

# **Child Youth and Family Residential Schools**

**September 2010**



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## Executive Summary

This report discusses the quality of education at seven schools located in Child Youth and Family (CYF) residences. These residences accommodate the most challenging and vulnerable children and young people in New Zealand. The residences include Care and Protection services<sup>1</sup> as well as Youth Justice services. One of the residences, Te Poutama Ārahi Rangatahi, caters for boys who have been convicted of sexual offences.

This Education Review Office evaluation found that the CYF residential schools provided a good education for students. Staff have built strong relationships with students and engaged them in learning. ERO found very few areas for improvement in relation to the quality of education, although some suggestions have been made for developing teaching and learning. This includes making greater use of students' ideas and providing more authentic teaching and learning activities.

The CYF residential schools have effective processes for inducting students. Education staff are welcoming and make students feel comfortable. Teachers have suitable processes for identifying students' needs, especially in numeracy and literacy.

More can be done to use the expertise in the CYF schools to support the successful transition of students to new education or training destinations when they leave a residence. At the time of the review CYF was introducing a new service model for the residences. This service model aims to create more collaboration between residence staff, other professionals supporting young people, including education staff.

The implementation of the service model is intended to improve the effectiveness of the exit transitions for students at the residential schools. ERO will work with CYF to include an evaluation of this initiative, and its impact on student outcomes, in future reviews.

## Next steps

On the basis of this report, ERO recommends that:

- schools review the extent to which their teaching and learning programmes incorporate student-led, authentic learning experiences;
- the Ministry of Education and CYF work together to see how students can have the best possible educational programme for times outside the normal school year;
- Learning Media provide all the CYF residential schools with the same educational materials that are sent to mainstream schools.

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<sup>1</sup> All children and young people admitted to care and protection residences have a legal status which places them in the custody of the Chief Executive of the Ministry of Social Development. In addition, their behaviour is such that they may place themselves or others at risk and there is no viable community placement available. See also <http://www.cyf.govt.nz/keeping-kids-safe/ways-we-work-with-families/staying-at-a-care-and-protection-residence.html>.

## Introduction

### Reviewing Child, Youth and Family (CYF) schools

CYF residential facilities cater for some of the most vulnerable young people in New Zealand. Adolescents are placed in these residences because of their serious criminal or welfare issues. Students in these services can be dealing with complex social problems, including a history of drug and alcohol abuse or as victims and/or perpetrators of physical, emotional and sexual violence.

The educational services at these residences form an important part of the rehabilitation and support for these young people. They offer students an opportunity to develop literacy, numeracy and the wider educational and social skills for a more positive future. It is important that the education services provided are of the highest possible standard. ERO's reviews of these services highlight aspects that are working well and offer specific feedback on what each service needs to improve. This national report brings together the findings of these individual CYF residential reviews to give an overview of good practice, specific areas for development and suggestions for the future.

Seven CYF residential schools are discussed in this project.

Kingslea School <sup>2</sup>	Christchurch and Dunedin
Te Poutama Ārahi Rangatahi	Christchurch
Epuni Severe Conduct Disorder Unit (SCDU)	Lower Hutt
Epuni Care and Protection Unit	Lower Hutt
Central Regional Health School: Lower North Youth Justice	Palmerston North
Korowai Manaaki Youth Justice North	Auckland
Whakatakopokai Care and Protection Unit	Auckland

These schools include 'Youth Justice' and 'Care and Protection' services along with the Epuni SCDU.<sup>3</sup> Youth justice facilities are for those young people who have been placed in a CYF residence because of their criminal offending. Care and protection services include young people whose safety has been at risk in their previous living arrangements. These two very different pathways to a CYF facility underline the diverse nature of the young people in residence.

### Educating vulnerable students

The life experience and backgrounds of the children and young people at the CYF residences can mean that they have a history of limited success at school. They are likely to have been in conflict with teachers and principals in the past and may see school as a place that is unsupportive and a waste of their time.

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<sup>2</sup> Te Oranga Care and Protection, Youth Justice South, Puketai Care and Protection (Dunedin).

