

INSIDE OUT: A COMMUNITY WELLBEING COLLABORATION

NOVEMBER 2017



ORMISTON
JUNIOR COLLEGE
AUCKLAND



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OJC WELLBEING COLLABORATION

PREFACE

Lifehack was proud to partner with Ormiston Junior College (OJC), Changing Minds and Auckland Council Libraries to co-host this project which focussed on young people developing skill and agency to positively influence wellbeing for themselves and their community. While the core part of this work was delivered over Term 2 of 2017, the project as a whole took place between October 2016 and October 2017.

Ormiston is a newly established community in Tāmaki Makarau, Auckland. It is culturally diverse, and the new home of many new immigrants and multigenerational households. This primary prevention programme was the first of its kind to be delivered in this emerging community.

Through participating in a collaborative design process, the learners developed personal agency and took opportunities to shape their local and school based infrastructure, while also enhancing relationships with their peers, families and the wider community.

We would like to extend our gratitude to the 62 learners in AIP 794 for their dedication and the lessons they've taught us through working alongside them. A special shout-out must go to the learners from Kelston Deaf Education Centre (KDEC), who are hearing impaired or profoundly deaf, for their participation and willingness to experiment together with us on new ways of working.

Thanks also to the OJC staff members, the Auckland Libraries and Changing Minds teams, plus the 22 community representatives who volunteered their time to be part of this experiment in working differently together.

We are excited to share the insights and learning in this report. We hope it inspires and provides insight for future youth wellbeing collaborations in school and community settings.

Ngā mihi nui,



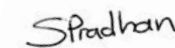
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www.lifehackhq.co/initiatives



COLLABORATION OVERVIEW

The Community Wellbeing Collaboration was an experiment in working differently together to enhance student learning outcomes and build wellbeing for young people and their community. It brought together four organisations, Ormiston Junior College, Lifehack, Auckland Libraries and Changing Minds to work alongside 62 learners (aged between 11 and 15) from Ormiston Junior College as part of their Authentic Inquiry Project 794 (AIP). During Community Connect Day another 22 people from different community organisations also joined us.

During the AIP learners are supported to direct their own learning process, make choices about what they want to explore, build, test, and collect evidence to demonstrate their learning. Over eight workshops during Term 2, team members from Lifehack, Changing Minds and Auckland Libraries worked alongside OJC teaching staff, supporting learners to explore new concepts and skills related to creativity, design and wellbeing, and use these to evolve and iterate their own real world projects.

For OJC bringing in external collaborators was an opportunity to deepen the process of authentic learning. In co-developing and co-delivering the programme the collaborators brought together experience in education, wellbeing, youth mental health, youth development, co-design, systems change, creative arts practice, literacy education, community services and working with diverse and migrant communities. In this way a diverse range of adults provided a supportive and generative environment for learners to lead their own learning and create evidence-based initiatives that addressed the important issues they saw in their lives and communities.

At a high level, the collaboration sought to enable outcomes across these three education and wellbeing areas:

1) CAPABILITY¹. Build wellbeing, creativity and co-design knowledge and confidence for learners, teaching staff and collaborators.

2) INITIATIVES. Support creative learner-led wellbeing initiatives within the school system and wider community.

3) RELATIONSHIPS. Build social cohesion and community participation through increased connections between young people, the school and community partners.

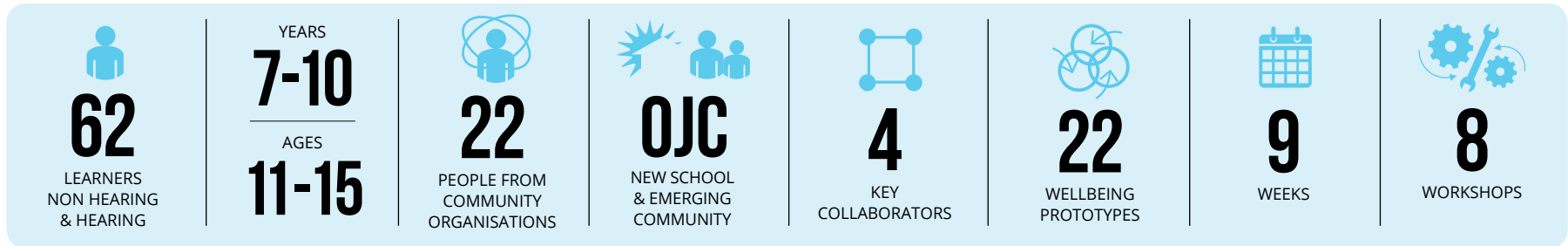
Significant work was required to integrate the different ambitions and availability of the collaborators into the school curriculum. The project itself spanned nearly 12 months across three phases: **Whakawhanaungatanga** (relationship building and programme development), **Programme delivery** (workshops with learners), and **Evaluation** (impact tracking). The project timeline on Page 4 shows a high level view of the collaboration and main activities. However the outcome is a model that we believe could be replicated in other settings and schools and that delivers multiple health and education benefits.

In the first section each of the programme phases is described. Section two provides further detail about the eight workshops. Section three describes programme outcomes and impact, and key learnings.

While this report was written only two months on from the conclusion of the programme, the evaluation suggests that the collaboration has already produced a number of important outcomes for the school, community and young people involved. It also provided key learnings regarding models for future schools-based interventions including the value of providing authentic learning experiences with real-world connection and application and the possibility of producing multiple positive education and wellbeing outcomes along the primary to early intervention spectrum. Key impacts are summarised overleaf. A more detailed view of the outcomes is provided in section three of this report, where we set the available evidence against the Lifehack Impact Menu² to show which outcomes were 'switched on' for young people, OJC staff, collaborators and their organisations. There were significant learnings generated from working alongside KDEC learners which are profiled in the KDEC Action Story on page 27.

The shape of the programme was driven by the previous experiences and learning of OJC teaching staff, the Lifehack team and their partners. This initiative parallels with other similar efforts to include design thinking in school curriculums as a means to build creative problem solving skills and to involve learners as experts in improving school wellbeing and influencing their own environments through live design projects^{3,4}. It also makes a contribution to a growing knowledge base around the relationship between co-design and wellbeing⁵.

Programme Summary



What's been enhanced?

