed to the "video, ...the list of resources", "the lessons and activities", practising "mindfulness" were "valuable" and "very helpful", and there was the "excellent work on abuse".

Many commented on "enjoying the practical nature of the training" – the way in which "our understandings were furthered by hands-on activities" and how the "Interactive nature {nature of the training} furthered ... understanding of the purpose of Jade and how to employ this in the class". The use of "drama conventions" , "great role play lessons", "physically engaging with some of the activities from the book " (the "calming breathing techniques", "the body on wall") "made it relevant" and "challenged ...[our] thinking". "It was good to see what it should look like".

Another group of positive comments related to the way in which training was built around discussion and reflection. "Group discussions were brilliant", the "interpersonal group ... learning and modelling was most engaging" and the "sharing of stories and ideas ... [was] especially enjoyed". "Being able to hear other teacher's insights" and "clarifying what safe actually looks like" and "how to handle disclosure was very informative" The training provided "a great forum" to talk "explicitly with colleagues" about abuse and family violence which allowed the "freedom to explore and recognise personal issues". It was "awesome to engage face-to-face in conversation with experts who are passionate about JSU"

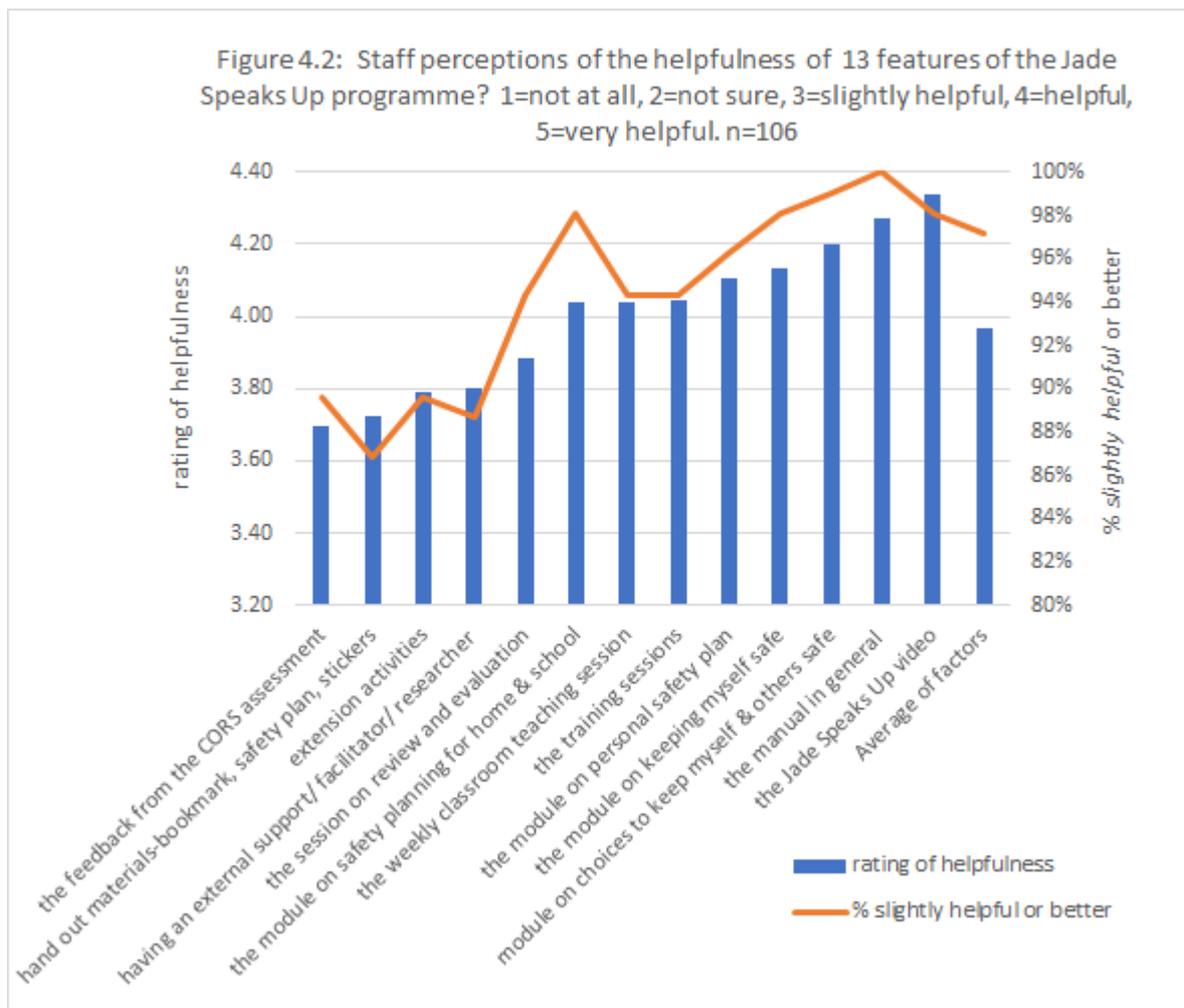
About a third of the comments were a positive overview of the training. Generally, "The explanation of the programme helped ... [us] understand what was important about it". It was "full on", "extremely well delivered by two obviously very passionate presenters", "It was all incredibly helpful and valuable", we had "lovely educators and awesome kaupapa", and "all of it was fantastic". "The facilitators were very supportive and genuine" - "there was no question that I felt I couldn't ask". Some staff were doing refresher training and commented that the "leaders/mentor's session was an ideal length". Overall, the "holistic pedagogy and approach to supporting students" made it "a great forum to explore serious issues of concern and to have the space held well while collegial knowledge and wisdom was pooled".

Staff perceptions of the value of the training and the programme at post-test

Ratings of the value of training and the programme

Figure 4.2 shows that teachers strongly appreciated both the training and the JSU programme. Both the manual and the training received a higher rating than they did at pre-test. For every factor at least 86% of teachers gave a rating of slightly helpful or better, with all the modules to do with safety, the manual overall and the average for the 13 factors all scoring 97% slightly helpful or better and an average rating of helpful (4) or better.

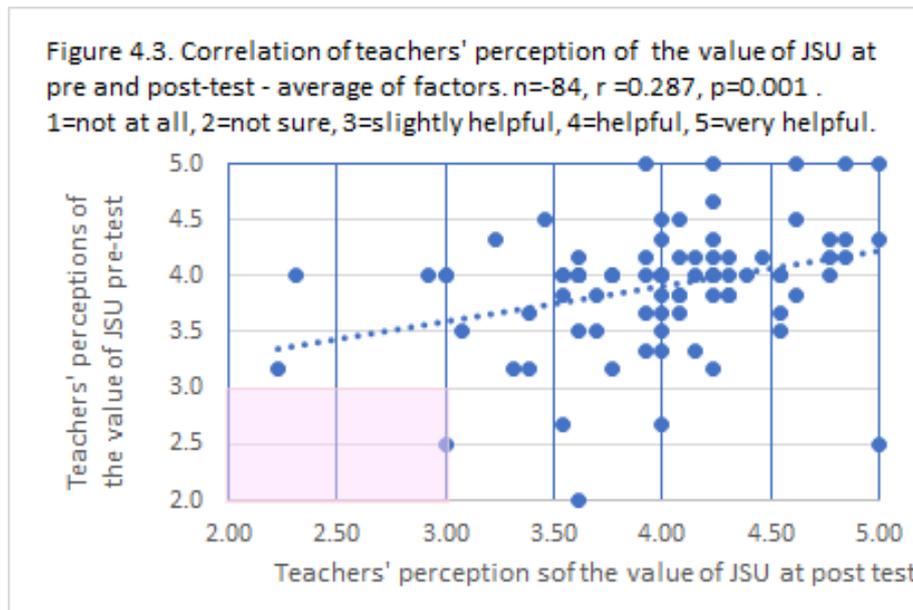
Although the ratings of the training and the programme at pre-test and post-test are similar, the correlations between the two assessments, while significant, are not strong (of the six value factors at pre-test, only four have a significant correlation with the average of the factors from post-test ($r=0.23-0.35$; $p<0.05$ - <0.001 , $n=94$). The factor at pre-test evaluation of training that most predicted a positive outcome at post-test was the session *understanding on family violence* ($r=0.35$; $p<0.001$ with the post-test average of factors) and was significantly correlated ($p<0.05$ - $p<0.001$) with ten of the 13 post-test factors.



Understanding the place of family violence in New Zealand Society is central to the project, and many teachers have had direct personal experience of challenges in this area, so it is reasonable to see the training in this area as being a powerful motivational force for the programme.

While the relationship between values and behaviour is frequently situational and therefore often not predictable (Fischer, 2017)², there are measures from the pre-test that did correlate with teachers' perceptions of the overall value of the programme. Figure 4.3 shows the relationship between the average of the five questions at pre-test which assessed the value of the training and the average of the 13 questions at post-test which assessed the value of the training and the delivery of the programme.

²Fischer, R. (2017). *From values to behavior and from behavior to values*. In S. Roccas & L. Sagiv (Eds.), *Values and behavior: Taking a cross cultural perspective* (p. 219–235). Springer International Publishing. https://doi.org/10.1007/978-3-319-56352-7_10



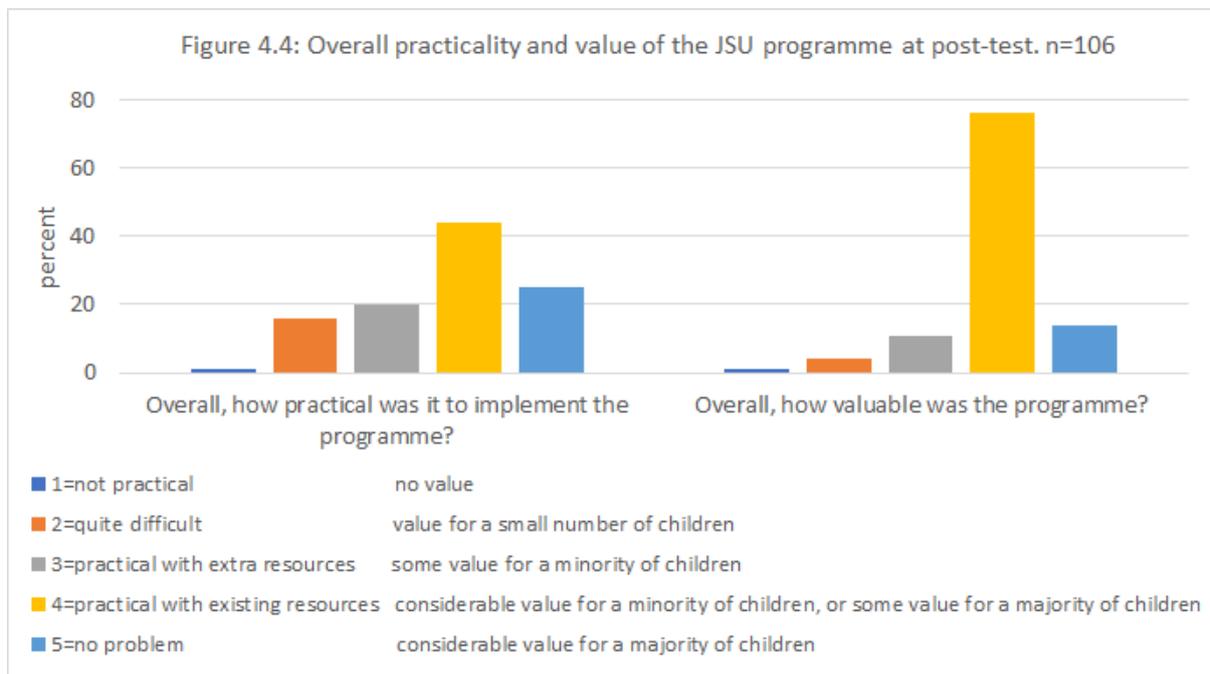
Post-test summative practicality and value ratings

Teachers were also asked at post-test, summative questions on the *practicality* and the *value* of the programme. Figure 4.4 shows the responses to those questions. The average rating for both questions is 3.73 for practicality and 3.98 for value suggesting that the programme is both practical and valuable. While two-thirds of the teachers felt that the programme was at least practical with existing resources, one third of teachers felt that more resources were needed for full implementation. Only one of 106 teachers felt the programme had *no value* and 85% felt it had *considerable value for a minority of children or some or considerable value for a majority of children*.

