



Review of the New Zealand Police Youth Education Service Programmes

Executive Summary



Report Prepared for New Zealand Police Youth Education Services

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The review was carried out from August 2011 - January 2012. Thus, it does not reflect the *Prevention First National Operating Strategy 2011 - 2015* and the *Youth Policing Plan 2012 - 2015* in its entirety. However, any future planning will reflect the current priorities by Police.

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Executive Summary

The *New Zealand Police Strategic Plan 2011 – 2015* (Police Strategic Plan) determines the role of Youth Education Services (YES) as one of the many New Zealand Police (Police) services working within the Police's vision of *Safer Communities Together*. The mission articulated through the strategy is to direct Police to work in partnership with communities to prevent crime and road trauma, enhance public safety and maintain public order.

The *Prevention First National Operating Strategy 2011 - 2015* (Prevention First Strategy) sits within the Police Strategic Plan. The strategy focuses on '*putting prevention at the front of policing*'. The strategy indicates that Police will work with other agencies, service providers and the community, particularly Maori, Pacific and ethnic groups, to address the underlying causes of offending and victimisation. Youth is one of the five areas of focus within the Prevention First Strategy and YES plays a vital part in meeting those outcomes for the Police.

YES has on average 120 Police Education Officers (PEOs) per annum working in partnership with school principals, teachers and the school communities in 2500¹ schools throughout New Zealand.

The YES curriculum identifies two strategic themes.

- Crime Prevention
- School Road Safety Education (SRSE)

Currently YES provides twenty-one primary and nine secondary programmes free to schools. There are programmes for primary, intermediate and secondary schools. The programmes are all designed to help children and young people lead confident, safe lives and are focussed on various key competencies and learning areas within the New Zealand Curriculum.

Schools are seen as ideal settings in which to promote mental, emotional and social wellbeing for young people. As a result, both in New Zealand and overseas, a smorgasbord of road safety, social responsibility, violence prevention and drug education programmes are offered in schools, many delivered by outside providers.

Internationally and nationally, the popularity of these educational interventions is a result of a desire to satisfy a number of goals within government and non-government agencies. They allow authorities to be seen to be addressing a matter of public concern: they are plausible, both to those who create them and those who receive them; and they are politically non-controversial, requiring no regulation. However, the evidence indicates that they are in large part ineffective.

In New Zealand, as well as overseas, it has become essential for education prevention providers to consider whether their programmes align with the New Zealand Curriculum and to provide outcome evidence that their prevention programmes are invariably making a difference for youth.

¹ http://www.educationcounts.govt.nz/_data/assets/excel_doc/0004/62572/Directory-Schools-Current.xls

With the increasing awareness of ineffective intervention and the lack of outcome-based programmes YES identified the need to partake in a review of its programmes to:

- determine the education pedagogical² principles within which effective YES programmes (within the YES key themes of Road Safety and Crime Prevention education) should be developed
- identify strengths and opportunities for improvement of YES programmes
- review and update systems and processes associated with the identification, development, implementation and evaluation of YES programmes
- investigate the current profile of youth offending and victimisation and any correlation with YES programmes.

This review concludes that YES has an important role in creating the understanding that Police is an integral part of New Zealand society. The YES service has provided a wide range of printed education resources and education services since 1980 and it has helped Police to provide a presence for children and young people and a reassurance that policing involves both a preventative (educative) as well as an enforcement approach to building a safer community.

However, the findings demonstrate clear gaps in the ability of YES to be fully effective as an educative process for improving the lives of children and young people and assisting in their learning, while at the same time meeting the Police's aims of reducing crash and crime and enhancing community reassurance.

The conclusions and recommendations are wide ranging and provide reference to both the findings of the programme review and international best practice models for safety education.

The advantage to Police in considering the implementation of these recommendations is that the journey is as important as the destination. The journey will support alignment, relevance and building capability so that YES can be a significant contributor to the Prevention First Strategy.

The journey will allow opportunity for ongoing internal, external and informed debate. Making changes, even small ones, provides an opportunity to energise personnel involved in YES and the wider Police staff, as they begin to reconfirm the value of using a range of models of working and methods of achieving powerful outcomes for children and young people.

Conclusions and Recommendations

1. Rationale and planning for the delivery

Although YES has a purpose there is no clear positioning statement and purpose for what YES is trying to achieve through its programmes and there are no clearly defined outcome(s). The clearest outcome is related to awareness of a police presence based on an assumption that the community feels safer and reassured if police are working in schools.

² the principles, practice, or profession of teaching <http://dictionary.reference.com/browse/pedagogy>

Recommendations

1.1 It is recommended that YES clearly align its services to function as a 'behaviour change' agent in schools rather than solely as a presence, reassurance and knowledge-imparting function.

1.2 It is recommended that YES produces, in consultation with other government agencies, a plan that includes a framework for action (Appendix B), which is aligned to international models of health promotion.

2. Current programme usage

YES has a history of continuing to add to the range of programmes that have been developed and having no clear process in which to analyse whether there is still a need for the programme, whether it meets best prevention education guidelines, aligns with the Police's strategic goals, and correlates with youth offending and victimisation data.

The main focus of schools is 'raising achievements' and, with the overcrowded curriculum and the focus on national standards, it is a common trend for schools to operate a closed-door approach to prevention programmes that does not help them achieve this focus.

There has been an influx of prevention providers in the 21st century. With the crowded curriculum, schools are tending to opt for programmes that take less time, are more engaging to the students and/or that are marketed well.

Programmes are developed and provided by a diverse range of private providers, local councils and government agencies. There is considerable potential for overlap and competition between agencies/organisations and a clearly identified knowledge gap in the key messages the current YES programmes deliver.

Many of those who took part in the review identified a need for a secondary school intervention resource that focusses on the following two themes:

- pre driver/driver strategies with lessons based on peer pressure, including speeding, drug abuse, alcohol and up-to-date traffic laws
- crime prevention resources that focus on cyber safety, informed and sensible use of alcohol and student rights and responsibilities.

The review also highlighted challenges between the demand from schools for certain programmes and the delivery of School Road Safety Education (SRSE) sessions, which are driven by a pro rata allocation by district of NZTA funding.