FOR SCHOOL AND STAFF



FOR YOUNG PEOPLE



FOR COMMUNITY COLLABORATORS



WELLBEING



Confidence and skills to manage wellbeing for learners, self, staff and wider school

Wellbeing knowledge and skills to support self and peers

Positive experiences of:

- Identity and creative expression
- Cultural connection
- Diversity & inclusion

Building capability around wellbeing and working with young people

CO-DESIGN & COLLABORATION CAPABILITY



Motivation, capability and confidence to co-design and collaborate with learners and across sectors

Design and innovation skills including methods for building empathy, prototyping, mapping, testing ideas and collaborating

Motivation and commitment to co-design with young people
Skills/knowledge of co-design and cross sector collaboration

CONNECTIONS/ NETWORKS



External networks and relationships to leverage for whole student population

Access to authentic learning environments

Positive peer connections

Connection to school and wider community networks/role models

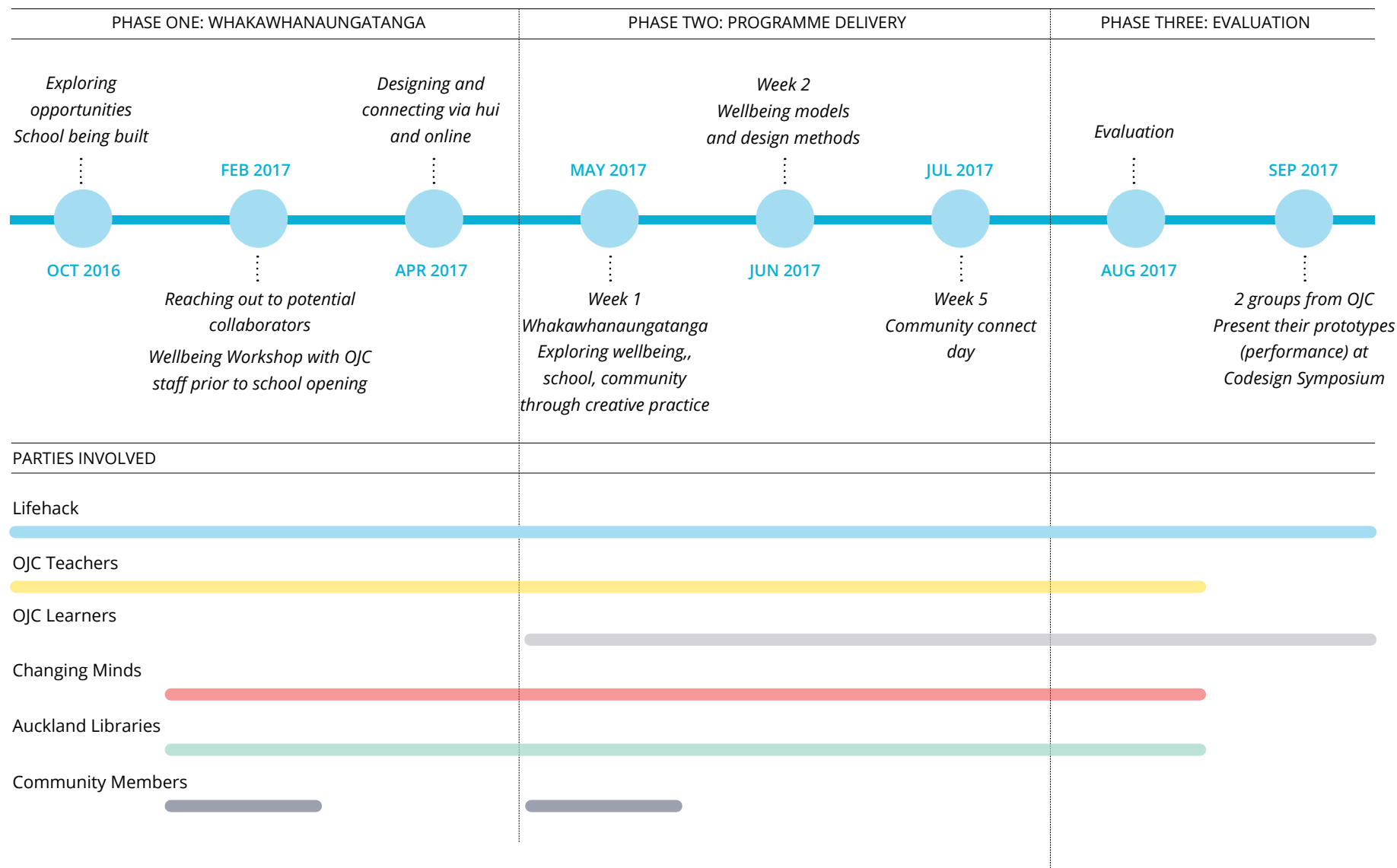
Increased access to participate in school and community

Greater connection to school

Cross sector connections in community to support positive youth development at scale across the region



PROJECT TIMELINE



SECTION ONE: CO-DESIGNING, CO-DELIVERING AND EVALUATING THE PROGRAMME

PHASE 1: WHAKAWHANAUNGATANGA

The collaboration between Lifehack and OJC was initiated as a result of OJC's commitment to learners wellbeing and authentic learning. Knowing about Lifehack's design-led approach to youth wellbeing, OJC invited Lifehack to work together on a wellbeing collaboration. For Lifehack this was an opportunity to work alongside a fantastic group of staff and learners and understand how our systems-level approach could be applied in a school setting. Central to Lifehack's approach is cross sector relationships and connections that can be sustained beyond the intervention, and this was also an opportunity to help seed connections in a newly emerging community.

There was no set process or programme defined at the outset and during the initial phase the focus was identifying how we might best work together to support learner outcomes. These discussions began before the school had even opened, as we explored how best to plug Lifehack and other potential community collaborators into the school system. The questions on the right illustrate the lens and mutually beneficial perspectives of enquiry we each brought to the collaboration.

As part of establishing the collaboration, in early 2017, Lifehack and Changing Minds ran a wellbeing workshop with the OJC teaching team to explore what the teachers thought wellbeing meant at school. This session provided two key insights: for a new school it is imperative that systems that attend to learners' wellbeing (e.g. wellbeing interventions like counselling or set up of learner groups) are set up and running

Driving Questions to Explore

OJC

How might we co-design transdisciplinary learning experiences and environments that cultivate curiosity and develop a sense of wanting to know?

How might we expose and extend learners' experiences of themselves in the world?

How might we enable learners to lead and initiate their own learning?

How might we foster a creative and reflective mindset for self-directed, lifelong learning?

Lifehack

What does it mean to do cross-sector collaboration for youth wellbeing in a school setting?

How can we support opportunities for learner-led co-design of wellbeing initiatives with peers, staff, whānau and community stakeholders?

How can we use this opportunity to grow social connections, cohesion and co-design in this new community?



and that teachers want to encourage learner-led initiatives that enhance wellbeing. It was also a practical opportunity for us to begin to work together. We also spent time learning more about Ormiston and its community. The newness of the school along with the cultural richness of the newly emerging Ormiston community created some opportunities for improving and contributing to the conditions for youth wellbeing.