<sup>3</sup> Epuni SCDU (Te Puna Matauranga) is a residential unit for children in need of intensive therapy with input from educational and clinical services. Children are referred by CYF with the cooperation of their families.

The 2001 Ministry of Education literature review on Alternative Education<sup>4</sup> (which included residential schools) provides an overview of the teaching that can support students in CYF residences. The literature listed several conditions and actions that could improve students' attendance, engagement and behaviour. These were:

- a warm, nurturing and safe atmosphere;
- staff intuition in responding to student needs;
- warm reciprocal relationships between staff and student;
- small classes with individual programmes and support;
- educational activities to take place in authentic settings, such as, shopping malls; real work situations;
- peer induction and support;
- close relationships with adult educators as role models;
- recognition that previous structures have not worked for students; and
- non-authoritarian structures where the power is shared between the student and teacher.

The importance of employing high quality teachers for alternative education is emphasised in this literature review. In particular, attention is drawn to teachers' skills in developing literacy, numeracy and life skills as well as their ability to manage students' transition, into and out of their alternative educational.

The Ministry's literature review on Alternative Education cites the following as important for developing effective transition processes for students:

- multi-disciplinary support for students;
- transition and exit plans that set goals based upon informed decisions;
- collaboration between mainstream and alternative settings;
- co-ordinated linkages between school, family and social service agencies; and
- post-programme support that is ongoing until the student is well established in further training or the workforce.

These points influenced the indicators ERO used as the basis for the review of each residential school. These indicators are found in Appendix 1 of this report.

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<sup>4</sup> O'Brien, P. Thesing A. Herbert P. (2001) Literature Review and Report on Key Informants' Experiences.

## Methodology

### Schools in this study

ERO visited the following CYF residential schools in Terms 3 and 4, 2009:

Kingslea School <sup>5</sup>	Christchurch and Dunedin
Te Poutama Ārahi Rangatahi	Christchurch
Epuni Severe Conduct Disorder Unit (SCDU)	Lower Hutt
Epuni Care and Protection Unit	Lower Hutt
Central Regional Health School: Lower North Youth Justice	Palmerston North
Korowai Manaaki Youth Justice North	Auckland
Whakatakopokai Care and Protection Unit	Auckland

Young people may have short or long stays at these CYF residences depending on their situation. Young people on remand from the court may be at Youth Justice residences for less than a month. Young people in care and protection services usually stay longer. Boys residing at Te Poutama Ārahi Rangatahi may stay up to two years or more.<sup>6</sup>

Compared to mainstream schools, the number of students at the CYF residential schools is small. At the time of the reviews, all but one school had between 10 and 42 students.<sup>7</sup> The majority of the students at the residences are Māori and male.

There is also a variety of contracting relationships for the education providers at these residential schools. Kingslea School, for example, is operated by the state, as are the units based at Epuni and the Lower North Youth Justice service in Palmerston North. The Auckland-based schools are operated under contract to the Creative Learning Service (CLS). Te Poutama Ārahi Rangatahi is operated under contract by Barnados which oversee the provision of education.

### Approach to this study

The information for this national report was gathered through special reviews for all of the schools, except for Kingslea school.

The regular education review of Kingslea school in 2008 gave ERO most of the information required for this national report. Additional information, specific to the Terms of Reference for this national report, was gathered in Term 3, 2009.

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<sup>5</sup> Te Oranga Care and Protection, Youth Justice South, Puketai Care and Protection (Dunedin).

<sup>6</sup> Te Poutama Ārahi Rangatahi is a 12 bed residential unit for male juvenile sex offenders.

<sup>7</sup> Epuni Severe Conduct Disorder Unit had just one student enrolled at this time. The low number of enrolments was linked to a transition in the management of this unit and the units overall capacity at this time.

The terms of reference for the special reviews of the CYF residential educational programmes focused on the following:

- (i) the quality of the induction of new students to the CYF residences education programmes;
- (ii) the quality of the exit transition for CYF residence students to their subsequent education and training programmes;
- (iii) the quality of teaching, including:
  - a. pedagogy for at-risk students;<sup>8</sup>
  - b. the quality of the learning programme (curriculum, planning and assessment)
  - c. student engagement and achievement; and
  - d. numeracy and literacy development.
- (iv) the extent to which the teaching and learning programme supports the overall CYF plan for each student.