Recommendations

2.1 It is recommended that YES dramatically reduces the number of programmes by taking into account those that meet best prevention education guidelines, align with the Police's strategic goals, and correlate with youth offending and victimisation data. YES should also consider the challenges between the demand from schools for certain programmes and the required delivery of SRSE sessions, which are driven by a pro rata allocation by district of NZTA funding

2.2 It is recommended that YES uses the S-Curve model³ (Appendix 7) to determine what secondary school intervention we need for the identified themes:

- Crime Prevention
- School Road Safety Education (SRSE).

2.3 It is recommended that any newly developed YES interventions are in line with the New Zealand Curriculum, be inquiry based and be embedded within a whole school approach, such as School Drug Education and Road Aware (SDERA).

3. Identifying, developing and monitoring new interventions

The review illustrates that the YES programmes to date show no transparent process for the identification, development and modification of programmes. It was identified that in some cases the development of a new resource is not an efficient method of intervention.

At times PEOs see developing their own programmes as part of their role. This may be proactive and responsive to either personal or community desires, as well as being the result of the lack of a robust model for identifying, developing and monitoring of programmes within the YES national management team.

The review highlighted the discrepancies between youth offending and apprehension data and YES programme delivery at a national level and, in most instances, at a district level.

Recommendations

3.1 It is recommended that YES uses the 'S-Curve Model' to develop a methodology for YES to use to identify what interventions are needed, how they should be developed, who should be involved and what process is used for the design, development, implementation, modification and evaluation of the interventions Police choose to provide.

3.2 It is recommended that YES considers the data that it gathers through the school profiles, as well as the data that are coded throughout the districts on youth offending, apprehension and victimisation. These data should be able to be easily correlated and used as an integral part of the S-Curve model to show a transparent process for the identification, development and modification of programmes.

4. Approach when Police work with schools

Police is the lead government agency responsible for reducing crime and road trauma, and enhancing community safety.⁴ It is paramount that in all planning processes Police should operate with integrity and under the knowledge that schools in New Zealand are self-managing. As such, schools are encouraged to be critical when they select who, when and how external personnel are welcomed into their schools.

³ <http://site.educ.indiana.edu/SCurveModel/tabid/12977/Default.aspx>

⁴ <http://www.emigratenz.org/major-wellington-employers.html>

At the same time, Police also need to be critical when they identify the schools that may require Police support, to ensure that they align with the Police strategic purpose of reducing crash and crime.

Recommendations

4.1 It is recommended that YES should develop a clear positioning statement and purpose as to how it can help schools through facilitating safety education where children and young people live and learn in safe communities.

4.2 It is recommended that YES follows through with the proposed review to evaluate the effectiveness of the school profiles and determine how the PEOs can fit within the Police strategic purpose of reducing crash and crime, within their districts' tactical assessments.

4.3 It is recommended that YES shows within the Framework of Action a clear linkage to the Police Strategic Plan, Prevention First Strategy and the Youth Services Plan.

4.4 It is recommended that YES updates information for schools to align with the shift in YES safety education curriculum and delivery.

5. Monitoring and evaluation of the delivery of YES

It has become clear that the effectiveness of YES is defined by inputs and outputs (e.g. number of PEOs, number of schools visited, and number of hours taught) rather than outcomes (reduction in cases of bullying in a school, reduction in alcohol sales and/or consumption related to student-initiated actions).

Recommendations

5.1 It is recommended that logic modelling⁵ be applied to YES. A logic model displays components of an intervention in a linear sequence: inputs, activities, outputs and outcomes. In this manner, the hierarchy of outcomes for YES programmes can be defined and the means of collecting, analysing and reporting information is predefined.

Such a model would be advantageous in:

- showing more clearly the effectiveness and value that YES provides in achieving the vision that is stated in the YES plan
- clarifying the reasons for the data that the Police gather about the services provided in, for and with schools and within Police
- assisting schools and Police to determine and demonstrate the effectiveness of the programmes.

6. Whole school approach

The literature review reinforces the concept that for school communities to focus on behaviour change it needs to be embedded in a whole school approach. The current delivery of YES programmes references the whole school approach (WSA). However, the WSA model is not applied with the intent, integrity or methodology identified in literature.

⁵ http://en.wikipedia.org/wiki/Logic_model

Recommendation

6.1 It is recommended that YES develops its interventions within the WSA model and aligns with other government agencies where possible, to agree on the operational processes that implement the whole school approach with the intent, integrity or methodology identified in literature.

7. School community needs

The vast majority of schools surveyed were satisfied with YES programmes and that regular visits provide a means of forming good relationships between the school community and the Police.

Alongside this satisfaction was a perception that the YES programmes are limited in their ability to meet the desires of the schools to provide effective learning experiences. The limitations can be summarised as the YES programmes:

- being too long to operate within a crowded curriculum
- struggling with relevance in a school curriculum that is increasingly dominated by literacy and numeracy requirements for national standards
- being packaged in a way that limits flexibility so that teachers cannot easily adapt the resource to meet their students' specific needs
- being provided in a way that limits accessibility, as one teacher may have the programme and then it is not available for other staff
- being predominantly activity-based rather than inquiry-based
- being limited to specific safety themes rather than encouraging schools to develop learning experiences to address the most pressing safety issues at that time.

Recommendations

7.1 It is recommended that YES moves to an effective model of delivery where PEOs are facilitators of a whole school approach. As such, they will move from delivering a programme to supporting behaviour change within the school through targeted interventions.

7.2 It is recommended that YES, in consultation with experts, produces a curriculum related to safety education.

The curriculum should:

- incorporate different themes that promote inquiry and promote action and reflection from students
- show progression in student learning from managing self to participating and contributing toward a safer community
- provide schools, teachers, communities, key stakeholders and the Police with a structure to select, develop and implement topics/themes that are relevant for their specific school, community and students.

7.3 It is recommended that YES creates an education internet portal where the new YES curriculum, intervention activities/resources and services are developed and added to on an online site, along with examples of student work, so that safety education becomes a community of practice.

7.4 It is recommended that YES programmes should no longer be called programmes. It is recommended that future communication references them as interventions. This gives the clear message that safety education in the school curriculum has a goal of changing student and/or community behaviour. The safety education lessons are less about passing on information to children and providing schools with one off programmes, and more that through these lessons and embedding the whole school approach we are doing something that will produce results for the safety of children and their community.