Some of these specific opportunities were identified as:

- decreasing social isolation by increasing community involvement in the school community
- building resilience in the family unit
- enabling conditions for new immigrants to settle successfully
- increasing the number of creative and constructive opportunities for young people in the community
- contributing to the co-design of yet-to-be-built community infrastructure
- building social connection and cohesion and embracing diversity as deterrents to bullying and family and sexual violence

The Wellbeing@School⁶ data gathered early in the school year once learners had started also reinforced these opportunities. This helped highlight specific wellbeing needs for learners and opportunities to build wellbeing literacy and capability around particular issues.





Building Cross Sector Collaboration

Lifhack looked for a range of partners who would bring health and wellbeing expertise to the programme as well as be important local community connections that could be sustained beyond the programme. Changing Minds brought a unique peer-focussed, health promotion lens on youth wellbeing. They also had expertise in supporting youth mental health through creative arts practice which connected well with the creative arts interest expressed by learners.

Involving Auckland Libraries enabled a strategic link to the development of new community infrastructure within the region and relationships to be built with community services that support new migrants to successfully settle. Connections were also made with the Howick Local Board, Community Action on Youth and Drugs (CAYAD), Ko Awatea (Counties Manukau Health) and a number of other youth and health focussed initiatives.

Changing Minds and Auckland Libraries formed the core team along with Lifhack and OJC staff, with other collaborators invited to a “Community Connect Day” halfway through the term. There was agreement amongst the core team that this was an opportunity to co-design a non-traditional learning process in what can often be an inflexible setting. Each collaborator pledged a commitment to five foundational areas, ensuring our collective practice reflected these values. (See the Five Foundations for the Collaboration on the previous page).

Tools to enable collaboration

Three centralised artifacts were created to reflect the roles and responsibilities of each partner:



A signed collaboration agreement which outlined expectations, roles and commitments for each of the partners



A risk register which provided specific guides around process and duty of care, including protocol for responding to disclosures



A collaboration overview and shared teaching schedule where the core collaboration workshops were included as part of the whole teaching programme for term two

Working across disciplines, organisations and geography meant communication had to be effective. It was identified early that collaborative documents (Google Docs in this case) were a suitable tool that would support remote and co-located collaboration between multiple team members. OJC have gone on to implement some of these collaboration tools in other work.

PHASE 2: PROGRAMME DESIGN AND DELIVERY

The programme needed to fit into the existing school timetable structure. There were several options for how this might happen, including building a connection with the whānau ora (physical activity) or MAC (Mentor Advisor & Coaching) subjects both of which had a health and wellbeing focus. The other option was to integrate with one of the Authentic Inquiry Projects (AIP) that would be offered to learners over the term (learners can select to join one of three AIPs). The AIP offered a broader container for the collaboration as it would allow the team to work alongside learners as they led their own inquiries and designed their own projects. This sat well with the Lifehack Wellbeing Design Challenge model⁷ which uses the design process to engage young people in building wellbeing knowledge and literacy and leads to youth-led initiatives⁸. Tried in 2016 and 2017 with Massey

University design students the programme had shown increases in the wellbeing knowledge and skills of those participating. Lifehack saw an opportunity to prototype adapting the model into a school setting. Lifehack's design approach complemented OJC's existing Learning Design Model: Explore, Experiment, Evaluate, Effect and Express.

The AIP accounts for more than 35 percent of the school week for the 62 learners. The selected AIP was AIP 794, titled "Inside Out: Small things make a big change". This project would integrate design and wellbeing concepts with a range of disciplines that the learners directed themselves such as performing arts - dance, technology - multimedia, English - presenting, social studies - community building, health - hauora.

It wasn't possible (or necessary) for the core team to be at every AIP workshop across the term. Together we identified the key points at which it would be most valuable to have the core team run workshops

with learners on-site. The first section of the AIP saw learners participate in a series of innovative and inspirational workshops which included concepts and skills around wellbeing, creative expression and design. The core team delivered five of these workshops (including the first session on the first day of term) across the first two weeks. These workshops put emphasis on exploring wellbeing concepts through intentional play, making, creative expression and whakawhanaungatanga.

These five workshops, (plus additional workshops run by teachers and other external partners) became the basis for the rest of the term where learners built prototypes in response to the theme. The core team also facilitated the Community Connect Day which ran in week five, midway through the term. Community Connect Day was developed as an avenue for community collaborators from different backgrounds to be involved. Its placement mid-term emphasised the concept of iteration and testing, and the day was planned as an opportunity for a flexible number of community collaborators to attend, build connection with learners and support them in the development of their prototypes.

Workshops hosted by the core team were integrated into broader AIP development and design process, with staff and other external people working with learners on other days. The core team then kept in touch during weeks five through eight, dropping in to see learners over the intervening weeks to check in with progress of learner prototypes. The team then attended the final Expo session held in the last week of the AIP which celebrated the final outputs and design process developed by learners. Section 2 gives a more detailed overview of the workshops and further descriptions of the activities can be found at www.lifehackhq.co/ojc.

AIP 794 Key learning concepts





PHASE 3: EVALUATION & IMPACT TRACKING

All hui in this phase were aimed at reflection, data gathering and trying to establish impact from the various activities, relationships and prototypes created from the project. The integrated nature of the collaboration and influencing factors (including Ormiston being a brand new school in a brand new community) made evaluating the efficacy and impact of the programme challenging. It took additional time to gather the different perspectives of collaborators (including staff and learners) to understand the potential impact of the programme. The AIP had only run once before so there was little “standard” practice to compare to. The embedded nature of the programme into the curriculum also meant separating out the impact of the collaboration from all the other term activities was not always possible.

This was challenging for teaching staff in particular as it was outside normal practice and time consuming. At the same time it was helpful in activating their own thinking about the impact of the programme and it triggered an internal process of reflection which in turn led to changes in future programme planning.

“There was as much work to do after the programme as there was during.”

OJC TEACHER

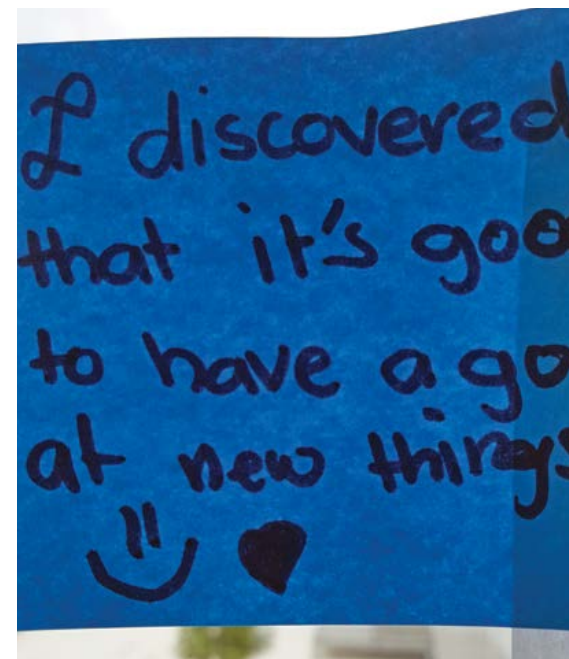
Methodology

The evaluation explored key activated outcomes through grouping themes identified in the data sets and then coding them against Lifehack’s Impact Menu and Model.