The terms of reference were developed in consultation with the Ministry of Education and CYF. Information from the previous ERO reviews of these residential schools, as well as the indicators of good practice from educational research, contributed to the indicators ERO used to evaluate these schools.

In collecting information from schools, ERO met with CYF and education staff, talked with students, observed lessons and analysed school documentation. ERO also met with some of the managers of these schools before finalising this report.

## Findings

The CYF residential schools have all demonstrated sound or good practice in the areas examined under the terms of reference for this evaluation. The following section discusses how the residential schools have performed and provides examples of good practice from specific schools.

The findings are divided into three sections that reflect the terms of reference for this evaluation. Sections are included on the quality of teaching, transitions (both into and out from CYF residential schools) and the extent to which the education programme of these schools supports the overall CYF plan for each student.

The section discussing the quality of teaching at the CYF residential schools includes an outline of the areas in which these schools could continue to develop their teaching. This section draws together the findings from the CYF residential schools and discusses how the existing good practice could be further enhanced.

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<sup>8</sup> Issues of leadership and professional development are likely to be important contexts surrounding the development of pedagogy at the CYF's education centres.

## The quality of teaching

In evaluating the quality of teaching at the CYF residential schools ERO staff examined the following:

- classroom relationships;
- classroom teaching, including strategies for engaging students at risk of educational failure;
- individual education plans (IEPs);
- classroom curriculum, planning and assessment processes;
- student achievement, especially in relation to numeracy and literacy.

The quality of teaching in the CYF residential schools was generally high. While there was some variation in quality between and within the residential schools, there were some common strengths found by ERO.

The most obvious example is the low teacher-student ratios found in all the schools. The low ratio supported small group and one-to-one learning opportunities for students. In particular it meant that classroom teachers could give students frequent and immediate feedback on their learning.

Small classes also supported the development of good relationships between staff and students. Importantly, these relationships were also supported by the effective strategies staff used to manage the behaviour of students. These strategies were based on support, encouragement and a good sense of humour. CYF staff contributed to this positive classroom dynamic with most working alongside students to support their learning.

Teachers were well prepared, while also taking a flexible approach to classroom activity. Teachers developed clear sequences for classroom learning and acknowledged the success made by students at each point. Despite being in a residence, students could be withdrawn from class for various reasons, including issues arising from life in the residence.

Part of the strength of the classroom relationships came from the high expectations staff have for students. All students were expected to complete work to an acceptable standard. Teachers demonstrated a commitment to the education of young people, many of whom had never succeeded in a school previously. This commitment has helped build trust between staff and students and, subsequently, supported student engagement in learning.

The assessment processes used by staff provided good information about the numeracy and literacy skills of each student. The high quality of assessment information was observed in the Individual Education Plans (IEPs) of students. For example, the IEP used by staff at Korowai Manaaki gave an overview of a student's reading, writing and numeracy skills. Korowai Manaaki used PROBE reading assessment data as well as qualitative comments about the attitude of a student to

reading<sup>9</sup>. AsTTle was used to identify writing and mathematical knowledge. A section on social, behavioural and study skills was used to identify a student's strengths and development areas<sup>10</sup>. Small sections were included on student interests and preferred approach to learning.

The IEP structure used by Korowai Manaaki included ongoing updates on how students had performed in class. Teachers included weekly comments about how a student had progressed. This information allowed the student, and other staff, to see the progress made by a student over time.

Tikanga Māori was a focus at most of the schools. Students learned waiata and karakia and used Māori protocol in the classroom. Teachers understood and affirmed the cultural background of Māori students. They readily incorporated te reo Māori me tikanga into classroom discussion and presentation.

The high quality of teaching in the residential schools meant that most students have made significant progress. Some young people have gained credits towards the National Certificates of Educational Achievement (NCEA) during their time at a residential school. Most students showed improvements in their literacy and numeracy skills.

### ***Moving teaching from effective to highly effective***

ERO found few areas for improvement in relation to the quality of teaching at the CYF schools. The teachers at the schools had good relationships with students, engaged students, used sound assessment techniques and contributed to significant gains in the learning of most students, especially in numeracy and literacy.