8. Role of police education officers

The review of the YES programmes is inherently related to the role of the PEO because the programmes are often delivered by the PEO without a clear partnership between the school leaders, classroom teachers and the PEO (despite the programmes stressing the importance of this). The focus of PEOs through their current position description, which has not been formally reviewed and changed since the early 1990s is to deliver programmes in partnerships with schools.

The underlying assumption is that children will gain knowledge from these classroom-based resources and that knowledge gained by the children will result in behaviour change. The literature in health education clearly shows that imparting knowledge is rarely effective in creating behaviour change in the short or long term.

There is also a passionate debate in the findings about whether PEOs are the best people to deliver health education in schools. It has been proposed that YES considers a role change where PEOs would move from delivering programmes to assisting schools with education interventions.

Recommendation

8.1 It is recommended that the PEO position description be rewritten to reflect the role of PEOs influencing change within schools through targeted interventions.

8.2 The training for PEOs should be to build their capability to become effective facilitators of a whole school approach instead of being solely focused as programme deliverers. Therefore, they would move from delivering a programme to influencing change within the school through targeted interventions and where appropriate a range of Police services. They would also move from supplementing the role of the teacher to being part of the interface between the school, the community and other agencies/organisations.

8.3 It is recommended that PEOs be trained in the safety education curriculum and develop skills to enable them to demonstrate to schools ways in which they may combine and match resources to suit the school curriculum.

8.4 It is recommended that the PEO title be changed to better reflect this role. For example, School Involvement Officer like in the UK.

9. Eurocentric content

Some Māori medium schools expressed the view that the resources would need to be in Te Reo before they would be relevant to their students.

Recommendation

9.1 It is recommended that Police seek advice and guidance from Te Akatea (Maori Principals Association) and Te Runanga Nui (Kura Kaupapa Association) about producing intervention resources specifically for Māori Medium schools as well as, Rumaki and Bilingual classes within mainstream settings.

10. Alignment with government agencies (such as NZ Transport Agency)

The areas of health education and safety education are confusing and conflicting, with a wide variety of organisations that perceive schools as the market for their messages/resources. While the organisations are invariably well intentioned, there is a low level of alignment as most agencies and organisations have their own goals, based on meeting their organisational outputs. This review has also found a low level of alignment between Police and other key agencies.

Recommendations

10.1 It is recommended that YES works firstly to develop a framework for action to show a positioning statement and purpose that reflects a clear linkage to the *New Zealand Police Strategic Plan 2011-2015*, *Prevention First National Operating Strategy 2011-2015* and the *Youth Policing - Where Prevention Starts Youth Policing Plan 2011-2015* as well as identifying how YES can help schools by facilitating safety education so that children and young people live and learn in safe communities.

10.2 It is recommended that when working with other government agencies that YES uses the *S-Curve Model* (behaviour gap analysis model - Appendix G) to identify what interventions are needed, how they should be developed, who should be involved and what process should be used for the identification, design, development, implementation, modification and evaluation of the interventions we choose to provide.

10.3 It is recommended that to strengthen the relationship the Police have with the NZ Transport Agency (NZTA) in relation to developing and delivering SRSE programmes and services, YES should realign the road safety education programmes and PEO training from focussing on programme delivery to a focus on effective interventions within a whole school approach (Appendix H). This should be seen as an interim step as YES moves towards playing an active part in the government Safe System approach.

11. Alignment with non-governmental organisations

The two non-governmental organisations (NGOs) that were interviewed in relation to the review had similar frustrations when it came to understanding the framework in which YES operates. They both referred to the absence of effective prevention programme guidelines that YES follows. They also referred to the lack of transparency about the process YES uses for the design, development, implementation, modification and evaluation of the interventions we choose to provide and, as a result, with whom Police may or may not partner.

Recommendations

11.1 It is recommended that YES develops a framework for action showing NGOs a clear vision of how YES is going to assist schools through facilitating safety education to enable children and young people to live and learn in safe communities.

11.2 It is recommended that YES uses the adapted *S-Curve Model* (behaviour gap analysis model - Appendix G) to identify what interventions are needed, how they should be developed, who should be involved and what process is used for the design, development, implementation, modification and evaluation of the interventions we choose to provide. This will enable YES to show evidence of a comprehensible and transparent process for the partnerships that can be formed with relevant NGOs, and whether or not it is appropriate to form a partnership.

Appendix A

Crime Prevention			
Name of the Programme:	Description:	Released and Revised	Evaluation
Choice Years 5–6 Years 7– 8	A programme designed to strengthen young people's ability to make positive life choices with special emphasis on drug use	DARE to make a Choice Yr 5/6 - First released in 1991 and last revised in 2011 DARE to make a choice Yr 7/8 - First released in 1991 and last revised in 2008	
Tēnā Kōwhiria Years 5–8	A Māori language version of DARE to make a Choice		ERO June 2003
DARE to Support Your Kids Parents	A parent programme to support DARE to make a Choice - offered by the DARE Foundation		
Social Responsibility			
Name of the Programme:	Description:	Released and Revised Date: dd/mm/yyyy	Evaluation Date: dd/mm/yyyy
Role of the Police	A selection of photos depicting Police work.	First released in 1992 and last revised in 2011	
Doing the Right Thing	Helping children and young people distinguish between right and wrong and develop a positive set of values. It consists of a series of lessons around the themes of Honesty, Respect, Rules and Laws, Consequences and Right and Wrong.	First released in 2005 and last revised in 2005	
Tag Free Kiwi Years 7-8	To reduce graffiti vandalism by encouraging young people to develop pride and respect in themselves and their community.	First released in 2010 and last revised in 2010	

Burglary-Free - a partnership approach	A strategy for primary schools and their communities designed to help create Burglary- Free zones around schools and their communities.	First released in 2001	
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Violence Prevention