Data about the programme was collected throughout the project and used to inform programme design as well as to inform this final evaluation. Data for this evaluation draws on the following:

1. Reflection sessions with learners throughout the programme
2. De-brief with collaborators after each workshop
3. Mid-project reflection via surveys with core collaborators, learners and attendees of Community Connect Day
4. Post programme reflection for core collaborators via survey
5. Semi structured interviews with learners, collaborators and teaching staff at the conclusion of the programme
6. Collection of artifacts/outputs (including photos from Community Connect Day and Learner Expo; learning journeys)

Section Three of this report documents the outcomes and learning from the programme.



Learners give feedback about the Creative Wellbeing Exploration Day, 3 May 2017

SECTION TWO: THE WORKSHOPS

WEEK 1 Getting to know ourselves, each other and our community, exploring wellbeing and creative practice

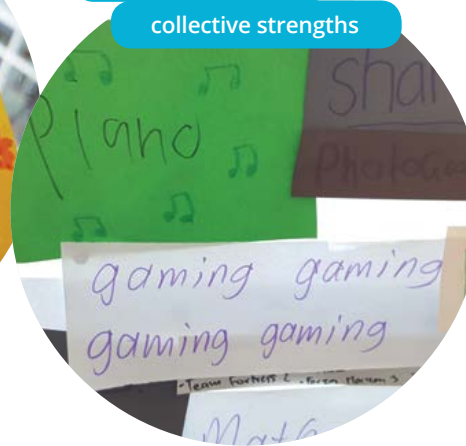
Mapping community connections



Reflections on the session



Learners identify collective strengths



Getting to know ourselves

and what we share Ngā Uri Ō⁹



Focus & Intent

- Whakawhanaungatanga with learners (who haven't worked together before) staff and core team
- Explore concepts of wellbeing and build a learner-led language around it
- Expand wellbeing concepts out into neighbourhood/community level

Activities

- Set group kawa.
- Games to build whanaungatanga and trust within the group
- Mashing up wellbeing and the creative arts to explore wellbeing at personal, school and community level. Included visual wellbeing trees, maps of future schools, dance, visual arts, photography and theatre
- Mapping current connections to the community
- Reflections back at end of each day

Outputs

- A collective kawa (set of group norms)
- Personal reflections and language around wellbeing at an individual and group level
- A perspective on learners current relationship to the school and community
- Connections and relationships between learners

Programme Learnings

- Working with 60+ learners at once means transitions between activities need to be easy, and take time

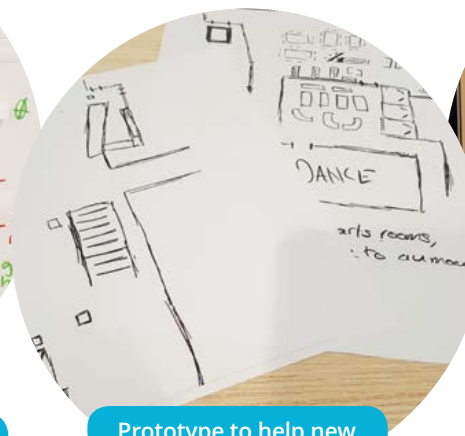


WEEK 2: Wellbeing Models, Design Research & Prototyping

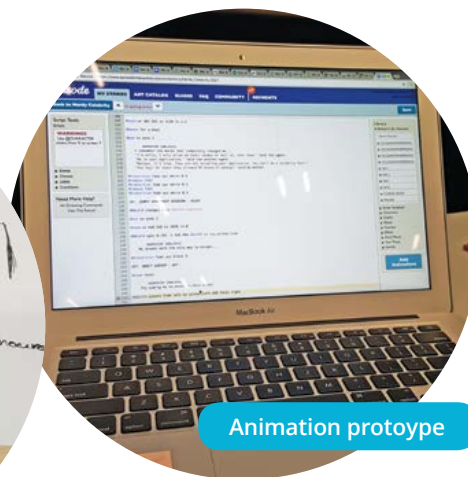
Prototyping wellbeing concepts



Learners explore elements of Te Whare Tapa Whā



Prototype to help new arrivals at OJC



Animation prototype

Focus & Intent

- Introducing wellbeing models to support previous weeks learner-led exploration of wellbeing
- Experiment with and build confidence in design skills including mapping, interviewing and prototyping

Activities

- Changing Minds wellbeing session introduced learners to Te Whare Tapa Whā (TWTW)¹⁰
- Mini design challenge exploring: "How might we improve the experience for someone starting at OJC?"
- Reflections on the sessions