This section primarily focuses on how the good foundations built at the schools can be improved for the future. After a short discussion about the minor areas for improvement at the schools, the section below outlines how the engaging practices of some teachers might be extended to improve teaching for students at the residential schools.

### **Minor areas for improvement**

ERO indicated some areas for improvement indicated in its 2008 education review of Kingslea School. These were being addressed at the time of ERO's 2009 visit.

ERO also suggested that young people at Korowai Manaaki and Whakatakāpokai could be provided with a broader range of reading resources. Our discussions with staff from all the schools suggested that this was part of a wider issue with residential schools not consistently receiving teaching and learning resources from Learning Media.

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<sup>9</sup> For more information about PROBE (Prose Reading Observation, Behaviour and Evaluation) see [http://toolselector.tki.org.nz/assessment\\_areas/english/reading/probe\\_prose\\_reading\\_observation\\_behaviour\\_and\\_evaluation/\(back\\_to\\_results\)/assessment\\_areas](http://toolselector.tki.org.nz/assessment_areas/english/reading/probe_prose_reading_observation_behaviour_and_evaluation/(back_to_results)/assessment_areas)

<sup>10</sup> For more information about AsTTle (Assessment Tools for Teaching and Learning) see <http://www.tki.org.nz/r/asttle/>

Discussions with educational staff also identified that safe and accessible internet access for students at all the residential schools could enhance the range of reading material available to them.<sup>11</sup>

### **Enhancing existing teaching**

The good relationships and practice developed by teachers at the residential schools provides a platform for extending classroom teaching. In particular there is scope to make greater use of the interests and strengths of students to provide more relevant and authentic learning activities. These activities would be based on solving problems for a real audience. These activities would help students develop greater intrinsic motivation for learning and build their sense of themselves as learners.

Some teachers in the residential schools used student-centred approaches. For instance a student at Te Poutama Ārahi Rangatahi, with talents in fashion, attended a design course at an off-site provider. Another student attended a hip hop dance class in line with his interests.

Teachers often used the interests of students to create learning activities when students started in a residential school. This can be a difficult time for students who may be placed in a residence by the court or by CYF's. Initially, some students can be reluctant to engage in classroom activities. Teachers have developed engagement by creating learning activities based on student interests. Examples given to ERO included students preparing posters based on professional wrestling or musicians.

By extending such work teachers could also develop engaging activities that built on student literacy and numeracy. Given the low staff to student ratio in the residential schools it is possible that students could have an even more highly differentiated programme based on their interests and abilities.

### **Student transitions**

ERO evaluated the quality of the transitions made by students into and out of the CYF residential schools. The quality of student transitions was evaluated at a time when a new service model was being implemented by CYF. This service model is designed to improve each student's transition to an educational and residential placement following their time at a CYF's residence.

#### ***CYF's new service model***

During the course of this review the CYF residences were implementing a new service model. This model is expected to be fully operational later in 2010. The service model represents a greater emphasis on student outcomes than in the past. It aims to place a more multi-disciplinary support structure around students while they are present at a residence and in the months after they have left the residence.<sup>12</sup>

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<sup>11</sup> Greater use could also be made of the Curriculum Resources of the National Library Service <http://www.natlib.govt.nz/services/access-to-items/curriculum-resources>.

<sup>12</sup> For more details see CYF (2009) Towards Outcome Focused Residential Services – A blueprint for Child, Youth and Family's residential service 29 June 2009.

The model is expected to involve a closer relationship between the CYF staff and the staff at the residential schools. Teachers and support staff in the residential schools can be expected to contribute to the multi-disciplinary approach that connects a student's pathway from inside the residential service to future education or training.

### ***Student Induction***

In evaluating the quality of student inductions to the residential schools ERO examined the extent to which:

- the school's induction process was organised and welcoming for students and their families;
- the induction programme worked well at all times of the year (ie during 'school holidays' if possible);
- multi-disciplinary and/or special educational support was identified as early as possible;
- the school used valid and reliable approaches to identify the educational strengths and weaknesses of new students; and
- the school had processes in place for identifying and supporting the needs of students in relation to any physical, sensory, psychological, neurological, behavioural or intellectual impairments.