Name of the Programme:	Description:	Released and Revised	Evaluation
<u>Keeping Ourselves Safe</u> Knowing what to do Years 1-3 Getting Help Years 4-6 Standing Up for Myself Years 7-8	A child protection programme designed to teach children and young people safe practices in their interactions with others. It will raise community awareness of child abuse, including family violence, and encourage those who have been abused to seek help. A whole school approach is advocated.	Junior KOS - First released in 1987 and last revised in 2009 Middle KOS - First released in 1987 and last revised in 2011 Secondary Primary KOS - First released in 1987 and last revised in 2009	ERO Feb 2004
<u>Kia Kaha</u> Building a Safe, Happy Classroom Years 1-3 A Bully-Free Zone Years 4-6 Safer Communities Together Years 7-8	A programme designed to reduce bullying by building safe, positive relationships within the school community. A whole school approach is advocated.	Junior Kia Kaha - First released in 1997 and last revised in 2009 Middle Kia Kaha - First released in 1998 and last revised in 2009 Senior Primary Kia Kaha - First released in 1999 and last revised in 2010	
Safely Home Years 4-8	An audio visual resource designed to help students get home safely and be safe at home	First released in 2010 and last revised in 2010	

School Road Safety Education

Name of the Programme:	Description:	Released and Revised	Evaluation
Stepping Out Years 0-3	The programme aims to encourage and assist children to behave in a safe way as pedestrians and passengers.	Last revised in 2006.	

Riding By – Years 4-6	A programme designed to encourage children to develop skills, knowledge and positive attitudes to keep themselves safe on or near the road.	Last revised in 2011	ERO March 2006
Out and About Years 7–8	A programme empowering young people to participate safely as responsible road users, aware of their own place in the traffic environment, as well as that of others.	Last revised in 2005	
About ATVs	A programme designed to stop injuries and deaths of children and young people on ATVs by making children and their families aware of the manufacturers warning that ATVs should not be ridden by anyone under 16 and the reasons for this.	First released in 2002 and last revised in 2010	
	The Police and NZ schools work together to run the STST. These teams aim to improve the safety of school students who are crossing the road near schools or travelling to school by bus. The Police train team members and monitor both them and their equipment	No guidelines or specific programme.	
Secondary YES Programmes			
Drug Education			
Name of the Programme:	Description:	Released and Revised	Evaluation
DARE Reducing the Harm	Enabling the secondary school and the local community to collaborate in a health promoting initiative designed to minimise the harm from illicit drugs.	Last revised in 2006.	
Crime Prevention			
Keeping Ourselves Safe Building Resiliency	A whole school approach to raise awareness of child abuse and assist young people avoid and report abuse.	Secondary KOS - First released in 2004 and last revised in 2007	

Kia Kaha Our Place	A whole school approach to reduce bullying by building safe, positive relationships within the school community.	Secondary Kia Kaha - First released in 2002 and last revised in 2008	
School Road Safety Education			
Changing Gear Years 9–10	Empowering students to participate safely as responsible road users, aware of their own place in traffic, as well as that of others.	First released in 1990 and the English and Science section was revised in 2005.	
Drive Qual Years 11–13	A series of modules designed to build the knowledge and positive attitudes that young drivers need to keep themselves and others safe while driving on the road. Meets a number of unit standards	First released in 2008.	
Msg in Contxt Years 9–13	To raise student awareness of the risk factors and conditions that contribute to road crashes, with a particular focus on strategies to avoid texting and driving. The lessons are based around a fatal crash that occurred in NZ in 2007 The lessons should be used with sensitivity. Designed to be used by PEOs and other youth and community staff.	First released in 2008.	
DARE to Drive to Survive	Helping young people make informed, responsible decisions about alternatives to drink driving or travelling with a driver who has been drinking.	First released in 1994 and last revised in 2000	

Appendix B

A Framework for Action

The following section outlines an example of a possible a Framework including the YES vision, values, goals and outcomes. Further detail on each specific outcome is included in section five.

Vision

All New Zealand children and young people living and learning in safe communities

This is a long-term vision that will provide the overall direction of the Framework. The achievement of the vision will see all children and young people developing the competence, confidence, and connectedness to positively influence the safety of their environment.

Values

The following values underpin the Framework:

- **Child centered** – responsive to the development needs of children and young people; the learning experience belongs to an individual child or young person, not to the Police, a school, a teacher, parent, or any other interested party. A child's welfare is paramount and must take precedence over the self-interest of other persons or organisations.
- **Whole-School-Community** – students, staff, school leaders, police education officers, parents and a range of community providers come together to make a whole-school-community. School community ownership is essential in the development and implementation of safety education.
- **Long-term Approach** – through ongoing development and monitoring, school communities will sustain a culture where all children and young people are safe.
- **Collaboration** – creation of innovative and responsive interventions based on effective partnerships and networks between key agencies in government and at regional and community levels.

Framework Principles

The New Zealand Police has identified a set of Guiding Principles to provide direction and govern future investment towards achieving this vision. These Guiding Principles build on the values and set the priorities that will underpin all work undertaken as part of this Framework. These Guiding Principles will be applied to future investment and partnering decisions regarding safety education.

These Guiding Principles are:

- **Leadership:** The New Zealand Police is committed to taking a lead role in the implementation of this Framework to ensure its success. A visible and cooperative commitment by all relevant

government departments and any organisation involved in the provision of safety education for children and young people is required.

- **Inclusivity:** The outcomes identified in the Framework should be applicable to all children and young people involved in school communities. These outcomes must be culturally responsive and recognise the different social, economic, physical and ethnic factors.
- **Integration:** The New Zealand Police is committed to policy development and investment that supports consistent and collaborative approaches. Building strategic relationships to ensure that key stakeholders are aligned with the vision and direction of this Framework is critical. Integration requires a sector-wide approach to supporting school communities in safety education, an end to ad-hoc, inconsistent operating styles and fostering cohesion through sharing best practice.
- **Sustainable and Innovative:** All initiatives should include medium and long-term outcomes to ensure that the gains made by the Framework are sustainable beyond 2018. Sustainability requires a focus on capability building, professional development and relationships rather than 'hands-on' service delivery.
- **Evidence-based:** The Framework and proposed actions should be based on effective practice, and robust research. Interventions should be evaluated and monitored to ensure their suitability and effectiveness.
- **Partnerships and collaboration:** Interventions and actions need to acknowledge the whole school community rather than just a teaching and learning programme. The New Zealand Police will work closely with the NZTA, the Ministry of Education, and other relevant government agencies to ensure all policies are effective, consistent and targeted.