The answers to these two questions were strongly correlated ($r=0.56$, $p<0.00000001$, $n=106$), as you might expect, and with the average value of the post-test questions ($r=0.58$ and 0.62), but the correlation with the average of the pre-test questions in figure 4.1 on the value of the training was not significant with regards to the *practicality* question and weak with regard to the *overall value of the programme* ($r=0.23$, $p<0.05$, $n=94$). Also the assessment at post-test of the value of the *training* was, of the 13 questions that made up the post-test evaluation, the one which had the weakest correlation (0.20 , $p<0.05$, $n=106$) with the summative question on the *practicality* of the programme, although all the other factors were significantly and often strongly correlated ($r=0.33 - 0.51$; $p<0.001 - 0.000001$). This confirms the concerns expressed by teachers at pre-test about the time that might be required to teach the programme and that the practical issues in the training for the delivery of the programme were only partially addressed.

When comparing the responses to the summative questions in figure 4.4 to the more detailed analysis of value in figure 4.2 above the three highest correlations ($p<0.00000001$) with *overall value* are two modules on safety planning (*safety planning for home and school* ($r=0.52$) and *choices to keep myself and others safe* ($r=0.58$) and *the feedback from the CORS assessment* ($r=0.57$). Given that 97% and 99% of teachers identified that these safety modules were *at least slightly helpful*, their influence on the judgement of overall value is to be expected. The influence of the CORS assessment is surprising, given that it is one of the weakest areas of help. Not all teachers used the CORS to support their teaching. and

what this suggests is that those teachers who used CORS as a teaching aid rather than just experienced it as part of the evaluative surveys were more likely to see value in the programme as a whole.



Of the three strongest correlations with the summative practicality question, two focus on the practicalities of programme delivery - *the weekly classroom teaching session* and *the session on review and evaluation* (both $r=0.51$, $p<0.0000001$) - while the third, the module *safety planning for home and school* ($r=0.51$), is a content focussed factor.

Teachers comments on their ratings of the practicality and value of programme

Teachers were asked to comment on the reasons for the ratings given to the questions in figure 4.2 and figure 4.4. Ninety percent made a comment to one or both sets of questions.

Time pressure

Although, the rating of training given on the topic of *the weekly classroom teaching session* was very positive, the challenge of time management was an issue commented on by 49% of teachers. There were three teachers out of the 106 who answered these questions who felt on average, over the 13 measures in figure 4.2 *unsure* that the programme was of any help. Two did not complete the follow up evaluations, one did so. Because this latter teacher wrote an extensive critique of the programme, we will refer to her as teacher A in order to be able to give due space to her views but avoid the impression that her views were necessarily representative. Firstly, she was particularly critical with regard to the time it took to deliver the JSU programme. Teacher A felt that “Jade has dominated the term to the detriment of every other subject. We have had to virtually eliminate reading to fit in the requirements ... we are teaching Jade between 4 and 6 hours every week”. She felt that the “timings for each lesson were extremely inaccurate and that for most sessions we have had to allow three times the timeframe suggested” She felt that “this programme will not flourish as teachers do not have the time to be able to have the input required to make it work”.

Another teacher agreed that the training indicated “one lesson per week was anticipated, [whereas it took] 2-3 sessions per week” rather than one. Others said “it was very time consuming”, that it “did take up a lot of classroom time”, “we would need twice as much time” and it was “hard to cover all the optional activities”. They felt it was “challenging to run alongside the demands of the school curriculum” and that “it was a little too much as it did not leave room for the other parts of the learning programme to take place effectively”. The requirements for printed material ...and teacher prep time” were high and “pressure to meet deadline for research purposes was a serious negative”. This time pressure resulted in some being “unable to include all of the extra activities “not having time to complete the programme properly”,

Schools are already busy and “the timing of the ... the programme was hard because there were a lot of extra things happening in the school ... which made it hard to get consistent learning from the kids” and “implementing it alongside other hauora programmes ... was a bit challenging”. The programme, in some cases, was seen as “interfering with the requirements of the term” or school timetables meant that “finding opportunities to teach the whole class is very hard” as there were “only about four one-hour slots a week where I'll have the whole class in class” or as a “specialist teacher ... [where I can] see my form class”. Not all teachers were time short - “we found some lessons that suggested 50 mins were way too long ... if a student cannot grasp the concept in 20-30 mins then it's no use”.

In contrast to teacher A, even though they “felt rushed for time.. [most] loved the programme”, and wanted to ensure they did “the programme [the] justice it deserves”, and find a resolution to the time issue. Teacher A suggested “10 tight lessons - more carefully graded for year bands with realistic time frames”. However, the solutions were many and various. One teacher noted that “it would be really good to implement this programme throughout the year in the future”, while another wanted the opposite - an “intensive workshop ... [of] full immersion and continuous learning so that they could focus without interruption” “covering the whole programme in a shorter time frame - maybe over 4 weeks - just ... [to] keep the momentum going”. Other suggestions were doing it “in a fortnight”, “breaking it up more ... [based] on the needs of the students - perhaps linking it into *Play is the Way*”, “30 mins sessions maybe better with quick discussions and activities”, “to deliver this programme as part of our ongoing Hauora lessons”, or “merging a few tasks in the modules together”. Both teachers and schools need to be more aware that it is “very important... [to make] the effort to prioritise JSU”. Schools need to have “lots of notices/warning ... to use Jade Speaks Up programme as a unit study (e.g inquiry learning)”, and “teachers need a time to go through the manual as a staff to make it their own”, because “each school would have to delivered this in varying ways to suit their children”.

Teachers had to get into the “flow” of the programme - “teaching the programme each week helped students were making connections throughout the programme”. Teachers need to understand that:

Jade Speaks Up is not a subject like maths where you can programme session time and usually achieve the goals set within the time period. Jade Speaks Up is a fluid programme that can easily overrun the allocated time.

As well, the first delivery of the programme “is a bit artificial ... [and teachers] can see it working better in the future”. There is a lot to learn and as a beginning teacher said she will “improve on the delivery of it next time”. Teachers repeating the programme agreed:

It was a lot easier with implementing the program this time round. ...The time constraints we had to work with meant that we were doing it more often than other focused learning we had planned, whereas this year, we were able to adapt the activities with time frames appropriate to ensure that it was meaningful but less time consuming ... to ensure we had engagement from all students.

Programme not suited to group

The other major issue noted by 7.5% of the teachers who responded to the questions on the value of the programme was that their class was either too young or too old for the programme, that it was “boring”, “irrelevant” or alternatively “traumatising”. Three of the eight teachers in this group gave overall programme ratings of 4 (*considerable value for some/some value for many*). The other five came from two schools: one of which did not use any of the USB core video and resource material for half of the delivery of the programme and where one teacher was unable to attend the training; and one with Teacher A who was responsible for delivery of the programme to 77% of her school’s cohort. Teachers from these two schools wrote that “the programme was not geared towards children from years 6-8”, that “seemed too young for our students, it did not get into the nitty gritty of the issues our students face today” and that they weren’t “sure that the programme and its content was suitable for Y7/8 students. Probably more fitting for Y3/4”. However, a Year 4 teacher said that “students in my class are a little too young and found it a struggle at times to understand. Otherwise a very good programme, just not for my age group”. At follow-up this teacher gave the highest value (5) rating to the programme.

The teachers' descriptions of their students offered two contrasting perspectives of why the programme might not have been suitable for their students. The first school (decile 3) (which did not use the USB material until very late in the programme) felt that

our class and socio-economic area have already had some very traumatic things happen in their life. To have a meaningful impact on our students ...[JSU] needed to be more confronting and honest. But our children were often not engaged and it seemed to really only touch the surface of the issues our students face and have already experienced

For teacher A, the opposite was the problem - there were no major issues in the lives of her children (also decile 3).

Many of our students could not think of a time when they were scared and none could think of a time they were scared of another person. They commented that they are always with family - they are taken to and from school and are comfortable with the people they are with.

Another reason that was given by teachers in both schools for the lack of engagement with the programme was that the content was “a more surface level ... refresher” of the *DARE* and the *Keeping Ourselves Safe* programmes or a repeat of the JSU programme experienced by some children in another school. These children “did not want to participate again, citing that it was boring and not relevant to them”. Teacher A claimed that in the “final

evaluation session, the results show the students found Jade boring”, but this was not borne out by the students’ positive ratings or comments about the programme.

“The success of the programme depends on the cohort working through it at the time.” This quote summarises many of the reasons given for student disengagement. Two other teachers commented - “a few didn’t really get into the module as it was over their heads” and ‘for some children who have lovely violence-free family backgrounds, it’s very hard for them to conceptually understand these and benefit from the course” - but added “my class enjoyed the module” and “this course is fantastic for them”. Mental and physical health issues intrude. A teacher had “concerns about the material re-traumatising students in a whole class situation ... with known existing trauma”, but also felt that “the students found this material easy to engage with”. Another teacher suggested “the children who didn’t engage or who didn’t seem to enjoy the programme are students with other issues which need ... counselling”. Finally, a teacher who described the content of the programme as “superb” found “it was tricky to implement given illness and changing attendance - the class becomes intimate and ... some students miss out on parts of it. It affects everyone”.

The negative influence of programme evaluation

An irritant rather than a major concern for 8.5% of teachers who completed the post-test survey was the impact of the evaluative surveys that students had to do at pretest, post-test and follow-up. This was double the percent who rated the *session on review and evaluation* who were *unsure* that it was of any help. For some the pressure imposed by evaluation “to get things completed within a short time frame” was frustrating and the delay in completion added to this (“completing questionnaires way after the due date is really hard!!”). Some teachers thought the surveys for the children were too long-winded” and that “students strongly disliked” them (3% of the students confirmed this). The survey had one question “that was almost double negative ... [and children] “didn’t understand the phrasing”. “Some students found it challenging to understand what the questions were asking.” This was particularly true for those with “literacy challenges” or who were “ESOL students” and where it took the teacher “a long time ... to go through each question with the students”.

The value of the manual

Sixty-eight percent of the participants made comments about the resources of the programme and about half of them specifically commented on the manual. There was significant but weak correlation ($r=0.21$ $p<0.05$) between the year of delivery and the rating of the value of the manual, with the average values being 4.05 in 2017, 4.52 in 2018 and 4.34 in 2019. There were few criticisms of specific contents of the manual. Teacher A felt that “the manual refers to many outdated concepts such as students knowing phone numbers - or even having access to phones. ... Stories containing self-harm are also not appropriate”. She saw the manual as a “pick and mix [resource] with teachers skipping important parts in order to save time” and thought it would need a “very heavy edit” or it would become one of the “myriad of [health] programmes that have been shelved”. Nonetheless, she rated the manual as *helpful*

Elements of this critique echoed by teachers who are otherwise much more positive about the programme (e.g. “the content [as opposed to the structure] is superb and needs no change”). We have already seen in the discussion around time that some teachers have had to adopt something of a “pick and mix” approach in order to get through the programme.