ERO found that staff at the residential schools generally managed the induction of students well. The quality of induction depended on how much notice staff had before a student's arrival. This could depend on a variety of factors beyond the control of the residential centre including instructions from the Youth Court. The quality of information sharing between CYF and education staff is at an early stage in some situations too – although this is expected to improve with the new CYF service model.

The residential schools all had good processes for making students feel welcome and for building strong relationships between staff and students. Staff made their expectations clear to students while also actively forming positive relationships with new students.

The IEPs of students were developed soon after they started at a residential school. These IEPs included a wide range of information about each student's current levels of achievement, plans for the future as well as social and educational goals. Different assessment tools were used by different residential schools to identify the numeracy and literacy skills of students.

The early stages of the CYF service model was seen in some of the ways CYF and education staff worked when students were transitioning into residential schools. ERO found some areas for improvement in the way CYF and education staff shared information about young people starting in a residence, in particular at the Lower North Youth Justice service.

At Kingslea School ERO found the effectiveness of practices connected with the induction of students to be mixed. Kingslea was the first centre to introduce aspects

of the new CYF service model. It had, for example, developed some good processes for sharing information across multi-disciplinary teams (featuring education staff, health professionals, police and CYF staff).

Kingslea school's internal information processes were, however, at an early stage of development. For example teachers who were not present at multi-disciplinary meetings have not always received information from their colleagues about in-coming students.

### ***School at any time of the year?***

An ongoing issue at the state residential schools (ie those not operated by private providers) has been the hours the schools are open. Residential Services considers it desirable to have educational services operating at all times of the year, including times when teachers are traditionally on leave, such as over Christmas time and during January. The benefit would be that it provides an opportunity for young people, who are often disengaged from school to start learning as soon as they enter a residence, even if it is outside of normal term time.

Several factors make such an initiative a complex proposal. Nevertheless there are obvious advantages for students in having educational services available at all times of the year. It should be possible, in line with the multi-agency cooperation principles of the new service model, to find a solution to this issue.

### ***Exit transitions***

There were several aspects of exit transitions that required improvement at most of the residential schools. These aspects are expected to improve with the new CYF service model and a stronger relationship between CYF and education staff. Currently education staff have very little input into the transition planning of a student as this has been seen as the domain of CYF.

The most effective transition planning was seen at Te Poutama Ārahi Rangatahi where educational staff, residential staff and clinicians had a highly collaborative approach focusing on the successful transition of a student back into the community. These staff had exemplary processes for sharing information and working with a community team to ensure that the transition of each youth was successful. Their work could serve as a model for CYF and the other residential services.

The intention under the new service model is that all residences have effective exit transitions. This involves a focus on supporting both a young person's placement into a new home and his/her move to a new education or training environment or employment. Under this approach education staff can expect to be included in the processes to transition students into new education and training following their time in the residence. This may require more resources, for education staff to visit a student's new school and so on, although it is not clear at this stage how such resources will be provided.

## Supporting the CYF plan for each student

ERO examined the extent to which the teaching and learning programmes at the residential schools supported the overall CYF plan for each student. This included the extent to which:

- IEPs took into account the goals CYF staff had facilitated or coordinated to support the development of students;
- teaching staff adapted the learning programme based on the identified needs of students via their CYF-based goals or information;
- education and CYF staff met regularly to review the progress of students; and
- education and CYF staff developed joint strategies to support the learning and development of students.

ERO found that the alignment between teaching and learning programmes and the CYF care planning for students varied from residence to residence.

The most effective approach was found at Te Poutama Ārahi Rangatahi where education, CYF and health staff shared a strong collegial relationship. Staff from the different disciplines were able to work together on student education and welfare because of the quality of the established relationships and the way in which the school's Wairua model built collaboration between staff. The important features of the Wairua model underline the importance of staff from different disciplines seeing students in terms of their wider social context and not just in terms of their education, health or social situation.