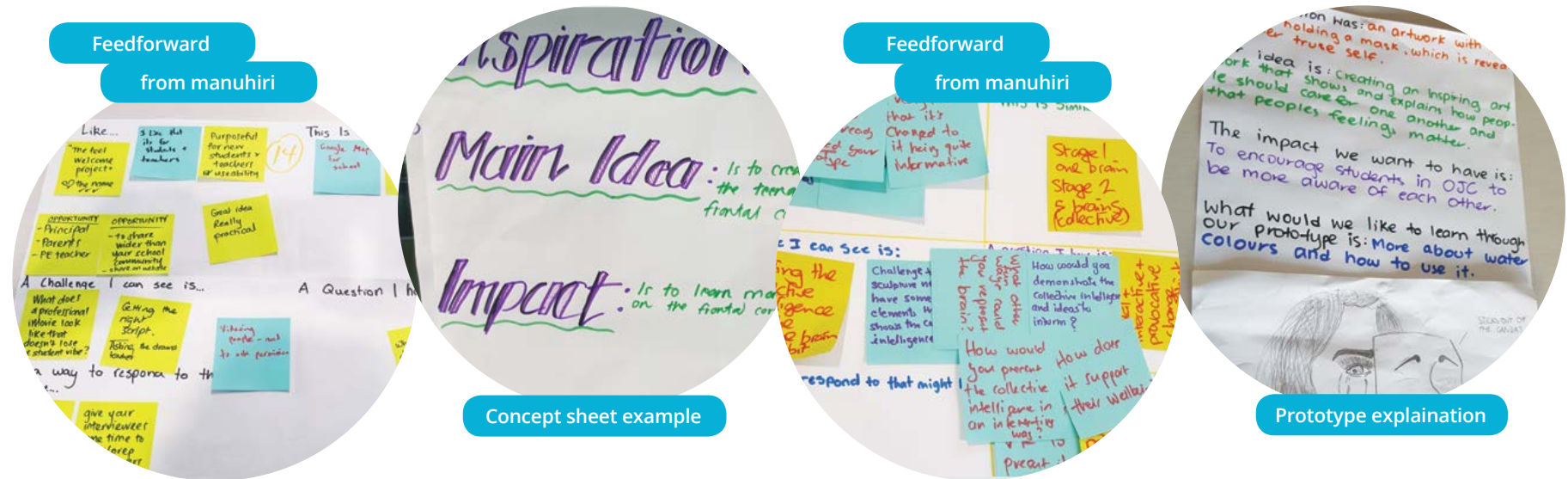
Outputs

- Twenty prototypes which used a variety of resources that responded to the design challenge

Programme Learnings

- Selecting a universal experience within a diverse cohort as a design focus gives the often-silenced learners a voice
- "On the first day other learners were trying to speak to me without realising I was deaf. This made it really difficult on top of everything else" - KDEC learner

WEEK 5 Preparing and prototyping for Community Connect Day



Focus & Intent

- Supporting learners to refine their concepts for sharing and build a feedforward framework for getting input for community members
- Connecting with different community stakeholders, a reflection point, and an opportunity to gain feedback on prototypes

Activities

- Twenty people from organisations connected to the Ormiston community¹¹ joined learners for a morning and were hosted by learners.
- 22 prototyping stations were set up for manuhiri¹² to engage and feedforward on three prototypes through a World Cafe-styled event. Visitors shared their feedback and reflections to the group of learners
- Learners worked with Handle the Jandal (Ko Awatea) testing out tools for youth-led strategies for action

Outputs

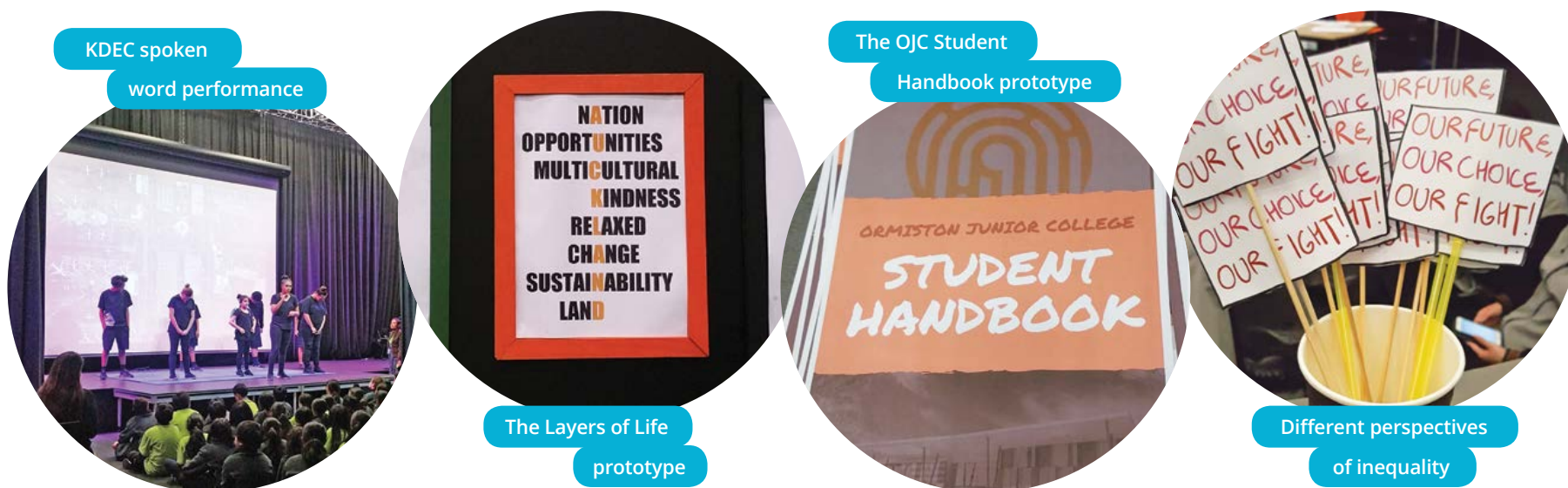
- Each team received multiple genuine pieces of feedforward from their manuhiri and connected with different community members
- Learners were able to practice sharing and refining ideas, receiving feedforward¹³ and iterating their prototypes

Programme Learnings

- Involving members from the wider community further embeds the notion of “authentic” inquiry and increases learners sense of confidence and connection to community



WEEK 8 Learners share their initiatives



Focus & Intent

- Learners worked to prepare their final prototypes and reflections publicly for feedback from parents and fellow learners

Activities

- Final iterations of prototype and presentation/performance to peers, whānau and community members

Outputs

- Each group presented their wellbeing prototypes and AIP reflections
- Prototypes range from interactive painting sessions to induction tools for learners to a flash mob dance and other performances

Programme Learnings

- It was possible to see the influence and focus on wellbeing in the initiatives developed and the reflections learners shared in their presentations
- The Community Connect Day at the midway point enabled learners to have more confidence in their prototype and be more prepared for the Expo