In 2017, 22% of teachers, otherwise positive about the programme, made critical comments about the manual. It was "chaotic" for first time use"; "at times, didn't make sense"; and had "inconsistent instructions". It is "quite long - I always got pages mixed up"; "quite hard to use electronically as you flick between the main activities and appendix"; and resources ... [needed to] be in the same section of the handbook as the applicable lessons. "Some wanted a "hard copy" in a "ring binder"; the manual "to be proofread again", "to be paced and organised better". One teacher suggested "a simple checklist from the word 'go' might help everyone keep on track and not fall behind on what needs to be done". Another "urgently ... [wanted] a website for teachers to share resources"; and a Pacific Island teacher wanted "certain aspects of the program to be translated" into a Pacific Island language.

As a result of these critiques, the manual was revised for 2018 and the percentage of teachers making critical comments stayed the same, but their nature changed. As we saw above there were criticisms about the appropriateness of the manual and the programme to the various ages and backgrounds of students involved from two schools. Two teachers from repeat schools wondered whether "the programme guide was quite as good as in 2017" - "was it too elaborate?". However, by 2019, comments about the manual, which had had further considerable revision, were almost entirely positive.

In 2019, one Māori teacher's disappointment with the programme was that the manual did not create "room to blend our alternative programmes i.e. "Tapa Wha model with Jade Speaks Up". Another Māori teacher from the same school noted that "implementing ... [JSU] alongside other hauora programmes ... was a bit challenging", but could be done. Overall, "the manual and summary booklet, reported many teachers. "helped immensely", and was "clear", "easy to follow", "covered [all] important topics" and "supplied all the necessary resources needed for the programme to run smoothly". "There was a clear sequencing of activities and follow up tasks" so that teachers knew "exactly what to do", and although "the manual... [was] detailed and comprehensive", it is also "easy to ... adapt". A number of teachers appreciated "having digital and print versions of the manual" as this helped with planning. One teacher on her third iteration of the programme thought the "re-do of the manual was helpful". Another repeat teacher, in 2019, noted that "the planning has made ... [the manual] very easy to follow and deliver as it is very clear with suggestions". A third felt that "the manuals and resources are better this time around. I wouldn't want too many changes for next year". The work done in providing "interesting and engaging" extension activities and story vignettes ("slight scripts") allowed teachers to "cater for the different needs of each class". Where the content "felt too easy for the learners" there was the "extra materials to bulk it up and dive deeper". In summary it was "great to have a resource to focus on students thinking about safety and violence in their lives and that the possibility... [for better things] that is out there".

Activities

Thirty-one percent of teachers commented on the activities that children do as part of the JSU programme. Teacher A felt the programme was prescriptive in that it didn't allow the "programme" (its activities) to form around the "wonders" of students and this may have contributed to her belief that the students were "bored" by the programme. She suggested that "many of the activities required a lot of teacher time - making worksheets" as the worksheets in the manual were too "text dense", but acknowledged the "making of resources was necessary and will probably not ... [be something the teacher has to do] going forward"

as the programme develops. Her views are supported, as we have seen, on the issue of the time needed to deliver the programme, some of which was around preparation of materials (“being unable to access the worksheets in separate digital formats”) but not around student engagement and the adaptability of the activities.

One teacher wondered “about the effectiveness of this programme” because her students struggled with the activity of “identifying people that would help keep them safe ... [due to] widespread mis-trust of the 'system'and generally of telling anyone about any violence in their homes” This was compensated by using other “strategies to not perpetuate a cycle”.

Other teachers agreed that “there are a variety of activities in this new programme” and that these could be “adapted to the different student needs”. These “great activities ... were received well by the students [and were] Inclusive and calm setting”. These teachers “didn't need to print out resources as ... [the activities] could be done verbally. We adjusted ... so that we didn't use a lot of printable resources”. There was a broad consensus that the programme “was very easy to follow and deliver as it is very clear with suggestions” and “all the resources were there”. “Activities were fun” and “provided pathways into discussions about some difficult issues” which “got students thinking, questioning and talking” “about their mental and emotional health, [and] provided strategies for students to apply in real life situations”.

Where the school was committed long term to the programme “it tied in well with our Hauora unit ... expand[ing] on student wellbeing and agency at school”. Teachers at this repeating school felt ‘it was a great programme and one .. [they were] looking at continuing next year. Well done on producing a comprehensive programme”. There could, however, be problems, as teacher A noted, where some students “already had a good understanding of the module concepts”, having “already completed the modules at a previous school [or who] had already had these types of discussions with their parents/caregivers”. Because this theme was echoed by several teachers in the first two years of the pilot, the manual was adapted to include two streams of lessons, *Year A* which would identify core exercises if the programme was only being conducted for one year, and *Year B* which would offer a new set of exercises should a composite class repeat the programme each year or if single year classes wanted extension activities. With repeating schools, it was not always possible for some students to avoid repeating parts of the programme and a few teachers commented that it was good “having the new activities for year B so we weren't repeating old material” Others commented on the value of revisiting some core exercises a year later when a class of Y5&6 students participated in the second year of the course.

Ninety percent of teachers rated the extension activities as being *slightly helpful or better* and what gave the programme much of its flexibility was that “the necessary resources were always available” and “there were plenty of extension activities to do which is great”. With a mixed ability class “it was nice to have different options... [to] consolidate these understandings”. Extension activities created different “scenarios and situations for the students to discuss”. Students “enjoyed the extra activities that could be undertaken if necessary”. The limitation of using extensions as already noted was time pressure.

Teachers named some of the activities that they thought were most effective. *The Breathe, Think and Do* strategy is number one and even teacher A noticed “that two girls used that

catch phrase - Breathe Think and Do - in a song they have written". This strategy is "certainly in their heads" argues one teacher "because of its catchy tune". However, it is much more than a "helpful, simple jingle". Students use it "during class discussions - particularly when making decisions", "it is very valuable and relevant to many different situations", "it can be applied to their learning across the board too... which is great". Students "tell their peers to Breathe Think & Do" "if they see it necessary". This is one of the key "techniques that they can use if they feel upset" - it increases their "receptiveness to mindfulness". Teachers try to "reference Breathe Think and Do as much as possible ... [and help the students] trying to use this ... especially when they have had an incident in the playground". It is so effective that one teacher claims "if this is the only thing students remember and they can use it, then the programme has been a success".

Other activities, like *Breathe Think and Do* developed the "use of specific language from the JSU programme. e.g. we have a right to be SAFE", "keeping ourselves safe" or "Naming Emotions, Identifying Who We Can Trust", "recognising a safe person or place to go to if things get out of hand". These activities "definitely got ...students thinking about these issues", "the classes became more open in recognising their own feelings, and sharing them" and "allowed ... [teachers] to build a stronger relationship with ... students. Understanding who they are, and what they come with". These were "compulsory activities ... that were awesome for the most part" and ensured that "my tamariki know what to do so that they feel safe". They were complemented by "good drama activities", "kinetic activities", "worksheets", "written tasks", "stories", "case studies", "video clips" and "the collage on the wall ... [which] we will show ... at assembly". Another "helpful" exercise called the "gingerbread family" promoted the "understanding the roles of a mother. father and child". Also academic skills were not forgotten as "literacy was an integral component ... [along with] art/drama etc. ... [which] meant delivery/planning for JSU was practical".

"Extra resources are always welcome!" said one teacher who created "gingerbread figures ... [and] "Chat Station" laminated questions and group response sheets, etc". Two 2019 teachers described in detail how they modified "a question box ... [activity where] everyone had to pop something in the box, whether it was a smiley face or a concern [and] these were shared anonymously". They created

a snowball fight - writing your concern / question / smiley face on a piece of paper, screw it up into a ball and have a snowball fight in the class. After a given time, children read out the paper they ended up with

The disclosures we had ... from the anonymous snowball fight were discussed [and] the class forum ... nearly made me cry - the kids were amazing and such deep responses in the trust circle to support those struggling through home stuff. The kids wrote on their graffiti reflections that they think you should add the snowball activity too. It allowed the children a chance to speak, understand others have problems too. I definitely noticed some children able to come to me with issues and understanding that asking for help is OK and much better than using violence or getting revenge. Allowed me to build a stronger relationship with my students

WE loved it! The KIDS loved it. Those children who felt they could reach out have done so; there may be others who are not quite ready yet, but hopefully they will

have the strategies to keep themselves safe until they do. The programme was helpful and beneficial to all students and teachers involved. .

The Jade Speaks Up video and other video material

The Jade Speaks Up video was the most highly rated factor of the JSU programme. Only two teachers rated the video as having no value, both from the school that had omitted to use the resource material available, such as the JSU video, until halfway through the programme. One also commented “the videos were not suitable for our age group”. Teacher A described “The Jade video ... [as] extremely useful and well done, although in the final review the students talked of being shocked at the swearing and the bird gesture ,, I was waiting for parent complaints about those aspects”. Comments from the teachers confirm the high rating given to the Jade Speaks Up video. It “was a great help”, “very powerful”, “very helpful”, and “excellent”. It “was the most useful resource and was referenced regularly”. “The children engaged with it” “and worked through it”. They were sensitive and mindful of the issues we came across in the programme”.

One teacher’s comments around the video resources demonstrates the complexity of delivery of the programme and the cultural sensitivities required. This is “a class that comes mainly from safe home situations”, mainly Pacific Island and Asian and who “looked forward” to the sessions. Viewing “in Module Five, *The Juice Box Bully*, they switched off. ... saying they found it too babyish and too American”. She tried other similar themed videos in “the next lesson ... [which] led to really good discussions about bullying and the bystander effect”. Her next video

“*Slap Her* was very powerful and they did some good work around this, [but] ... by the time we got to *Activity Two* they became disengaged. I tried changing it ...during the lesson as I could see it wasn’t working. The class feedback that they found it a bit repetitive and also questioned the choice of ethnicity used for Moana and Malosi.

She goes on to say “overall the programme worked really well with lots of really great learning and trust being built”. Like most teachers, this was her first year running JSU. One of her colleagues in her second year noted “the difference is that there is a different cohort with different (more settled) family relationships. This year’s class were more confident talking about issues raised but also seemed less affected by the events in the video clip”.

Teachers were generally positive about the other video material in the programme. “There was a great selection of videos that supported the learning, particularly around trust”. “They were very helpful” in creating “natural discussions” which “lead to many useful outcomes”. The videos had “great ... visuals”, they were “interactive”, and “they were enjoyed by the students and got the message across well”. A number of teachers cited the *Slap Her* video as “very powerful”, “valuable ... students engaged with it” and “the just breathe video was excellent - I have shown it to the whole school”.

The value of the in-class CORS assessment

We have commented above on the strong correlation between teacher’s perceptions of the helpfulness of the in-class CORS assessment and their overall perception of the value of the programme. Some of the teachers that had low overall ratings made negative comments about the use of CORS in the classroom. The “CORS feedback [was] not helpful” or that “students found it hard to answer CORS accurately”. Teacher A felt that the feedback was

accurate but “superficial in that there were no students identified who we didn't already know about...[and the CORS didn't give] the reasons for their answers”. She acknowledged that the CORS “may be useful in classes where the teachers do not know their students”. Other teachers found the CORS “helpful”, “good”, “interesting - gave me an insight of how my students are feeling” and “identified students that may be struggling that I was unaware of” and “who needed extra support in the classroom”. In 2018 an instruction video was created by JSU to guide teachers in the use of and interpretation of the results of the surveys.