Goals

To ensure that this Framework is sustainable and effective, two high level goals have been selected that relate to supporting school communities to provide effective safety education within a whole school approach. These goals acknowledge that 'classroom based learning experiences' alone will not lead to safe communities.

The two goals are:

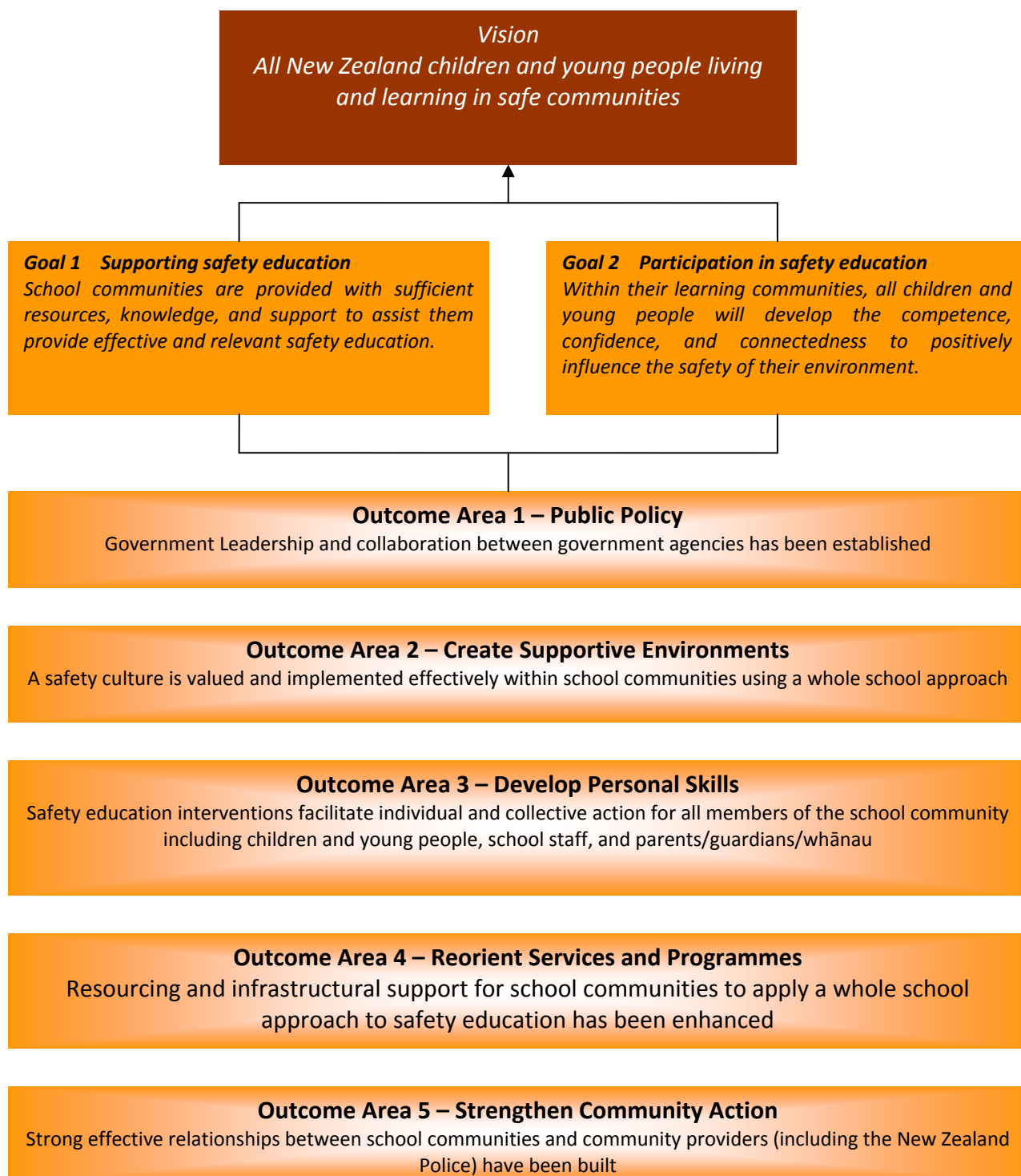
- | | |
|---------------|--|
| Goal 1 | <i>Supporting safety education</i>
<i>School communities are provided with sufficient resources, knowledge, and support to assist them provide effective and relevant safety education.</i> |
| Goal 2 | <i>Participation in safety education</i>
<i>Within their learning communities, all children and young people will develop the competence, confidence, and connectedness to positively influence the safety of their environment.</i> |

Outcomes and Objectives

To achieve these goals the New Zealand Police has identified six outcomes that will lead to children and young people living and learning in safe communities.

The Outcomes below are aligned with the Ottawa Charter for Health Promotion as an internationally accepted nationwide model for behaviour change. An essential component of this Framework is providing effective leadership by reducing duplication and confusion within safety education.

The 2018 Framework



Appendix C

Principles for Safety Education through a whole school approach (Developed From SDERA)

1. Implement current and evidence-based safety education interventions in schools.

Curriculum

2. Embed safety education interventions within the school curriculum.
3. Students are actively engaged in developing safety education interventions.
4. Use student-centred and interactive teaching strategies.
5. Actively engage students in skill development.
6. Inform parents about the content of safety education interventions.
7. Help students to influence their peers to apply safety behaviours and attitudes.

Ethos and Environment

8. School management actively promotes safety in the school curriculum, school culture, and school environment.
9. School governance endorses safety education guidelines.
10. School management encourages staff to implement safety education.
11. Staff model appropriate safety behaviours and attitudes.
12. Continuously review and modify the school environment to enhance student safety.

Parents and Community

13. Consult the wider school community when developing safety education guidelines.
14. Provide parents with information to reinforce safety messages and skills.
15. Encourage parents to model safety behaviours and attitudes.
16. Engage agencies to complement school safety education interventions.
17. Encourage school-community participation in school safety education interventions.