CYF and education staff had good relationships within the other residences, although these relationships did not always result in effective collaboration between education and CYF planning. For example, ERO found that:

- the education staff at most residences had yet to learn how the new CYF service model was to operate;
- some IEPs did not relate to the CYF's care plan for students; and
- some CYF staff were not assisting student learning during class time.

The challenge for education and CYF staff is to use the good informal relationships they have developed in the new CYF service model to ensure the best outcomes for students.

## Conclusion

This evaluation found that the CYF residential schools provided a good education for students. Staff had a caring approach towards students and they were able to engage students and support them. ERO found very few areas for improvement in relation to the quality of education, although this review suggests some directions for expanding the effective pedagogy that currently exists. This includes providing more scope for using student ideas to structure learning contexts, as well as using real problems and relevant context to make greater use of authentic teaching and learning.

The CYF residential schools also had good processes for inducting students. Education staff were welcoming and made students feel comfortable. Teachers had good processes for identifying student needs, especially in numeracy and literacy.

More needs to be done to build the role of education staff in the exit transitions of students, and in how they work with the overall CYF plan for each student. Gains in this area are likely under the new CYF service model. There is a good platform for greater collaboration between education and CYF staff and this now needs to be mobilised so that there is more explicit focus on student outcomes.

## Next steps

On the basis of this report, ERO recommends that:

- schools review the extent to which their teaching and learning programmes incorporate student-led, authentic learning experiences;
- the Ministry of Education and CYF work together to see how students can have the best possible educational programme for times outside the normal school year;
- Learning Media provide all the CYF residential schools with the same educational materials that are sent to mainstream schools.

**Comments on this report from school personnel and others are welcome. A report feedback form is included as Appendix 2.**

## Appendix 1: Indicators - CYF residential schools

This document sets out the indicators for the review of the education in CYF's residential schools. The indicators below provide an outline of the sorts of features expected in high quality teaching and learning for the students in these centres. Depending how the education provision is managed at these residences, additional features may be apparent, likewise some of the indicators below may not be directly relevant.

<b>The quality of induction</b>	
<b>Induction to a CYF residential school</b>	<ul style="list-style-type: none"> <li>• Staff and students provide a welcoming environment for new students</li> <li>• The school's induction process is organised and welcoming for students and their families</li> <li>• The induction programme allows students to make positive relationships with existing students</li> <li>• The induction programme works well at all times of the year (ie during 'school holidays' if possible)</li> <li>• Students have a clear idea about what is expected and gain a sense that they can belong</li> <li>• Multi-disciplinary and/or special educational support is identified as early as possible</li> <li>• There are coordinated linkages between school, family and social service agencies</li> </ul>
<b>Identifying student needs</b>	<ul style="list-style-type: none"> <li>• The school uses valid and reliable approaches to identify the educational strengths and weaknesses of new students</li> <li>• The school has sought and used the student's point of view with regard to what supports their inclusion and learning (decision-making)</li> <li>• The school has processes in place for identifying and supporting the needs of students in relation to any physical, sensory, psychological, neurological, behavioural or intellectual impairments</li> <li>• The school has culturally responsive processes to identify and support the needs and aspirations of Māori and Pacific students and their whānau/families</li> </ul>
<b>The quality of teaching</b>	
<b>Pedagogy for at risk students</b>	<ul style="list-style-type: none"> <li>• There are small classes leading to individual attention</li> <li>• The classes operate at times throughout the year</li> <li>• There are clear goals and expectations for classroom activity and student work</li> <li>• Staff have high expectations and express these often</li> <li>• Learning is valued by staff and students</li> <li>• There are close relationships between staff and students with adult educators operating as respected leaders and role models</li> <li>• Staff understand and affirm the cultural backgrounds of the students (ie they are appreciated for their understanding of a variety of protocols, such as Māori, Pacific, Teenage)</li> <li>• Staff say the names of students correctly as part of their knowledge</li> </ul>