Training

As noted above in the discussion around the time needed to deliver the programme, many teachers felt insufficiently prepared. Teacher A “tried to follow the manual consistently ... as per the training ... but... [this] did not leave room for the other parts of the learning programme”. Another teacher wanted two “more training sessions... before teaching the programme”. Ninety four percent of teachers rated the sessions on *training* the weekly classroom *teaching session* and *review and evaluation* as at least *slightly helpful*., and over the three years of the programme the average rating for these sessions improved from 3.95 to 4.10. A number of teachers commented that “the training session was invaluable”. “excellent”, “most helpful” and that it was “good to have” this help “in understanding the content that was needed to be delivered”. Nineteen teachers taught two iterations of the JSU programme and had a relatively short refresher training session. One teacher “didn't feel like I needed extra training/scaffolding” and repeating schools used their “experienced teachers more” to scaffold support for their new teachers, “discussing what had worked before and ... the extra activities that could be undertaken if necessary”. Repeating teachers rated this stripped-down repeat training as less helpful than the initial training (4.25 vs 3.90), but their overall ratings of the *practicality* (3.94 vs 3.95) and *value* (4.16 vs 4.13) of the programme remained high.

Supervision/support

Eighty-nine percent found external support and facilitation to be *at least slightly helpful*, although there could be reservations - e.g. while it “was helpful to touch base ... [we] did not need as many meetings as [these were] difficult to fit in - one at the start, one at the finish and availability in the middle” would be enough. Others described “the external *support/facilitator/research* involved ... as excellent”, “helping with communication”, “great for support and to help with any questions we had”. The support was “amazing”, “very impressive” and teachers felt “well-resourced”. As the programme moved around the country, supervision/support was mainly via Skype and while it “great to have access to facilitators” in this way, two teachers wanted “more in-house visits”, “regular check-ups and modeling of ways of how we should implement ... [JSU] into our class programme”. As with training, repeat teachers needed less supervision and more of this was being done in-house, through “discussions at team meetings ... keeping track of what classes were doing [and having] helpful sharing across the syndicate”. Possibly, as a consequence, there was a clear drop in *helpfulness* of external facilitators from 4.21 on the first implementation of the programme to 3.50 on the second.

General suggestions for further development

Teachers were also looking for extensions of the programme. More engagement with parents was suggested - “hold parent info [event] with Jade Speaks team prior to the programme” or ‘promote “more awareness and introduction to what we are getting ourselves

into ... [with] the parents and kids” Some teachers promoted the idea of linking the programme other programmes such as “*Play is the Way* to create a ... [entry process] into modules taught” or alternating it “every 2nd year with *Keeping Ourselves Safe*”. The importance of involving the school counsellor and the social worker in the programme so that they would be “comfortable and aware that students may need to come and see them, just for a conversation” and the need for a deeper “focus on how to control anger” was emphasised.

General summative comments

As noted above 85% felt the programme had considerable value for a minority of children or some or considerable value for a majority of children and 59% of teachers made a general positive comment about the programme. The 10% of teachers who did not comment were as positive in their average ratings of *practicality* and *value* as the 90% who did.

Many of the comments were an observation of what the programme achieved. Teacher A noted “the issues covered within the programme are very important and do need to be addressed for some students”. Another very critical teacher concluded “this is a great programme for a younger year group - you [JSU team] are very lovely and I felt that your hearts are in the right place”.

The programme was “appropriate to our students”, “addressing issues that ... students could relate to and needed help with” and helped them “understand who they are, and what they come with”. . It taught “students about safe places and emotional intelligence” with “most students gaining some confidence and knowledge in how to keep themselves safe”. “It generated opportunities for children to discuss these things with their teacher“, to think about what was happening in their lives and speak up” and “provided strategies for students to apply in real life situations”. The programme “equipped them with the ... tools they require to deal with... challenging life experiences... or [to] help someone they know that is experiencing ... [these challenges]”.

It was “valuable ...for some”, for example “those children disclosing”, “the many students experiencing problems at home and at school” and “for all children as many at some stage in their lives will come across or witness violent situations” “this programme is extremely valuable”. This was “hard hitting for lots of ... [the] younger children but we got there and little people spoke up” and it was “really impressive ... what the class had remembered from the first module 8 weeks ago”, “students still talk about what they did”..

Many comments reflected on how “the programme was well structured and thought out”, “well planned” and “nicely scaffolded” for both staff and students. “The links made across the curriculum made it easier to justify in ...planning”. It was a “great resource”, “everything was there” so it was “clear to follow”, “easy to implement” and flexible (“a fluid programme” - “so good for busy teachers!”). A reason for this is it “supports the kaupapa of the school”, it “fitted with what is currently in our school” and it is “aligned with our school values and programme ... [that] is the best part”.

Many of the summative comments offered a positive judgement on the programme. “Everything was helpful”, “the programme is fine as it is”, “it is valuable and serves a good purpose” so “well done”, “The programme has been a success”, “ as a class we benefited greatly. It addresses issues that “students could relate too and needed help with”. Some

teachers just wanted to say “thanks” - “thank you so much for the course”. “Thanks ever so much for making such a difference to our gorgeous tamariki xxx.”

Other teachers were more emphatic. “The programme itself is excellent!”, “great”. very impressive“ and “superb” and “awesome”. “I loved the programme”, “I really enjoyed it and my students did too, YOU ARE AMAZING JSU. Please keep it up :)”. It’s not easy to be “amazing” - “to get a 10 out of 10 in education is a very hard task as all children and teachers are different. Thank you for your efforts and time”.

Finally there was one teacher who rated the programme as having “considerable value for a majority of children” who made this general comment showing in a *matter of fact* way how change occurred in her classroom.

Especially teaching the kids that I do at a low decile school, they come with different kinds of issues. This programme for me helped to continue to build a good relationship with these kids, and open up lines of communication for those who may be struggling. Violence is something that many of my students are familiar with, so it was interesting to get their perspective as well as teach what is truly right and wrong. They know that it is alright to ask for help from someone you trust.

Teacher assessment of student behaviour and resources for staying safe

In the teacher questionnaires, teachers were asked to complete two questionnaires on student abilities and progress., The first, used at pre-test and follow-up had three sections. One asked teachers to assess student skills for staying safe (able to talk about their feelings, knowing how to keep themselves safe, being supportive of other children, and able to ask for help). The second section assessed factors that were external to the JSU programme and/or the school (literacy, having supportive parents/caregivers, non-school issues of concern and getting sick) and the third section assessed the level of student behaviour (managing anger, not disruptiveness, being bullied). Teachers estimated the percentage of children that were of concern in each of the 11 areas, by choosing one five percentage bands (minimal (0-5%), some (6-25%), around half (26 -75%), many-most (76-95%), nearly all-all (96-100%)). The second questionnaire addressed the same 11 issues at post test and follow up, and asked teachers to assess the level of change in well-being and resources. where -2=much worse, -1=a bit worse, 0=about the same, 1=a bit better, 2=much better.

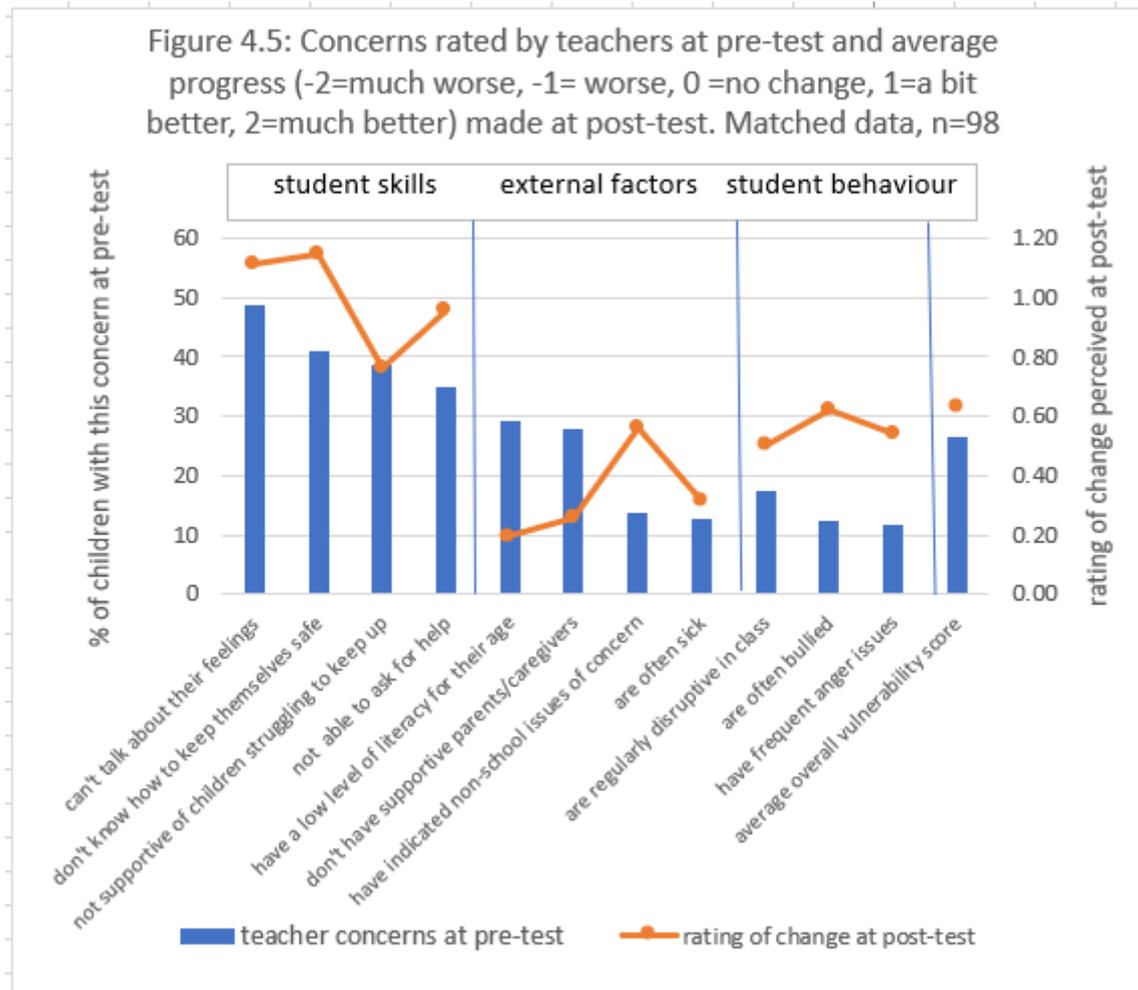


Figure 4.5 shows the average percent, using the midpoint of the bands, of students that were of concern to teachers in each of the 11 areas identified. Of most concern was the percentage of students that do not have the personal resources (skills and behaviours) to be able to *talk about their feelings*, *ask for help* or *know how to stay safe* - between 35% and 49% of students. Two student well-being concerns that are at the core of teaching - students *not supporting other students struggling to keep up* and a low level of *literacy* - were identified for 39% and 29% of students respectively. The lack of external support systems - *unsupportive parents* and the intrusion of *non-school issues* - were identified for 28% and 14% of students respectively. Other well-being issues (disruption, sickness, bullying and anger) were identified as concerns for between 17% and 11% of students. While these numbers are low, the impact of these issues is high. One disruptive student can ruin a period of teaching for everyone. The average percent across all issues (the vulnerability measure) ranges from 7% to 59%.

The line graph on figure 4.5 shows the rating of change the teachers observed at post-test in the same 11 assessment issue. The modest improvement shown, overall, represents improvement in 54% of the assessments made, and no change in 45%. Only in 1% of the assessments did teachers suggest things were a bit worse in their classrooms. The greatest progress is made in the four issues in which there was the highest percentage of concern at pre-test. Three of these issues relate to the students having the personal resources to be able to communicate effectively and stay safe. Between 74% and 92% of teachers saw

improvement on these issues and about a quarter of these teachers rated the improvement as *much better*. Clearly, the issues of greatest concern to teachers were being addressed by the programme. For the well-being issues of *bullying*, *disruption* and *anger*, in around half the classrooms, improvement was noted, and there was a similar lessening of concern around the external issue of *non-school issues of concern*. Two of the three issues that showed the least improvement, were ones that the teachers have little control over, *parental support* and *child sickness*. *Literacy* showed the least improvement, but even here one teacher thought her class was much better and 18% thought there was literacy improvement in their classes.