Implement current and evidence-based safety education interventions in schools	Safety education interventions based on safety education research is more likely to be effective. Including a monitoring component in each intervention will help ensure the safety education interventions are continually improving.
Curriculum	
Embed safety education interventions within the school curriculum.	When embedded in the curriculum, students' and teachers' awareness and knowledge of the importance of safety education will be enhanced. Children and young people progress through developmental phases of learning. The ability to interact safely with their environment relies on the learning and reinforcement of age appropriate content and skills throughout these phases.

Students are actively engaged in developing safety education interventions.	When the learning context is more relevant and authentic, students are more engaged in the learning and more likely to implement the learning they gain. Where schools encourage students to identify personal safety issues that contribute to the school safety education interventions the learning experience gained by the student is more likely to lead to behaviour changes.
Use student-centred and interactive teaching strategies.	Interventions that encourage student-centred activities such as those which promote play, social interaction, self-awareness, personal reflection and exploration of the world are most effective, as they actively engage students, satisfy their natural curiosity in learning and encourage peer interaction during the learning process. Students from demographics who are at greater risk of injury benefit most from student-centred and interactive strategies.
Actively engage students in skill development.	Learning is dependent on active engagement with a task. Emphasis should therefore be placed on learning new skills and applying these to the appropriate context. Skill development that focuses on identifying and responding safely to risk situations is central to safety education. A combination of classroom activities and students taking individual and collective action will reinforce learning and develop skills.
Inform parents about the content of safety education interventions.	Classroom curriculum can be effective in changing safety knowledge, attitudes, skills and behaviours of children and young people. However, student safety is more likely when parents are encouraged to model behaviours and attitudes that support safety education interventions.
Help students to influence their peers to apply safety behaviours and attitudes.	Peers are often the most influential role models in young peoples' social learning. Encouraging students to engage in safe behaviour when in peer situations can be effective in improving safety for all students. When used in conjunction with other strategies peer discussion can greatly enhance learning gains.
Ethos and Environment	
School management actively promotes safety in the school curriculum, school culture, and school environment.	Schools often face many barriers when implementing a new programme. To increase the success of a safety intervention it is important for school management to provide leadership and support to the school community in their efforts. By taking a proactive approach, school management can openly demonstrate their commitment to safety education.

School governance endorses safety education guidelines.	School Boards of Trustees endorse the operational policies of the schools. Where they are active in developing and reviewing safety education guidelines they are better implemented and monitored.
School management encourages staff to implement safety education.	Professional development and support is a fundamental principle in safety education. Enhancing staff member's skills in facilitating safety education will ensure current and accurate information and resources are delivered to students.
Staff model appropriate safety behaviours and attitudes.	Individuals learn by observing others perform a particular behaviour. Positive relationships between students and staff have been found to improve students' connectedness to school as well as reduce problem behaviours and improve attendance and academic achievement. Staff are therefore important role models for students and may exert considerable influence on the behaviours of young people.
Continuously review and modify the school environment to enhance student safety.	Improvements in the school environment such as separation of pedestrians and vehicles around schools and separate play areas for different age groups can greatly reduce student injuries.
Parents and Community	
Consult the wider school community when developing safety education guidelines.	Safety education is more effective when the three areas of the whole school approach are considered when planning, implementing and reviewing school safety guidelines. Inviting feedback on draft versions can encourage ownership and increase acceptance. Providing parents and school staff with schools' safety guidelines encourages them to model the desired behaviours and attitudes as specified.
Provide parents with information to reinforce safety education messages and skills.	Provide parents/guardians/whānau with practical activities and planned training so they can model appropriate behaviours to their children.
Encourage parents to model safety behaviours and attitudes.	Parents are best placed to model safety behaviours and attitudes for their children because they care and are motivated to ensure their child's safety. They are also aware and responsive to their children's habits and have many opportunities to teach their children about staying safe. Safety information that is practical, offers ideas and encourages interaction between parents and their children is preferred. Families/whānau are more likely to be engaged in safety education when information is relevant for their child and combines printed materials with interactive activities.

Engage agencies to complement school safety education interventions.	Safety educators and stakeholders are encouraged to collaborate and combine their expertise when developing new safety education in schools as this will contribute to improved health and safety outcomes for both the students and the community.
Encourage school-community participation in school safety education interventions.	When the whole-school community is involved in addressing safety through school-based, environmental and community interventions there is potential for long-term behaviour change and reduction in injuries for children and young people.
Engage, train and resource PEOs to complement and support safety education intervention.	Safety requires a comprehensive, combined approach. Engaging school-based staff and relevant community groups to support safety education supports this approach. Presentations and services offered by these groups can complement and reinforce classroom programs when included as part of a safety education intervention.