SECTION THREE: PROGRAMME OUTCOMES & LEARNING

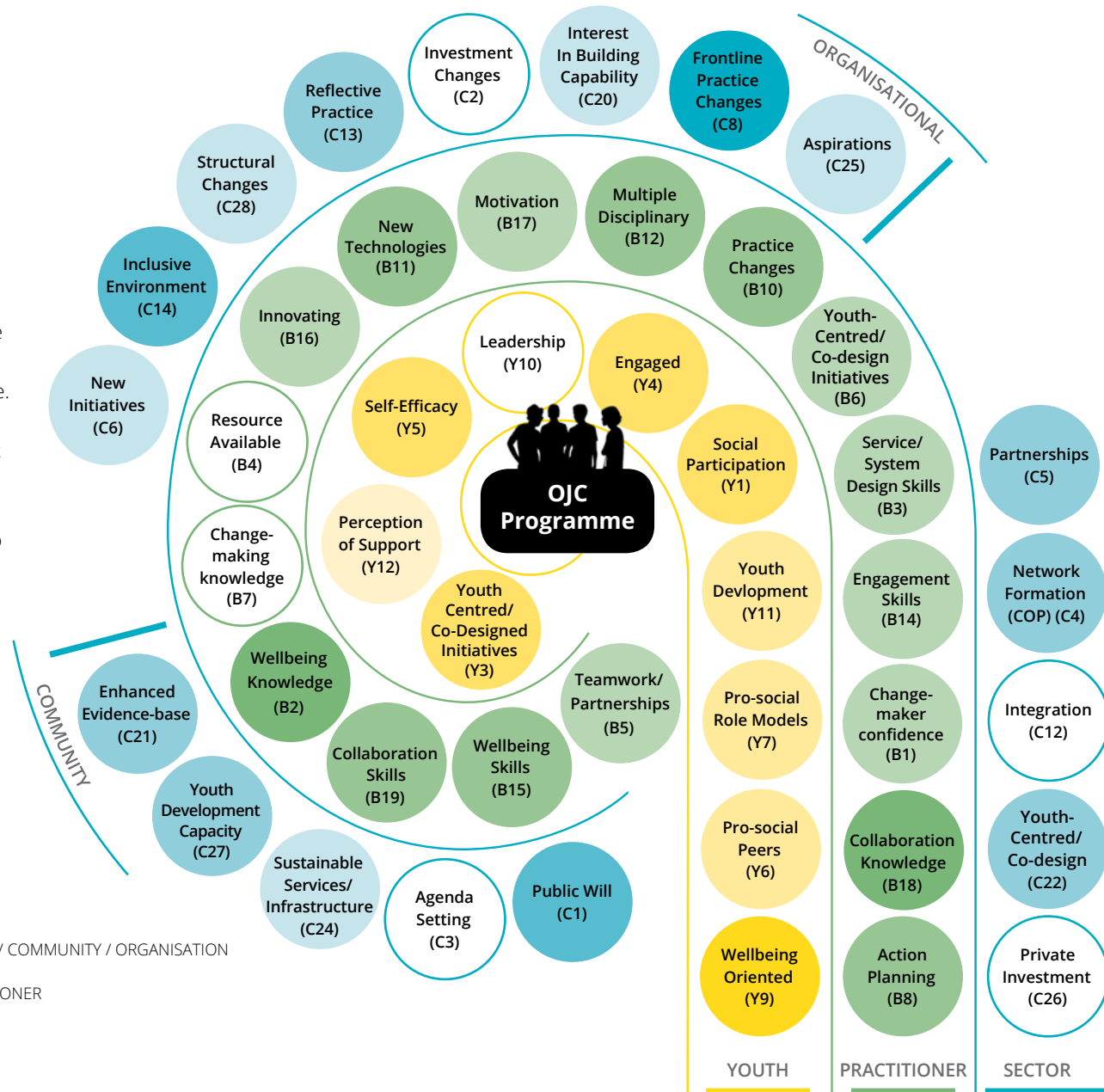
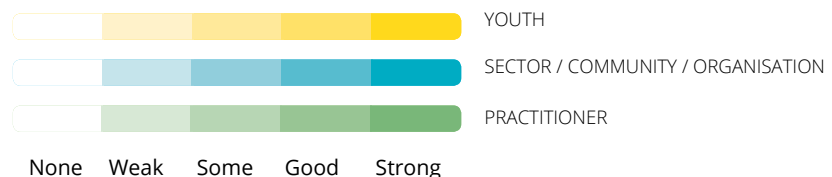
The initiative has been evaluated against the Lifhack Outcome Model and Menu. To do this findings were grouped thematically, and then assessed as to which outcomes from the Lifhack Impact Model were 'switched on', and as to how strong the evidence was for each (rated as Strong, Good, Some or Weak). The ratings were based on a combination of the number of data points, and the strength of each piece of evidence.

The outcomes map on the right shows all the possible Lifhack outcomes, and which ones have been "switched on" as a result of the programme as a whole. In the narratives that follow outcomes are visualised and teased out in detail for OJC (looking particularly at impacts for teachers as practitioners, and across the school); for the young people (learners) involved; and for other collaborators and community members who were involved in the process.

Outcomes switched on for OJC Programme overall

KEY: OUTCOME ACTIVATION

Map shows which outcomes were identifiable as activated overall for the Ormiston Junior College programme and the strength of evidence for each



OUTCOMES FOR OJC

Changes at the staff and school level

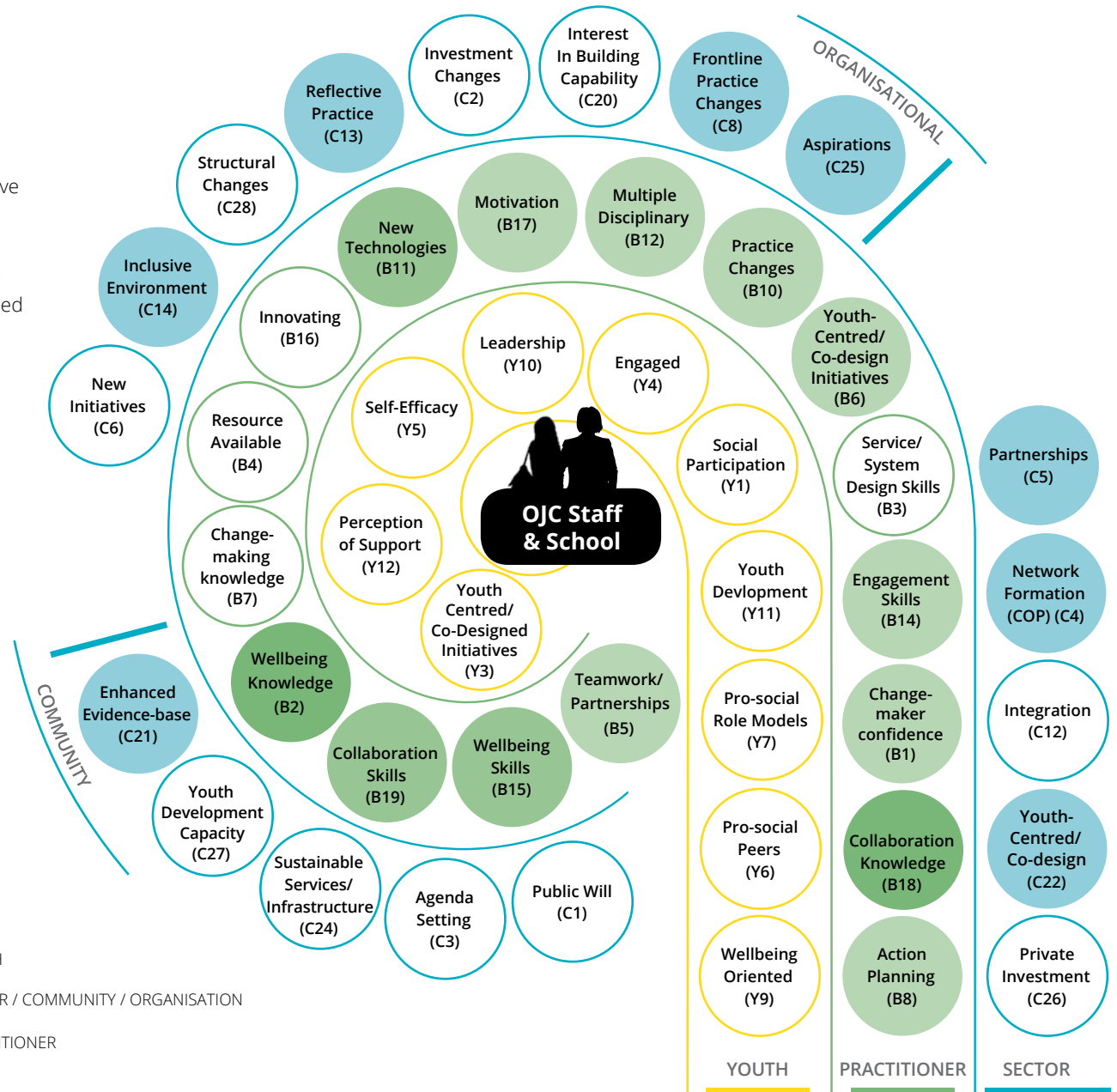
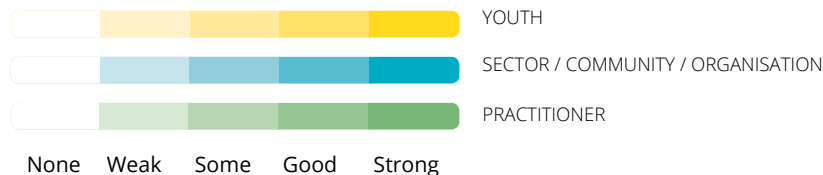
Increased knowledge and skills for wellbeing for learners, self and school