In summary, figure 4.5 shows teachers are in classrooms which have a compelling need for strategies to help students minimise distress in their daily life and to engage with learning, to help teachers reduce behaviour problems in their classrooms, and to manage the external challenges of unsupportive parents, non-school issues and sick children. At post-test teachers are making good progress and often substantial progress on every single issue faced at pre-test.

Teachers comments on the ratings of change

Teachers were also asked to comment on the ratings of change that they gave on the 11 factors shown in figure 4.5 above. Teacher A was the only one, out of the 106 teachers who answered these questions, who felt on average over the 11 measures that, if anything, children had lost ground. In response to this question Teacher A was concerned that she had “been less supportive overall [of parents] as I have been too busy with Jade ... I have just fielded a complaint from a parent over the lack of contact I have had with them this term”. Her class had experienced “more fights and arguments ... [than] “earlier in the year” but felt that this was a maturational issue as “this is always a watershed term for Y6 students”.

About one in ten teachers felt that there were no improvement at post-tests, However 70% of these had ticked off between one and six factors which had become “a bit better”, particularly knowing how to keep yourself safe (70%) and being able to ask for help (50%). Conversely two of the five teachers who were unable to indicate change for any factor made comments that indicated improvement – “students ... are more willing to share any issues” or have “sharing circles” or “discussion groups” to manage “a massive divide”. Some felt that “it is a bit early to tell at this stage” or that “there are changes within themselves and home” that are not yet noticeable. Some sought to give reasons why there was no change – “the material was not challenging enough”, the “class is full of big personalities and children with behavior issues”, there were external changes “an influx of seven extra children ... [that changed] whole class dynamics”. And three teachers just felt “there has been little change”.

Eighty-five percent of teachers thought the children in their classes were better *able to express their feelings*, and 75% were better *able to ask for help*. Almost half the teachers added comments that presented students as “more able to talk about their feelings” and “becoming more confident”. Students “are much more likely to use a wider vocab to explain their emotions” “or at the very least give [an emotion] a name”. They have “started to understand feelings, emotions and body language” and “to recognise emotions” They are “more aware that people express their feelings or emotions in different ways, not necessarily like them”. One teacher even “learnt that one child would smile when they were feeling a

little sad or nervous". Consequently "expressing feelings has gotten easier". Students have "come out of their shells", are "more open about their feelings and can share these with the rest of the class or [the teacher]". They can be "honest about their feelings" and know "how they impact others and their learning". In "articulating how they are feeling, [they are] using correct terminology" and "expressing a wider range of emotions (not just happy, sad & angry) but extremes of each, and [can] indicate why they are feeling that way".

Children's increasing confidence is demonstrated by a greater trust in their teachers and "knowing that their voice will be heard and valued". Children now will "speak up if they don't like the way they are being treated or spoken to by their peers". This represents a "normalising of talking about problems" including ones "they are having within their peer groups and sharing ideas on how to resolve these". Students are "building positive relationships with their peers" and classrooms are "more supportive" with "the quieter students being okay sharing their feelings and what may happen in their homes" and students generally "asking questions or dealing with situations they haven't faced before". The outcome is "more empathy, intimacy and love; more self-understanding; less embarrassment; less superficiality".

Confident, empathetic, emotionally expressive children are more likely to be collaborative. Sixty-seven percent of teachers noted that children were more likely to *support other children who were struggling to keep up* and 56% noted that the level of *bullying* in their class had declined. Twenty-seven percent of teachers made comments about how their students were "more open to collaboration, [having] a general sense of everyone having a place and greater empathy towards others". Along with "knowing that the teacher is always there to listen", students develop "respect for each other as they understand each others' background"; "respect for ideas and experiences of others" and "more tolerance for the growing differences in our class". An example of this was one teacher's "most valuable teaching moment" when she showed

the clip about the Arab American talking about trust reaching out for a hug - as we have a number of Arabic speaking students in our class - and this helped us break down barriers [and understand] that trust is important to all of us.

The practical consequences of increasing tolerance is that "students are a bit more patient with each other", "closer, more protective" and "looking out for each other more", and "asking one another for help on a more regular basis" "in both classroom and non-classroom activities". The whole class is "starting to get better", "become a tighter team", "a more cohesive team", "working together as whanau rather than as a class". This is driven by "explicit talk about values, e.g. it's not ok to hurt someone, even if you're feeling mad", the "powerful" effect of listening to shared "experiences similar to theirs", and "JADE talk". A teacher explains: we have often referred to the Jade video when talking about why someone might be sad or angry e.g. 'maybe they have had a bad start to their day - remember what it was like in Jade's house before school'. Summing it up: "kids are much happier".

The children also seem to be much safer. Ninety-one percent of teachers noted an improvement in children's *knowing how to keep themselves safe* and 27% made a comment relating to safety or disclosures children made about unsafe events in their lives. Many teachers wrote about students continued use of "*Breathe, Think and Do* when needed" and "telling their peers" to do the same. "The catchy tune" has put *Breathe Think Do* "into [the

students'] heads", and the "strategy has really stuck with them". It's a strategy that "can be applied to their learning across the board" and some teachers "try to reference it as much as possible, especially when they have had an incident in the playground".

"The children still refer back [to the] Jade Speaks Up video and its importance frequently" on such matters as "being more aware of safety and why we should have a plan". They are also better "able to identify inappropriate behaviour", "the impact [it has] on others", and are "opening up... to mindfulness" as part of the range of "techniques that they can use if they feel upset". Also helpful was teachers and students using "the [JSU] vocab [around emotions, values and strategies] consistently throughout the programme.

With the increasing openness of classrooms, there will be more student disclosures challenging incidents in their lives and how those disclosures are addressed is an important element in the success or otherwise of the JSU programme. In the first year of the programme one teacher who was very positive about the programme - "students are more open-minded about life... [and] know me better, trust me more" - was distressed by the outcome of a disclosure:

One of my vulnerable students who did disclose and the way it happened (e.g. - he got asked to go with the DP instead of talking to me) meant he then felt unsafe. No trust and now I've heard him say he doesn't trust teachers. There needs to be a safe place for students to disclose

Fortunately, this has been an isolated response, but one that resulted in the programme requiring much greater clarity and safety from schools around procedures for disclosure when negotiating implementation of the programme in the school.

An activity in the JSU programme is for students to work out who are the adults that they could seek help from and potentially disclose to. This is part of "having a personal safety plan and trusting the people in their plan to support them". Teachers noted that students "can identify [their] safety plan", were "better at identifying staff who they can go to, should they require help", and "were confident in disclosing information to adults at school". Teachers liked how students picked up "the settling and thinking of how to make safe choices" and how they "would refer to what they have learnt in regards to Trust".

Teachers report that "expressing feelings has gotten easier", "students are more willing to share any issues", "speak up when they are not feeling safe"; they "understand that asking for help is ok and much better than using violence or getting revenge", and "have found confidence to korero about their home life and the raru that occurs daily". The issues raised by children include "sleeping conditions, absences, anxieties and parents divorcing" ("small issues"), but also include "DV issues at home". Some of these disclosures were "very serious" and not what some teachers had "expected to hear", and often they felt they "were not able to change anything at home", but were "able to guide their students and or refer them to the Counsellor [which] helped". Students seemed to "benefit" and "were more open minded when ... [coming] back to the classroom. A response from one teacher was to implement a 'Gratitude' [process] in class ... [which] helped students look outside of themselves".

With all these changes above, we could expect that children would have *fewer anger outbursts* and/or would be *less disruptive* and 59% of teachers indicated that was the case.

Nine teachers made comments that their classes were “less disruptive”, “a little more settled”, that there was “improvement in kids’ behaviour overall” and “students with anger issues are a lot calmer and more focused in their learning”. Teachers and students adopted different strategies on “how to deal with different situations”. Students “are making better choices” such as showing “respect to the teacher a lot faster than before - e.g. noticing when the teacher is waiting for the rest of the class, they are encouraging their peers to pay attention”. Teachers would better anticipate children’s tensions and, for example, “make sure that the time ... JSU is [run is] before lunch so that students could go and play and release what thoughts they had during some sessions”. Getting it right can be very difficult. It only takes one “ new student ... [joining the class] who carries a lot of anger ... [that makes] it hard for the rest of the class to keep addressing anger issues the way that we were taught through the programme.”

Overall, these narratives give rich and detailed backing to the ratings of progress made by teachers which indicates a substantial improvements safety of children and the quality of the classroom environment along with some useful improvements in external factors such as *non-school issues of concern*.

Comparison of student and staff assessment of progress at post-test

Student assessed wellbeing change vs teacher assessed ratings of change at post-test
 Comparing the pre-test wellbeing and resource scales with the classroom averages of the student self-assessed well-being and depression scales, a good outcome would be a negative correlation between these two domains - classrooms where there are high levels of concern might have more students with low wellbeing/high depression scores. Surprisingly, the *regularly disruptive* question is positively correlated ($p < 0.05$, $n = 96$) with the classroom averages for CORS HOME and CORS total and the CES-DC, suggesting that the children who score themselves as having better well-being and who are less depressed than their peers are more likely to be seen as disruptive by their teachers. However, when we look at correlations between teacher’s and the classroom averages for children’s assessment of change between pre- and post-test, there are areas of clear agreement between the two groups.

Table 4.1: Significant correlations of pre and post-test teacher ratings of change and classroom averages for student's assessments of wellbeing and depression at post-test. $n = 84$ ns= not significant, #= $p < 0.01$; all others $p < 0.05$

Teacher assessment category	less often bullied	less disruptive in class	supportive of children struggling to keep up	having supportive parents/ caregivers	average rating
Student assessment					
CORS HOME	ns	ns	0.23	0.22	0.22
CORS Total	0.24	ns	ns	0.26	0.22
CES-DC adjusted	0.23	0.28#	ns	0.27	0.25
CES-DC adjusted+CORS	0.27	0.26	ns	0.29#	0.27

Table 4.1 shows teacher well-being assessments (*bullying* and *regularly disruptive*) are positively correlated with better outcomes on the classroom averages for student self-

assessments of wellbeing and depression. Children who are more positive about their HOME are more likely to be seen by teachers as having *supportive parents or caregivers* and as being *supportive of other children*. Teacher perceptions of children as having *supportive parents or caregivers* is also significantly correlated with child assessed better wellbeing (CORS) and less depression (CES-DC).