Appendix D
Youth Education Services – Whole School Approach

**Curriculum,
teaching and
learning**



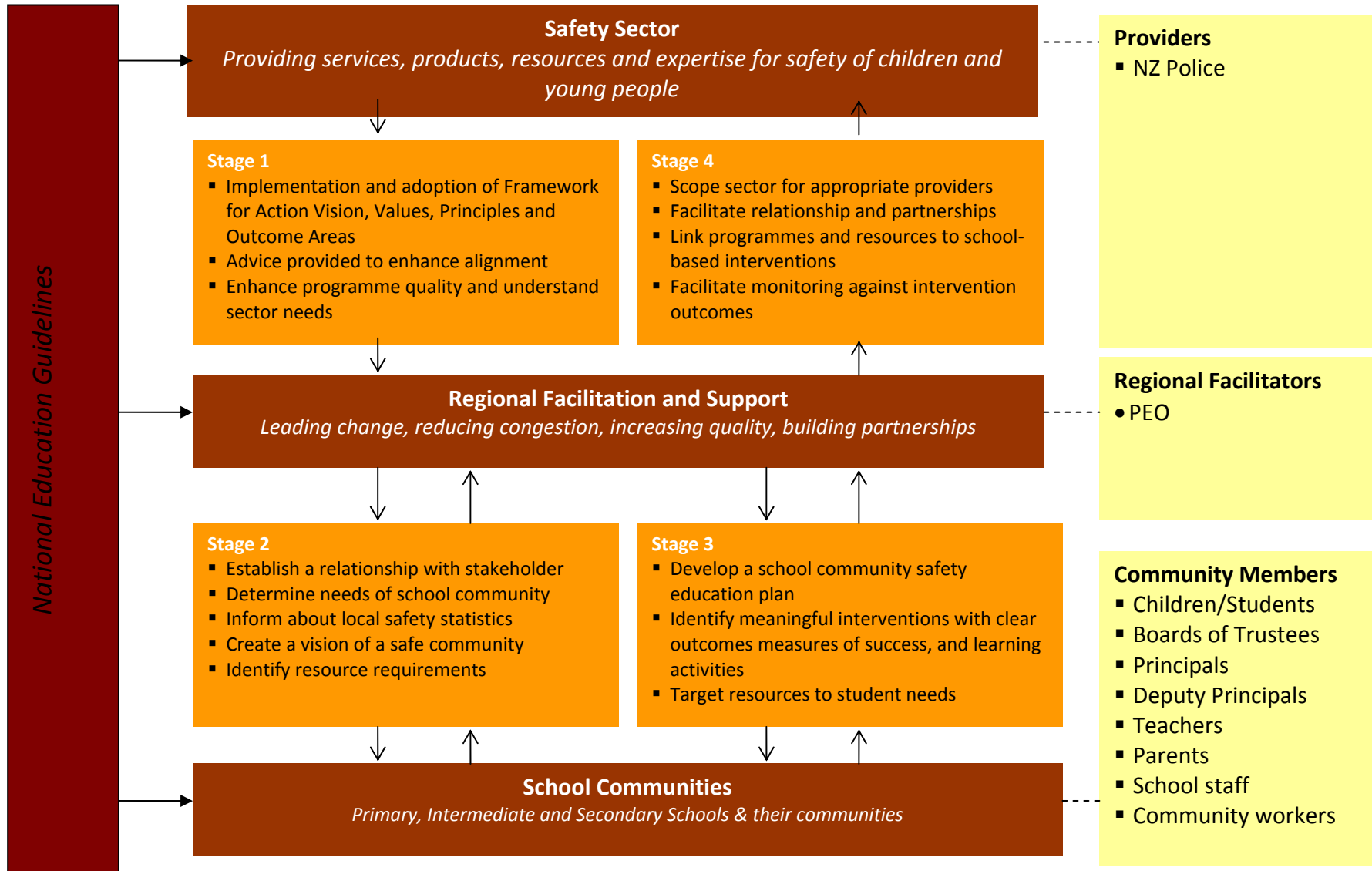
**Ethos and
environment**



**Community
connections**



Appendix E



Appendix F

Introduction

Purpose

The purpose of the training development lifecycle details the Police requirements for assessing, developing, delivering and maintaining training.

Who does this affect?

Police employees who are responsible for the development or maintenance of training should follow the training development phases and processes described in this manual.

Drivers for training

A request for training can be initiated by any of the following drivers:

- new or amended legislation
 - a change in strategic direction
 - new technology, capability or equipment
 - new or revised policies or procedures
 - professional/organisational development
 - reviews, reports or recommendations from:
 - Independent Police Complaints Authority (IPCA)
 - Professional Standards
 - coroners, tribunals, and the judiciary
 - employment practices
 - post operations
 - commissions of inquiry, and
 - the findings from an [evaluation](#) of existing training.
-

First steps

Once a performance problem or issue has been identified by the business owner, or there is a need to introduce a change or capability, the Performance Analysis is conducted. This process identifies the existing performance or behaviour and compares it with the required performance.

For the Performance Analysis to be conducted, the business owner must complete the [Business Requirements for Learning Solution template](#).

When done correctly, the Performance Analysis has the potential to guide targeted and effective solutions that will help Police achieve strategic and operational outcomes.

***Caution: Is
training the
best solution?***

Not all drivers for training will result in training being the best solution. The process for determining if training is the appropriate solution is determined during the Performance Analysis phase.

Performance Analysis is a process that needs developers to maintain a holistic perspective throughout each step. **To ensure Police resources are used effectively and efficiently, it is important that Police do not implement training where none is required or would be only partly effective.**

What is the Training Development Lifecycle?

Purpose

Training Development Lifecycle is an approach that has been adopted and applied to Police training to ensure the solution developed and implemented is ultimately:

- the appropriate solution
- fit for purpose
- cost effective, and
- aligns with Police strategies.

The Training Development Lifecycle comprises two main components.

- The first part is the **Performance Analysis** component, which identifies the performance gap.
 - The second component is **ADDIE**. **ADDIE (Analyse, Design, Develop, Implement and Evaluate)** is a dynamic, flexible guideline for building effective training, and is implemented if the Performance Analysis identifies training as the most appropriate intervention.
-

Specific phases

The Training Development Lifecycle process has six phases, which together are a complete and systematic approach to training. The business requirements and performance analysis are used to initiate the Analyse phase of ADDIE.



Cyclic process

The processes, steps and actions within the Training Development Lifecycle are often listed as linear, but are in fact performed in a cyclic fashion and are not independent of each other. The six phases are ongoing activities throughout the lifecycle of training. The phases do not end once the training has been delivered, but are continually repeated as new challenges are encountered.

Principles of the Lifecycle

The Training Development Lifecycle helps attain the Police's vision, goals and outcomes as it:

- links training and assessment with the achievement of job tasks and operational outputs (ie, it is focused on outcomes instead of curricula)
 - uses a criterion-referenced methodology to ensure accurate and targeted achievement of agreed training requirements, which reduces unnecessary over-training (ie, it is specific and efficient instead of vague and generic)
 - provides a single organisational approach to analysing and designing Police training requirements
 - enables Police training strategies, policies, and initiatives to be applied
 - employs practices that help identify the most appropriate solution for performance issues, ensuring efficient use of resources
 - allows the methodology to be consistently applied to both simple and complex training and development tasks
 - follows internationally validated approaches that support the implementation of quality training
 - supports the application of contemporary training and education practices, methods and technology, improving the overall effectiveness and efficiency of Police training, and
 - applies a systemic, systematic and cyclic review, evaluation and continuous improvement process.
-