	<p>and understanding of student cultural backgrounds</p> <ul style="list-style-type: none"> <li>• There are non-authoritarian and non-coercive classroom structures where power is shared between the student and teacher, eg classroom rule sharing, negotiated outcomes (excellence)</li> <li>• Teachers recognise that previous structures have not worked for these students</li> <li>• Teachers assume that students can succeed and are not fatalistic or judgemental about what a student may bring (socially or culturally) to the classroom</li> <li>• Staff are compassionate, actively listening to students and reflecting their points of view</li> <li>• Staff support the development of student self-management</li> <li>• Staff apply strategies to limit negative behaviour</li> <li>• Teachers are both firm and flexible in how they manage classrooms, eg teachers need to let retaliation go and minimise the need for direct confrontations with students</li> <li>• Staff display understanding (sensitivity) in responding to student needs</li> <li>• Staff and students support each other to achieve</li> <li>• Classroom activity is engaging and challenging for students, rather than 'dumbed-down busy work'</li> <li>• Educational activities involve (a degree of) authentic problems, and are relevant to students</li> <li>• Topics and themes link to situations outside the classroom context and have some immediate relevance and meaning to students</li> <li>• Students are able to investigate their own questions</li> <li>• Students are able to work together in some situations, discussing ideas, reaching conclusions and teaching each other</li> <li>• Teachers recognise that motivation is likely to be a bigger challenge than ability for many students</li> <li>• Students are taught to evaluate their own learning and are aware of their achievements and next steps</li> <li>• Classroom activities take into account the individual needs of students</li> <li>• Priority is placed on identifying and developing the strengths of all students</li> </ul>
<p><b>Pedagogical culture and environment</b></p>	<ul style="list-style-type: none"> <li>• The overall culture of the school is supportive of students learning and developing in positive ways</li> <li>• There is a warm, nurturing and safe atmosphere</li> <li>• Humour is used to support the development of positive relationships among staff and students</li> <li>• Students express a sense of security and comfort with the environment</li> <li>• Staff show enthusiasm about making a difference for students</li> <li>• Staff demonstrate the importance of social and pastoral care as a pathway to support the achievement of students</li> <li>• The school has highly responsive systems and personnel, focussed on the social and educational needs of students</li> </ul>

<b>Quality of curriculum, planning and assessment</b>	<ul style="list-style-type: none"> <li>• There are high quality processes used to identify and remove the barriers to achievement faced by students</li> <li>• Planning reflects the need to identify and develop the interests and strengths of students (ie has good links to IEPs and the overall CYF's goals for students)</li> <li>• Educational activities involve authentic problems that are relevant to students</li> <li>• Topics and themes link to situations outside the classroom context and have some immediate relevance and meaning to students</li> <li>• Students are able to investigate their own questions</li> <li>• Resources are appropriate, accessible and enhance the programme</li> <li>• Classroom activity is engaging and challenging for students, rather than 'dumbed-down busy work'</li> <li>• Student learning develops the literacy and numeracy of students</li> <li>• Students receive high quality feedback on their learning</li> <li>• High quality career education and guidance is given with an emphasis on transition to the workplace or further education/training;</li> </ul>
<b>Individual Education Plans (IEPs)</b>	<ul style="list-style-type: none"> <li>• IEPs have clear goals for learning or development</li> <li>• IEPs explain the processes to be used to support students to reach their goals</li> <li>• IEPs are integrated into the exit transition of the student</li> <li>• IEPs are regularly reviewed and revised in line with student progress and needs</li> <li>• IEPs contain a plan for future education/employment</li> <li>• IEPs contain an understanding of the student's exit transition and what has to happen to support that transition</li> <li>• IEPs include an indication of what the young person wants to achieve in the residence to prepare them for their future; education/employment</li> </ul>
<b>Student engagement</b>	<ul style="list-style-type: none"> <li>• Students are engaged in discussions about their learning processes</li> <li>• Students have an opportunity to explore their interests and strengths</li> <li>• Students have clear and challenging goals or expectations for learning</li> <li>• Students take responsibility for their own learning</li> <li>• Students state that they enjoy their work and can say how it is relevant to their ongoing achievement</li> </ul>
<b>Student achievement</b>	<ul style="list-style-type: none"> <li>• Student's show signs of meaningful progress during their time at the school</li> <li>• Students are achieving in national qualifications (age 14+)</li> <li>• Work samples provide evidence that students are achieving</li> <li>• Families/whānau are satisfied with their child's achievement</li> </ul>
<b>Numeracy and literacy development</b>	<ul style="list-style-type: none"> <li>• High priority given to achievement in literacy and numeracy</li> <li>• Planning in literacy and numeracy is appropriate for meeting the specific requirements of each student;</li> <li>• Resources are appropriate, accessible and enhance the programme</li> <li>• Students are positive about the progress they are making</li> </ul>