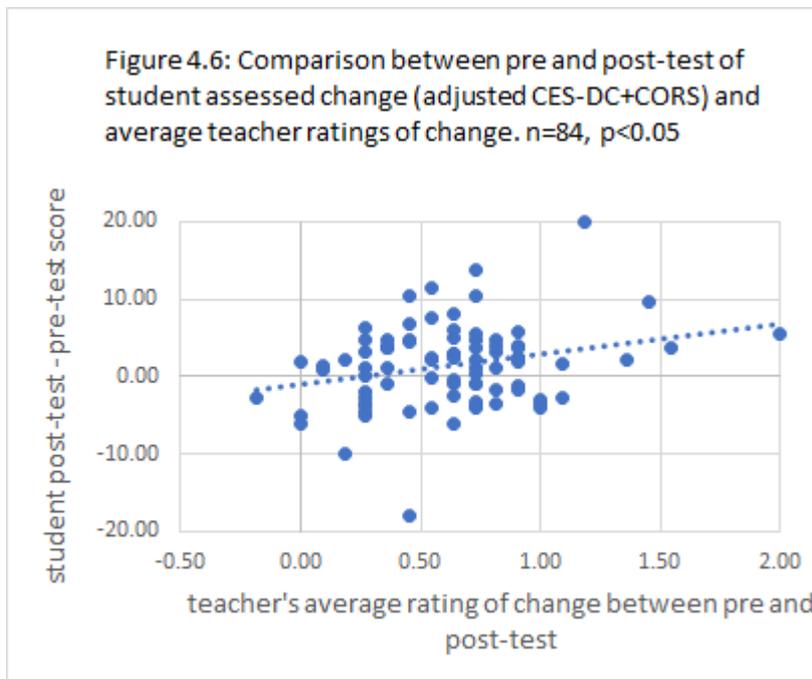
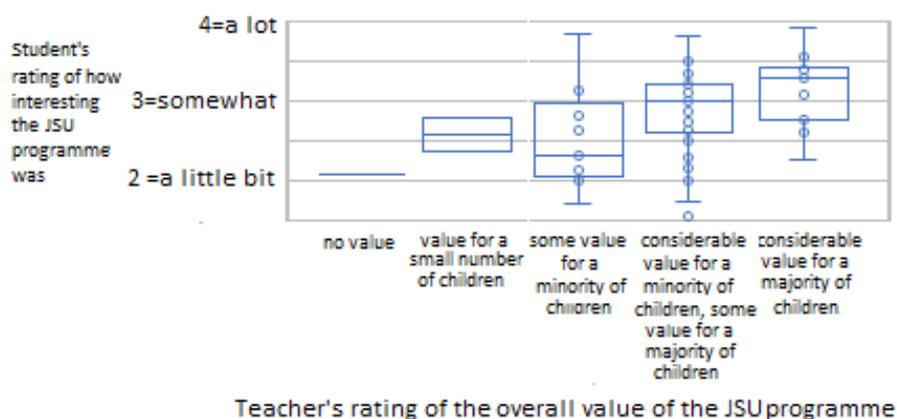


Figure 4.6 gives a pictorial view of the relationship between student and teacher perceptions of progress. This alignment of teacher and student perceptions of change provides corroboration of positive change that has occurred within the three-month period of the delivery of the JSU programme.

Comparison of student and teacher assessments of the JSU value at post-test
Figure 4.7 demonstrates the correlation, using box and whisker plots, between

teachers' perceptions of the overall value of the programme and classroom aggregate perceptions of students of the level of interest that they had in the programme ($r=0.367$, $p,0.001$). Other measures of student engagement such as classroom aggregate perceptions of helpfulness of the programme, and positive change between pre- and post-test on the ME scale of the CORS also have significant positive correlations with teachers' perceptions of the overall value of the programme ($p<0.05$). These results suggest that if teachers didn't value the programme it was likely that students wouldn't be interested in it, wouldn't find it

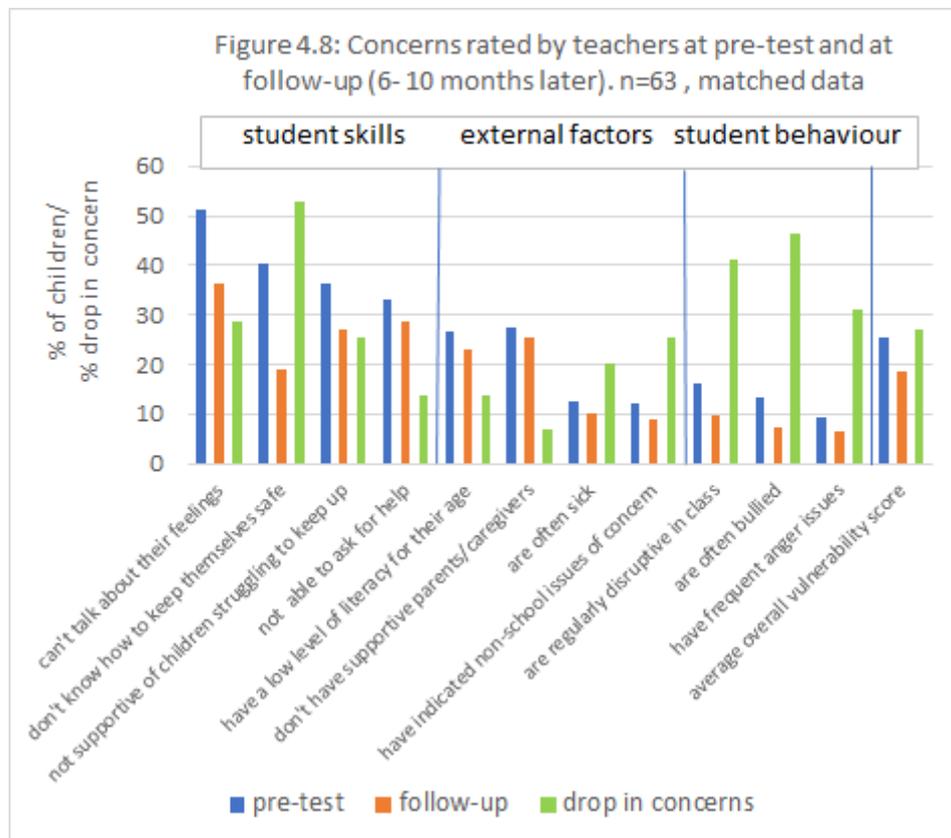
Figure 4.7: Rating of the staff perceptions of the overall value of the JSU programme correlated with the rating of student perceptions of the level of interest they had in the JSU programme. $r=0.367$, $p<0.001$, $n=83$



helpful, and wouldn't show wellbeing growth. Alternatively, if teachers were not able to present the programme in a way that interested their class, etc, then it was likely that the programme would be perceived by the class as ineffective. The first option suggests an attitudinal challenge (these teachers weren't motivated by the training), and the second option suggests a training challenge (that these teachers were not sufficiently trained to deliver the programme in a way that interested the students).

Further improvement at follow-up

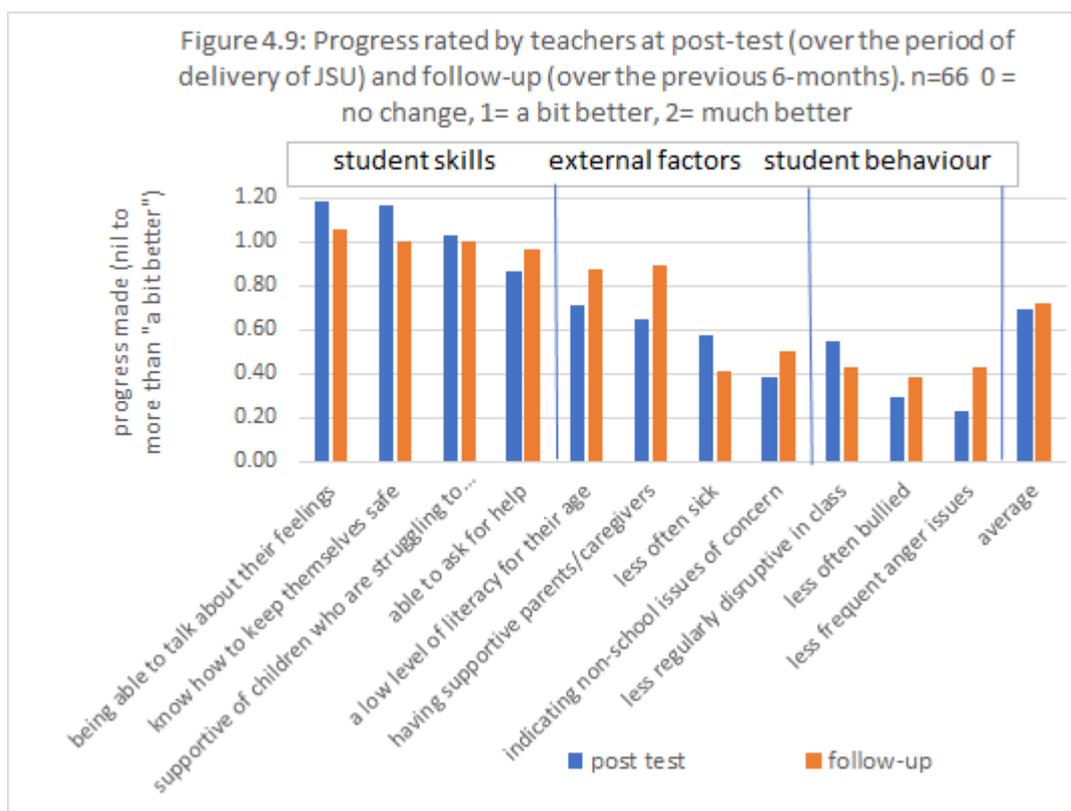
Sixty-nine teachers answered the follow-up questionnaire, of these 66 had also answered the post-test questionnaire and so it is possible to compare their overall support for the programme with the teachers who did not go on to do the follow-up questionnaire. The teachers who completed follow-up questionnaire had, for the question on the value of the programme, an average rating of 4.02 (99% indicating that the programme was *some help for a minority of children* or better) compared with 3.78 (90% indicating that the programme was *some help for a minority of children* or better) for those who did not complete the follow-up questionnaire. This suggests that the follow-up data reflects a more positive view of JSU than might be held by the whole of the teacher cohort. The follow-up analysis will tell about the progress made by the teachers at follow-up in relation to where they were at pre-test and post-test.



Further evidence of major positive change is shown in figure 4.8 which compares pre-test (blue columns) and follow-up percentages (red columns) of concern held by teachers on student skills, behaviours and external factors for staying safe. Teachers were more positive in all 11 areas of concern, and overall, their concerns dropped by 27% (green columns). The biggest area of improvement was in children *knowing how to keep themselves safe* where

there was a 53% drop in the number of children thought to be at risk. There were also major drops in teacher perceptions of *bullying* (46%), *disruptive behaviours* (41%) and frequent anger (31%). For the average classroom this means there could be up to three children who were now not being disruptive or angry or being bullied. There were substantial drops of between 20% and 31% for another four factors. The issue of least change was around the lack of *support given by parents and caregivers* (7% drop), which remained a teacher concern for a quarter of the children and small (13%) drop in children judged *not able to ask for help* meant that 28% of children still lacked skills in the area.

Figure 4.9 compares the teacher assessed progress made by students between pre-test and post-test with the progress between post-test and follow-up and shows that there has been a similar average level of progress, but with increasing improvement in *external factors* and *student behaviours*, which was also shown in figure 4.8. However, there are some differences. The three factors which show smallest % drop in concerns in figure 4.8 (*not able to ask for help*, *having a low level of literacy for their age*, and *not having supportive parents/caregivers*) all show a greater shift in progress in the post-test/follow-up period than in the pre-test/post-test period compared with *student skills* and more overall progress than in *student behaviours*. The reason for this discrepancy may lie in the different forms of measurement not being fully aligned. For example, there could be considerable improvements in literacy without the number of children whose literacy was poor for their age decreasing. The data for figure 4.8 requires one cut-off point - children have the skill or they don't, the external factor or the student behaviour is present or absent - whereas in figure 4.9, the assessments are on a 5 point continuum exploring change over a period of time.