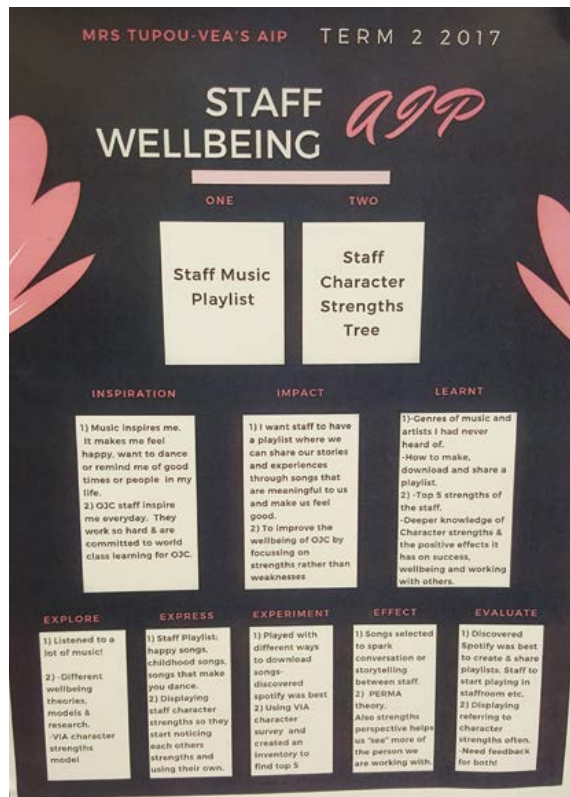
Lifhack was particularly interested in creating positive change within the Ormiston Junior College system at the practitioner and institutional level. It was hoped that the collaboration would both inspire and influence teachers' individual practice, and help embed changes at a school-wide level that would support the conditions for learner wellbeing in an ongoing and sustained way. The learners are themselves practitioners within the school system, and tracked outcomes for them are in the following section. However, in terms of embedding change that can impact all learners in the school over time (rather than just those who worked with directly in AIP 794), it's particularly important to explore impact at this staff and school level.

Outcomes switched on for OJC Staff and School

KEY: OUTCOME ACTIVATION

Map shows which outcomes were identifiable as activated overall for staff and school and the strength of evidence for each





One teacher's AIP on staff wellbeing.

Participating teachers observed that the wellbeing concepts, language and exercises shared in the collaboration helped them to attend better to the wellbeing of their learners. For instance, one teacher mentioned that they had begun using check-in circles, a process shared by Lifehack, to track their learners' emotional states and issues through the week, and to normalise emotional awareness and expression in the group. This proved particularly useful in engaging with learners facing wellbeing challenges. One learner disclosed a mental health diagnosis during the Wellbeing Trees exercise in week one of the AIP, and their teacher was able to use 'What's on Top', and other non-stigmatising processes and frameworks that were modelled, to stay better in touch with the learner's mental and emotional state for the rest of the term.

Teachers identified that the project had helped build practice beyond the context of the AIP, and created "champions for wellbeing" amongst learners and staff. One teacher was particularly motivated to extend the wellbeing focus to staff, and put together an AIP on enhancing staff wellbeing via a music playlist and character strengths tree. Teachers were hopeful that the experience would inform future programming and prompt positive culture changes across the school,

positioning wellbeing as central to learning across all school activities. Having learned through the co-design process that many learners found starting at OJC particularly stressful and emotionally overwhelming, one teacher has put her hand up for the role of welcoming new learners, and she plans to use the new welcome and orientation video, which was developed by one AIP 794 team, as part of the induction process.

Increased capability to co-design and work collaboratively within and beyond the school setting

All participating teachers reported developing their skills and understanding around co-design approaches and practices, and there is some evidence that this knowledge has prompted behavioural and structural changes in a number of areas. For example, the subsequent AIP at OJC has been extended to stretch over two terms, in recognition of the time required for collaboration and iteration. Teachers have also decided to bring manuhiri in for prototyping multiple times over the course of this next AIP, using the feed-forward template that Lifehack introduced in the term 2 project. This suggests that they strongly valued that part of the process, and increases the likelihood that this element



of co-design will continue to be integrated into practice within the school. Several teachers also mentioned that their teaching practice had changed in alignment with co-design principles, in terms of allowing for a more iterative and emergent youth-led process: “not planning everything, stepping back - it's about students' learning, not us”, and being more reflective in their practice. Also, some teachers have begun using technologies such as video calls and shared (Google) documents to work together more effectively.