Quality assurance

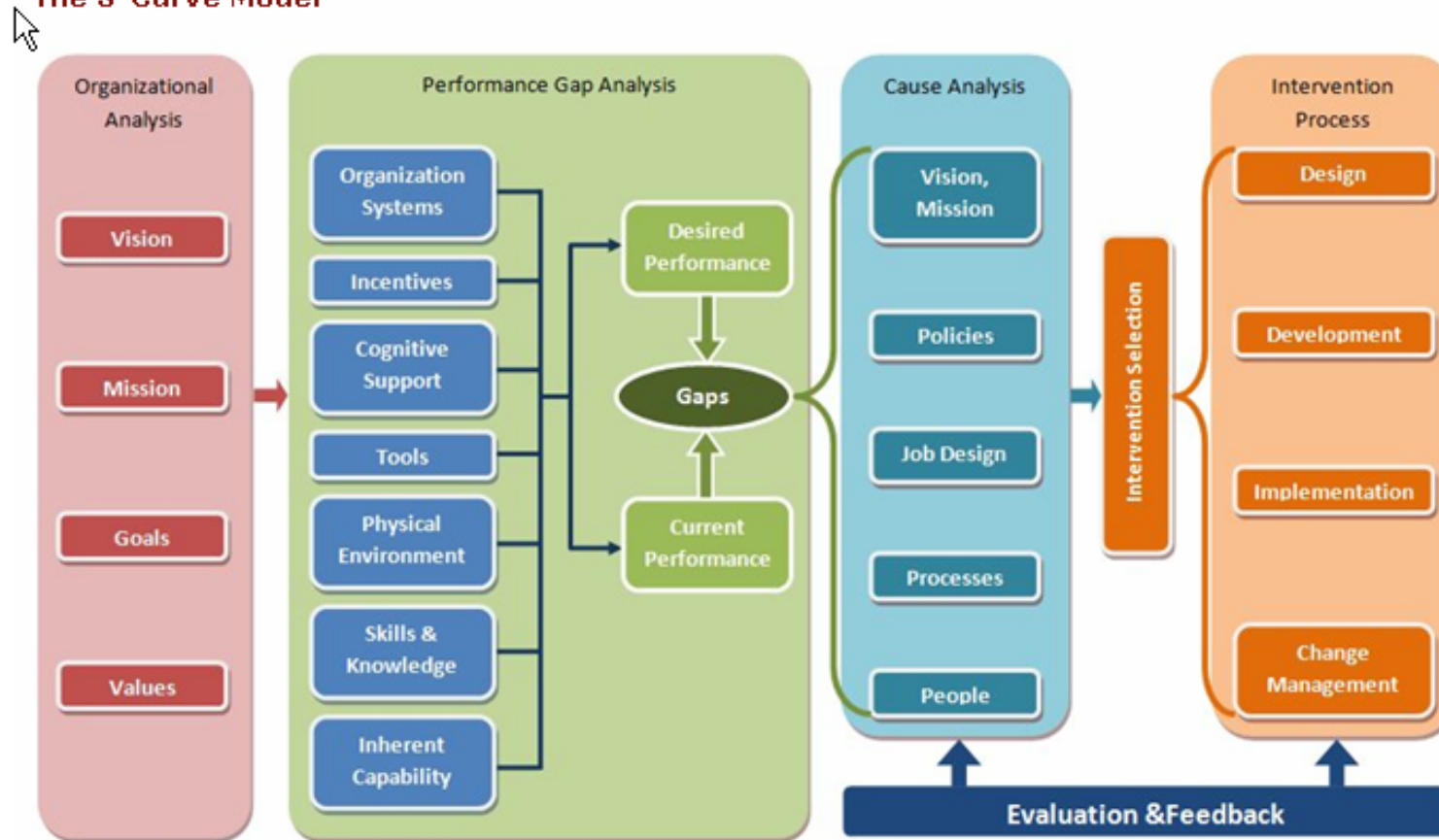
All training must go through a quality assurance process, as it is critical to maintain standards, improve performance and provide credibility.

The TSC Approvals Committee provides the organisational assurance that the business owner's requests for training are met and that training solutions are fit for purpose. The TSC Approvals Committee provides three assurance gateways throughout the Training Development Lifecycle. Refer to the Training Service Centre Approval Policy for further information.

Appendix G

YES has been given approval to use this model in its entirety or with adaptations, provided the source is referenced.

The S-Curve Model



The S-Curve Model

S-Curve Consulting. All rights reserved © 2009

Appendix H - Example model of delivery where PEOs are facilitators of a whole school approach

Inquiry Topic: What is a successful digital citizen?

Curriculum, teaching and learning:

Lesson One

Focus Question:

What does it mean to relate to others in a positive meaningful way?

Lesson Two

Focus Question:

What does honesty and integrity look like when using ICT?

Lesson Three

Focus Question:

What are the challenges that you can face when using ICT and how do you manage it effectively?

Possible Curriculum, teaching and learning intervention ideas

- What is the process involved when I make a complaint at the Police Station? (Flow Charts)
- Safer Internet Day (SID) will take place every year in February
- *At a Distance* a video on Cyberbullying. The DVD shows children acceptable strategies to deal with bullying and encourages them to become 'positive bystanders' when they are aware of bullying situations.
- Define the difference between rules and laws?
- What are our rights?
- What does it mean for me as a Youth in NZ if I breach the facebook's terms and conditions?
- Preparation for the Family Forums
- Girls - Think You Know CEOP (Powerful video showing how easy it is to be duped online through sharing too much information. Thought provoking video that should generate discussion with students.)
- Staff Meetings - security settings, dealing with cyber bullying

Ethos and Environment:

- Policy Discussions e.g. Blogging and Web2.0 Considerations for Schools
- BOT - Why is being a successful Digital Citizen important?
- Security
- Policy and Use Agreements
- Filtering Considerations for schools
- Choosing secure passwords

Ethos and environment



Curriculum, teaching and learning



Community connections



Community connections:

"Discover the digital World together...safely!"
Connecting generations and educating each other'.

- Family Forums (lead by the youth)
- Interagency coordination e.g. netsafe
- Newsletters e.g. new facebook security settings
- Parent Group meetings e.g. what is cyber bullying, choosing secure passwords
<http://www.cyberbullying.org.nz/parents/>
- Parent Information Brochures
- Internet cafes - what processes do they have in place when truants come in during school hours? Who is their point of contact if they have concerns about the computer use of a youth?