However, comparing figures 4.8 and 4.9, the similarity in the shape of the responses to these two different sets of questions seems clear. Table 4.2 gives correlations between

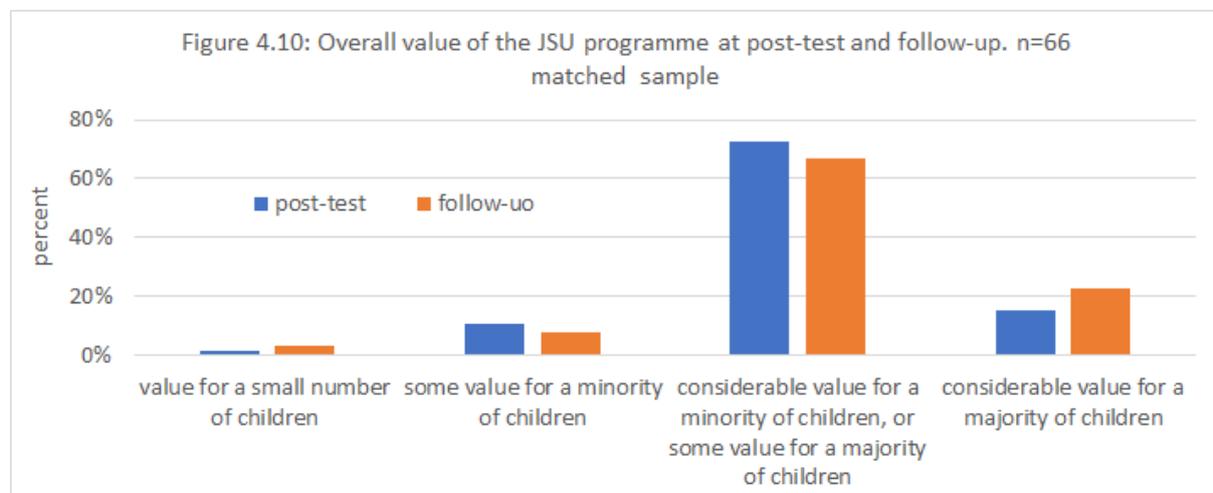
these four measures of teacher concerns and assessments of progress and shows very strong and highly significant correlations between these two measures. It demonstrates that, overall, the biggest areas of perceived improvement have been in factors where teachers feel the largest percentage of children are struggling. Those factors such as *student behaviour* which do not show a high percentage of students at-risk, none the less reflect considerable benefits at follow-up from the large proportional changes demonstrated in figure 4.8 and at the continuing progress shown in figure 4.9 for *less regularly disruptive in class* and increasing progress for *less often bullied* and *less frequent anger issues*.

Table 4.2: Correlations between teacher assessment of concerns at pre-test and follow-up and of progress at post-test and follow-up over the 11 features of skills, behaviours and environment assessed. *p<0.002, ^p<0.001, #p<0.0001.

	pre-test concerns	follow-up concerns	pre-post progress	post follow-up progress
Pre-test concerns	1.00			
follow-up concerns	0.91^	1.00		
pre-post progress	0.95^	0.93^	1.00	
post-follow-up progress	0.83*	0.93^	0.89#	1.00

Summative overview of the value of the programme at follow-up

Participants were asked to rate the value of the programme, according to a 5 point scale where 1=no value, 2=value for a small number of children, 3=some value for a minority of children, 4=considerable value for a minority of children, or some value for a majority of children, 5=considerable value for a majority of children. The average rating for the 69 participants who completed the follow-up questionnaire was 4.10, compared to 3.98 for the same question at post test. Figure 4.10 compares the post-test and follow-up value ratings for the 66 participants who did both assessments. There was a small improvement from post-test (4.02) to follow-up (4.09) reflecting an 8% gain to 23% in the percentage of teachers who felt that there was *considerable value for the majority of children* in using the JSU programme



Teacher's comments on the challenges of the programme at follow-up

Time Management

Of the 69 teachers who completed the follow-up questionnaire, 65 made summative comments. For 16% issues of time management continued to be raised, but at a level much lower than at post-test. As one teacher noted "time is always an issue with anything we do at intermediate" and almost all the comments wanted "a longer period of time - ... we had to deliver so much in a short period and students got tired of it by the end". Suggestions were made to "pace the programme" and "link it with other areas of the curriculum such as health and social science so that it can be covered". Such comments are often prefaced by "I think the programme is immensely valuable" or "there are a lot of activities (which is great for a teacher)". Having to do the evaluation tasks ("too long winded") when "it is so busy at this time of the year" doesn't help. Only one of these concerns was raised in 2019.

Modules and manual

Fourteen percent commented on the contents of the programme. Teacher A was very critical and was one of two teachers who only saw *value for a small number of children*.

Most children did not have any understanding of the type of examples used - they come from loving homes and do not experience any form of violence ... Many of the suggestions are out of date. The majority of students do not have access to phones and do not know numbers of family to ring and rely on other methods for support.

She had not, however, continued to reinforce JSU strategies after post-test, but returned to the *Ripple Kindness* programme "we began at the beginning of the year ... [in which] kindness spreads like ripples through a population". Other mildly critical comments (by otherwise very positive teachers) were that the value of the "later modules ... tapered off", and that the "cultural connection ... [needed] re-evaluation as some students could not truly connect with some of the material". Some teachers wanted more "short [video] clips" and "interactive device activities", more "script for some of the harder content", "more connections to bullying and other forms of violence", more "student choice" of activities. Teachers also noted that "activities modules were engaging", lessons were "well planned" with good variety and "appropriate videos" and that "the most significant change" was produced by the JSU video.

The school environment

Some of the challenges noted at follow-up were to do with the environment and resources of schools, for example the need for better counselling services when "students opened up ... - where [do we go] to from there, as we as teachers are not trained counsellors". Getting students "in violent situations" to open up is a challenge because "they seem to have a distinct lack of trust in the authorities/the system". Also there is often more trouble if they disclose". One teacher suggested that school policies prevent teachers from being "normal ... [and being able to] hug our students and awahi them if they open up, to show our support".

Whanau, family support

Four teachers described issues of whanau family support, two feeling that students' "home environments override a lot of what we try to do at school". This can go in two directions. One teacher describes his class as having "a privileged upbringing (abundant wealth, time with parents, frequent holidays) [such that] many found it hard to relate to the source

material”, while a second stated “there was also a significant disruptive element from students who have experienced adults with anger/violent tendencies. ...there is a fair bit of ingrained gang mentality in a few of our students”. Two other teachers claimed “many students have great support from whanau and talk to them often about stuff” and that “even those who have a strong support system at home and are lucky enough to not have experienced any of the themes explored before, were able to take something positive away from JSU - it gives them tools for the future”.

Summative comments on specific issues

Cooperative, supportive students

Fourteen percent of the comments were around students being more cooperative and supportive of each other. This is a general observation - we are “more equipped to support others”, “are closer as a group”, both more “assertive” and more “sensitive to the needs of others”. JSU has “helped us become close and cohesive as a class” - but specifically it’s about “students supporting other students to make the right choices”; “students not only being very supportive of each other, [but] especially with my two students with learning and health needs”. It’s about students with “a greater desire to help ...others, not just to sit and watch” and this “big benefit ...in positive behaviour ... and kindness to one another [and wanting to] impress [their teacher is] because we are more firmly bonded”.

Altruism is an outcome when “children who come from relatively 'issue free' home-life are more supportive of those who need a bit of TLC”. “Communication improves around difficult topics” and so “children who were socially removed and somewhat isolated by issues at home are now happy and connected with their peers because they went through a process and shared something that they previously held inside”. One 2019 teacher, in a school that has only 3.4% Pākehā/European students, lists nine areas of improvement from sharing to academic skills that come from a cooperative approach.

Through the JSU programme a better understanding of each other has been developed. There is positive communication, lots of sharing/caring attitude, students are taking risks in their learning. Social, cultural and academic skills have been developed. There are positive feelings towards each other. More [of a] whanau approach in class. Uplifting the morale of learners.

Behaviour improvement, more tolerant

Twenty-six percent of teachers commented on behavioural change or need for this. One, otherwise positive teacher, felt overwhelmed. Her class had “troubled children ... [who] can't cope with day to day running of a normal classroom programme. Frequent storm outs, frustration and anger from a bunch of children, inability to focus on a task, required high level of teacher support”. So despite real progress in the cooperative areas identified in the previous section, for this teacher, things went downhill with *disruptive behaviour* and *anger outbursts*

Other teachers with possibly fewer disruptions or more resources, describe how they have been able to limit disruptive behaviour, bullying and anger outbursts. Step one is generally “realising that if they or someone else has a serious problem, they need to share with an appropriate person to receive help so it does not escalate”. Thus “now most students will speak up if they see something happening - like a bullying issue” or the “girl dramas/bullying”

and it will be “dealt with early”. This comes from “a greater understanding of reactions and actions in situations and ... [where students] are able to pick up on the signs of anger [or] tension from others”. Step two is having the conversations and “clearer communication of feelings” that provide a “better understanding of what bullying is and what other students might have happening in their homes”; that demonstrate how “to make good choices during difficult encounters”; that “recognize that it is alright to be angry” as part of a ‘deflation’ process; and that where the issues are “close to home ... identify ways to deal [with the challenge], the people to contact and [building] an understanding that this is not OK”.

Tolerance is key. Students “are a lot more accepting and tolerant of each other”, more accepting of different backgrounds and personal habits/issues” and have “a greater acceptance of differences” Along with tolerance comes empathy {“new empathy skills ... have opened them up”) and forgiveness. - “students were more aware of situations they were in and are more forgiving towards each other”.

Awareness, Mindfulness

Beyond tolerance, an emotional position with the self still at the centre, is awareness or mindfulness, a state of connection with the wider universe. Twenty-three percent of teachers saw how JSU “certainly opened their [student’s] eyes and made them more aware of the world around them” and gave “us a shared experience to go back and reflect on”. This focus on awareness “feeds well onto our mindfulness units” with “more mindfulness and breathing activities” being done and students becoming more mindful of themselves and others. Students “reflect and listen to their body reaction before undertaking an action”, they have a “better understanding of their feelings and emotions” which allows them to “take more notice of different emotional and physical signals within situations and how they can keep themselves safe in a variety of situations”. In this context “the discussion of the emotion words was valuable” acknowledged Teacher A.

The responses around awareness reflect a deepening of the conversation about how “the value in the programme is different for different children” and which kind of children benefit most from the programme. Is it for those who “have never (and may never) experienced any violence in their homes”, “who feel secure in their homes” or is it for “those who have experienced violence”, and whose lives “may not be as rosy” as others? Many teachers assert the value for the “secure” group of “being able to name their feelings and knowing how to help others”. The “insight into the way some children live” creates “such a growth in self-awareness, ... [and] maturity when talking about things that trouble either themselves or others”. These are the hidden “sensitive issues that all children should be aware of” that “JSU pushes past” “in a calm and caring way” and that children “acknowledge ... either for themselves, or for how to support others”. It allows all children “to share more about themselves and their backgrounds”. Noticing becomes an important skill - “if information is not directly related to them, they are still able to notice things happening to/for others” and they can “assess situations from the perspective of others before they react”. “Those who have experienced violence have a variety of reactions to the programme - sometimes it's just finding out that their home life is 'not normal' is what helps” - taking on the mantra that “violence is not okay”. One teacher sums the question of who benefits thus: “understanding that we all come from different backgrounds, but at the end of the day we are all human, and we all deserve to be safe and cared for even if it's just by the class and teacher”

The use of JSU skills

The analysis of awareness in mindfulness reflects on the change of consciousness produced by the JSU programme that embeds deep understandings of the way the world works at follow-up. We have seen from figures 4.8 and 4.9 how these understandings can be transformative at follow-up. However, 23% of the teachers commented on the continuation of JSU strategies that may reflect that JSU just “reinforces what the children already know” or observational learning and practice or rather than a shift in consciousness. For example, “the song especially “breathe, think and do” is what .. [students] remember”. Even teacher A noticed “that two girls used that catch phrase - Breathe Think and Do in a song they have written”. Some of the things that they learnt truly stuck with them” such as the use of specific language from the JSU programme. e.g, ‘we have a right to be.SAFE’”. However, this is more repeating catch phrases as when there is a problem students “tend to pause to Breathe,Think and Do”, “they make reference to ... Breathe,Think, Do ... during class discussions - particularly when making decisions”.