	<ul style="list-style-type: none"> <li>• Students initiate aspects of their own learning</li> <li>• Diagnostic assessments describe each young person's ability in reading (especially in decoding and comprehension), writing and numeracy</li> <li>• A variety of relevant activities are used to support and increase student reading, writing and numeracy</li> <li>• Oral language strategies are used to support language development</li> <li>• Students receive positive feedback about their work</li> <li>• Progress in numeracy and literacy is recognised and recorded in IEP documentation</li> </ul>
<b>The quality of the relationship between the teaching and learning programme and CYF's overall plan for each student.</b>	
<b>The alignment between the overall CYF plan and the teaching and learning programme</b>	<ul style="list-style-type: none"> <li>• IEPs take into account the goals CYF staff have facilitated or coordinated to support the development of students</li> <li>• Teaching staff adapt the learning programme based on the identified needs of students via their CYF-based goals or information</li> </ul>
<b>The links between educational staff and CYF staff</b>	<ul style="list-style-type: none"> <li>• Education and CYF staff meet regularly to review the progress of students</li> <li>• The education and CYF staff develop joint strategies to support the learning and development of students</li> </ul>
<b>The exit transition</b>	
<b>The quality of transition planning</b>	<ul style="list-style-type: none"> <li>• Exit transition planning is based on the progress students have made</li> <li>• The exit transition planning details the types of support students will receive for their ongoing learning and development</li> <li>• The exit transition includes clear roles and responsibilities for the student and those supporting the student after they leave the school</li> </ul>
<b>The links between new schools or training providers</b>	<ul style="list-style-type: none"> <li>• There is a high level of coordination and collaboration between the CYF school, the new school (if any), family and social service agencies</li> <li>• The contracts with any additional providers are consistent with CYF care plans for students</li> <li>• Post programme support is ongoing until the student is well established in further training or the workforce (outside of the CYF direct responsibility but important for the overall review)</li> </ul>
<b>Relationships with external agencies</b>	<ul style="list-style-type: none"> <li>• The school's staff work collaboratively with agencies such as health, iwi, and Non Government Organisations (NGO) to support the multiple needs of student in transition</li> </ul>
<b>Links with families</b>	<ul style="list-style-type: none"> <li>• Whānau/families are included so that they can support the ongoing development of their child or young person</li> <li>• The exit transition includes adequate support for whānau/families to provide suitable support for the ongoing development of students once they have left the CYF school</li> </ul>
<b>Monitoring of the exit transition</b>	<ul style="list-style-type: none"> <li>• The student's destination is monitored and recorded</li> <li>• The exit outcomes of students are analysed to inform the quality of future exit processes for students</li> </ul>

## Appendix 2: Report feedback form

### Child Youth and Family Residential Schools, June 2010

*This information is optional*

Name: \_\_\_\_\_

School/Institution: \_\_\_\_\_

Your role: \_\_\_\_\_

*(for example, Teacher, Parent, Trustee, Researcher, Principal)*

Address: \_\_\_\_\_

*This feedback form has been developed to help ERO evaluate the quality of this report. By sending ERO your views on this report you are contributing to the quality of future national reports. This feedback form can be sent to ERO in the following ways: by email to **info@ero.govt.nz**; by fax to the following number: **0-4-499 2482**; or post to: **Evaluation Services, Education Review Office, Box 2799, Wellington 6140** (Freepost authority number 182612).*

1. How readable was this report? (i.e. was the language, structure and content accessible?) Indicate one of the following:

**Highly readable**

**5**

**4**

**Fair**

**3**

**2**

**Not very readable**

**1**

2. Were there any aspects or sections of this report that were difficult to understand?

**Yes / No**

3. If you indicated yes above, what sections or aspects were difficult to understand?