Because “students can recall some of the important messages from JSU” they are “able to recognise and use the methods used”. “Students learnt so much through this unit” about “strategies” and “planning” and “they still know the key messages ... [at follow-up]”. They know “what strategies to use [and] when needed“, “where to go for help”, “how to keep themselves safe”, how “to identify what an unsafe situation is,” and “in general ...know what avenues to take in having a safer community. and the importance of accepting help” “Students ... [are] able to discuss and suggest safety plans in situations regarding potentially unsafe physical and emotional scenarios”.

In the follow-up period, student retention of the messages and practices of JSU will be influenced by the extent to which teachers reinforce these. When a teacher notes that “the class struggle to remember some of the messages that were delivered when they were dealing with conflict situations ... [because] we have moved on from the programme”, it suggests that the level of teacher commitment to JSU processes was not sufficient.

Trust and disclosures

If there is a single word describing the goal of the JSU programme it would have to be *trust*. Not a blind trust but a well-earned trust. Forty-five percent of teachers in their summative comments spoke to some element of trust - talking, disclosing, being open, confidence, respect. A starting point suggested is having “a sense of belonging and an understanding of common words and ideas such as trust”. “Some students have learnt the importance of talking to myself or someone they can trust when they have an issue”, but as one teacher notes, trust builds slowly - “my class are much more settled, generally, and they have learned to trust me more as time has gone on”. Having trust in staff other than the teacher is important. When

students realised that they could trust the staff here as well as certain students, they received support more than they did previously ... [This flows into] a greater trust of each other [and an ability to] ...speak up and discuss issues that are causing them problems”.

This shows how trust moves in both directions. “Trust of the staff” is gained because “students are willing to talk to each other and talk things through, they have respect and integrity”.

Two teachers have struggled to achieve trust and openness in the classroom. One teacher from a tough area felt that “many year 7 and 8 students in lower socio economic areas have a good street smart awareness of violence in the community and will not talk about things or ...[participate] when violence is discussed at school”. Generally, however teachers comment on how much “children speak more openly with each other / as a class”. For a small number the change is “voicing their concerns a little more”, or “a slightly greater self-confidence” “that they will be listened to”. For the big majority on this theme, the programme is “very valuable because it empowers students to talk about their safety” and “all students are confident about seeking/asking for help”. Teachers feel that “there is mutual respect; students have developed positive feelings; appreciation has been developed” and that the “class as a whole seem very comfortable talking about issues and concerns”.

Students now “have vocabulary for how they feel”, are “better able to talk about their own feelings” and their “understanding of emotions has deepened” Teachers from a boys only school noted how “boys have been encouraged to talk about their feelings, are a lot more open with emotions and feelings” and “are more comfortable and are able to be themselves”. A teacher in a mixed gender school saw that JSU “was a useful resource that allowed the boys to speak out about their feelings”. This “openness to talk about emotions and feelings” leads to ‘children speaking of situations where they may feel unsafe & verbalise what they would do about it’. This is “one of the most important discussions ... [and this is why] students got so much out of the programme”.

This brings us to the issue of disclosures, where children are raising issues of serious concern, often about their “own experiences at home, and asking for help”. What happens with more trust is “more disclosures - students feeling free to discuss feelings with ... [teachers] without fear of being judged”. While home issues are most often the subject of disclosures (“letting me know if somethings going on at home”, [being] more open with me about home issues”, talking about issues at home”), “school” and “in class issues relating to bullying and peer pressure” are disclosed and students “with high anxiety” are “more willing to talk”. They expect to be supported. One teacher talks of “several students [that] have been able to approach me and discuss what is going on and seek help from counsellors”.

This trajectory of trust to disclosure is not necessarily one that all teachers are comfortable with. “It can be so terrifying to talk about deep topics (in case we stuff it up) that we avoid it entirely to the detriment of our students, their whanau and ultimately our society”. Teacher A’s insistence that all her students “come from loving homes and do not experience any form of violence” is possibly the clearest example of such discomfort. However, a large majority of teachers recognise that by creating an environment of deep trust, troubling events which have the capacity to restrict learning will emerge and will have to be resolved.. The “hope is that at least we can give them strategies to look after themselves and ... break the cycle of violence”..

Overall summation

Thirty nine percent of teachers made a summative comment that was general in nature. Teacher A concludes “I will not be doing Jade again in this form with my class as I did not see enough value in it for the length of time it took out of the learning week” and while this was the most negative comment, three other teachers were fairly neutral in their summation

feeling that it was “difficult to assess ... whether students have applied their learning in real life situations “ or “hard to say, as we have switched the classes around” .One teacher “worried about traumatizing sensitive students who have to relive their realities in front of their peers leading to anger” Two others were more positive - one stating that “students [were] onto it”, and other allowing that “Jade Speaks out was a useful resource”. One teacher who felt that JSU was “a great resource ... [that had] big benefits”, felt that “It’s very difficult to separate the normal progressive closeness and natural development of adolescents from the benefits of JSU”. Another teacher agreed JSU “is a great resource - I just don’t think it managed to also be flexible to link [with] what we do at [our school]”. Two more teachers whose ratings were evidence of change (one minor and one major) explained that this is what “I have seen/noticed”. The comments in this paragraph include the teachers whose overall rating was 2 or 3, but more than half gave a rating of 4 (see figure 4.10 for details).

Amongst these responses were some from a school (with 3.4% Pākehā/European students) who was repeating in 2019 after initial trial in 2017 and while the ratings overall for the two years were the same (4.0 vs 3.9) there were more low ratings (one 2 and one 3) and more high ratings (two 5s). The school experienced some challenges in 2019 getting the programme running and was unable to record any data for the pretest questionnaires. A second repeating school with a high Māori roll (85%) and very high teacher turnover had only one rating (4) at follow-up 2018. The post-test averages (4.0) were the same as in 2017.

Two thirds of the overall summative comments were very positive. Ranging from a single word (“excellent”) to expressions of affection (thanks JSU. XX). One teacher, in the third year of her school’s (38% Pākehā/European students) delivery of JSU, acknowledges the ongoing learning involved - “ we are getting better at delivering the programme and adapting it to suit the students in our class. Most of the students reported that they found the programme useful”. Another repeating teacher in the same school explained that JSU “provides the catalyst for very important topics and conversations that previously we haven’t had/ known how to have” and third explains that rating of change could only be “4” as his students “were empathetic and generally socially responsible” to begin with. Their colleagues add “ thank you for a great experience” , the programme is “very valuable” and “super beneficial and worth using”. A fourth repeating school (16% Pākehā/European) was very positive (4.7) in 2019. One teacher wrote: “the students learnt so much through this unit. It had amazing value to the kids, and has also helped me with my teaching practice. I think very highly of JSU, and would definitely recommend it to others”: .

Teachers doing a single iteration were generally very positive. Comments included: “definitely beneficial”, “an excellent programme”, “immensely valuable”,.. “a very powerful programme that deals with delicate issues in a child-empowering manner”, “it was awesome to do in class and carry on our learning throughout” and “I am privileged to have been part of it and look forward to next year.” It suited some teachers “because it is holistic and contains holistic strategies for self-care, it is a superb programme for anyone, not just people suffering violence in the home”. “As a teacher as I am able to help them focus on not just their physical health but their mental and emotional health as well”. “This programme just worked in so well with my own personal beliefs around anxiety, yoga and mindfulness. I feel I have had a very successful year with my class and their mental health and right to be SAFE.”

Finally, a summative comment from three different schools with high Māori, Pacific Island and Asian/African rolls covering the three years of the programme:

2017 (13% Pākehā/European) “You guys have developed a great resource. We need to openly talk about difficult subjects with our young people more and anything that promotes and supports this communication well in schools is gold. I am so grateful to you all for the amazing work you have done and hope that it continues to be rolled out nationally. Please let me know if I am able to offer you any more help.”

2018 (2% Pākehā/European) The rate of violence in New Zealand as a country is shockingly increasing. This programme lays the foundation for young people - and maybe taking it to the families is the next step - all families will benefit from this great programme.

2019 (16% Pākehā/European) This programme has given all students the opportunity to share, acknowledge and discuss people's feelings and how they are expressed in different ways. This was very important in understanding that we are all different and unique, however, we all have feelings that can affect our behaviour and the choices we make and who we trust, linking to how we can keep ourselves, friends and family safe.

The LOGOS delivery of the JSU programme

The LOGOS youth training group which conducts programmes primarily in Catholic schools, delivered two JSU programmes, one in 2017 and one in 2019, both to intermediate classes with a majority of Pacific Island students who were in a boys only school or in 60% male classrooms. Both these deliveries were highly rated by students (3.29/4 average vs 2.89 /4 over all schools for *interest, fun and helpfulness, where 4=a lot*).

Teachers also were very positive about the LOGOS delivery of the JSU programme. They did “a wonderful job”. “The students related well to ... [the Pacific Island facilitator], the kids were very engaged and it has given a context to future discussions about behaviour and home lives”. “My class was very lively when ... [the facilitator] and his team were running sessions”. “In general, it opened dialogue plus we were very lucky to have ... [the facilitator] deliver the course”, “the boys loved having him in the class”. These outcomes may be influenced by the culture/gender alignment of facilitator and students as five of the nine classroom teachers involved were Pākehā/European and six were female. The positive outcomes above were noted for boys who “have been encouraged to talk about their feelings”, and have become “a lot more open with emotions and feelings ,, more comfortable and are able to be themselves”. The girls participating in the LOGOS programmes were also very positive with an average rating of 3.19/4.

There was none of the time pressure felt by teachers elsewhere as this was “Logos implemented ... and was easy to fit into the timetable”. This model of delivery was what a number of teachers in two other schools with a high Pacific Island rolls suggested. “Possibly having a Jade Speaks person to teach the sessions like the Kiwican programme (as this is a very effective programme)” suggested one teacher. Another felt a partly externally facilitated version of the programme “would be good ... [having] a fresh new face come in and introduce the kaupapa, do some activities and then us teachers do the follow-up activities as a weekly rotation”. A third suggestion was a much more hands-on version of training - “it

would be good if one of the pilot team actually came into our schools and had a workshop for a block with each class to introduce the programme and us teachers do the follow up activities". Alternatively, "a person should come in and observe us teach the lesson and give us feedback".

This more collaborative suggestion appealed to some teachers in LOGOS delivery. One in 2019 said that she "felt superfluous in the delivery of this programme", and another in 2017 was concerned that although "more students are asking for help when needed, with their school work, [they are] still not prepared to speak about anything happening outside the classroom environment. [Because] "students are ...not prepared to 'dob on' others, ... issues which arrive in the playground are difficult to resolve as a classroom teacher." She also worried that "too much time was spent on games ... [and that the LOGOS delivery needed to be] more in line with the written programme".

Some of the challenges for the JSU programme are the variation in school environments from level 5 to level 8 and decile 3 to decile 8, the cultural complexity of the students and their communities, and large variations in pedagogical approaches within schools and across schools. The LOGOS delivery of JSU is just one of several delivery options operating in schools or suggested by teachers ranging from one-week intensives through to stretched out deliveries going for a whole year. Some schools want to run the programme every second year for the whole school, others would like to run it every year for the new intake, and some would like to run refresher courses.. These are challenges that are common to all curriculum areas, but are amplified by the sensitivity and sometimes explosive nature of the issues the JSU programme is trying to address. The consistent positive outcomes achieved by the programme seem all the more powerful when considered against this background of variation and change