Perhaps the most significant outcome of this process for OJC was the provision of a lived experience of a successful collaboration. Lifehack's consistent modelling of collaborative practice, in combination with the tools and skills offered to this end, offered a practical example of how to make collaboration happen and engage other community members meaningfully in innovation. Teachers noted that the collaboration helped them to make new networks that would not have been formed otherwise: “Lifehack made connections that would never have occurred to us.” Teachers observed that the multiple viewpoints and different forms of expertise being accessed through these new collaborations, networks and connections - from design, to creative practice, to wellbeing, to institutional knowledge and understanding - led to a breadth and depth in learners' projects that would not have occurred otherwise. “It was a lesson in the power of collective intelligence... the [other AIPs] that didn't have that collaboration didn't reach the same achievements.”



Guests from Handle the Jandal run a workshop with OJC learners on how to run public campaigns, 31 May 2017

Teachers also observed that the collaboration led to a more authentic learning experience for the young people involved. As one noted, prior to this AIP “the “A” [for Authenticity] had not really been tapped into or expressed well yet”. The presence of outside collaborators showed learners that the mahi was “not just a school assignment” but something that could conceivably make a difference in the world. Involving the wider community through the Community Connect day was particularly significant to teachers and the school in this regard: rather than playing the role of the “expert who gives knowledge and goes”, manuhiri were brought in intentionally to help with prototyping. Teachers were moved by the generosity and willingness

of visitors to connect, engage and support the young people and, as mentioned, have begun to bring in community members more frequently in subsequent AIPs.

The genuine and enthusiastic feedback of manuhiri also served to validate the learners' mahi in the eyes of the teachers - as one explained, “it helped me to see that their ideas were really good; I'd gotten used to them, so it was good to get that external feedback”. This suggests that the presence of manuhiri can help remind teachers - as well as learners - of the potential for real-world application for AIP projects, so they may be more likely to help these projects to be implemented.



Poster summarising AIP 794 at the Expo, 29 June 2017

The project helped to validate the school's innovative and unconventional AIP learning model, by demonstrating the depth and real-world application of learners' processes and outcomes, which would have been much more difficult to achieve in a more mainstream school setting. The AIP structure invited multidisciplinary project design, and its flexible timetabling facilitated iterative practice for collaborators, teachers and learners themselves. As a result, participating teachers mentioned feeling increased confidence that the approach is likely to produce successful outcomes for learners. Further, as an example of a successful collaboration, the project may influence and bolster cross-sector collaboration approaches in future, since it is being showcased, shared in other forums, and written up for further dissemination.

There are several signals that more collaborative practices are beginning to be applied at OJC beyond the context of this particular project. For instance, some teachers are beginning to develop a 'collaboration charter' to establish best practice in collaboration, and a meeting has been scheduled between learning facilitators and Auckland Libraries to talk about how OJC, learners and whānau can be involved in the design of the new Ormiston library.

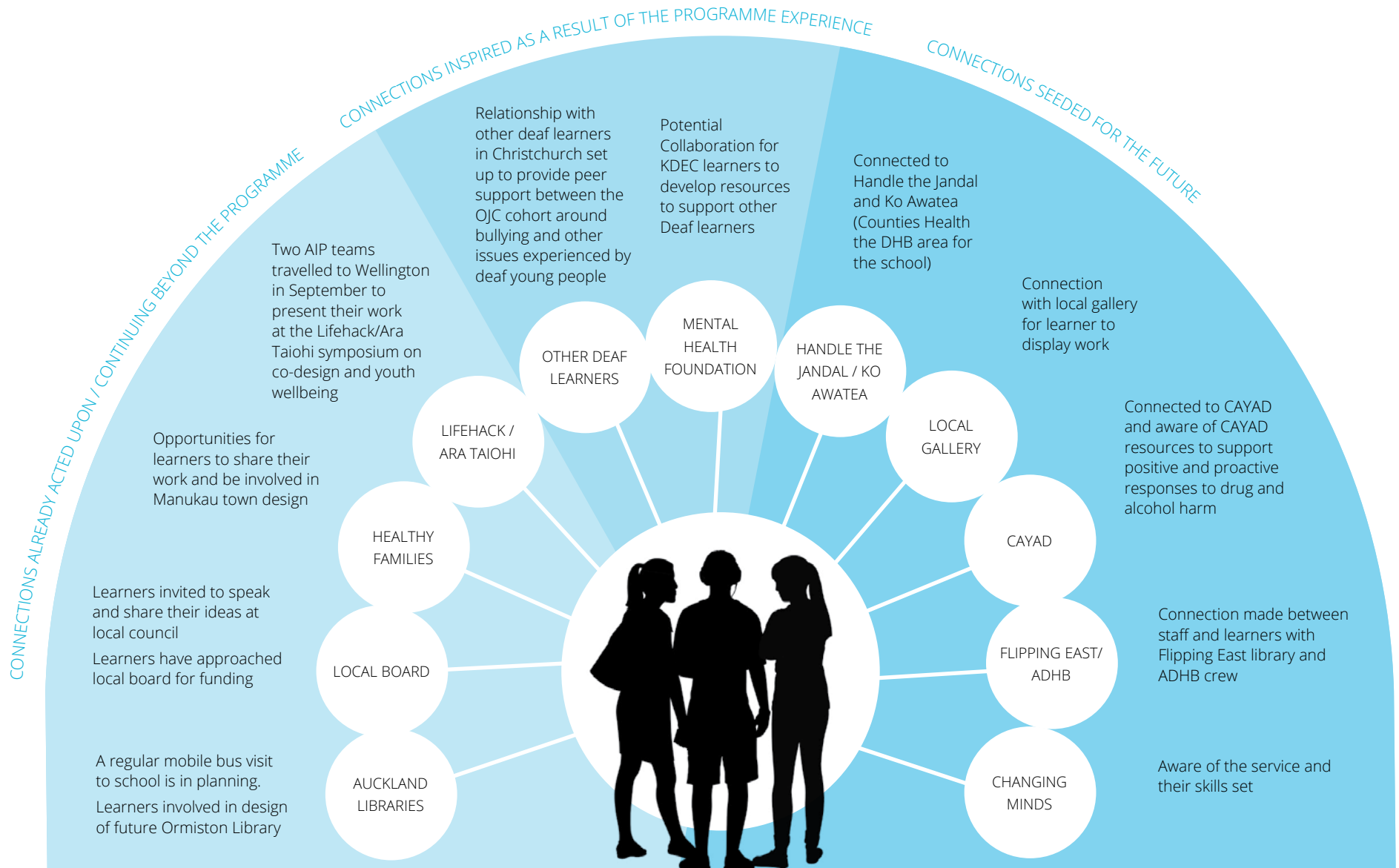
New connections and partnerships

One powerful outcome for this collaboration was the range of community partnerships that were created and/or strengthened through the process, enabling young people's access to opportunities and latent resources within and beyond the Ormiston community. As noted previously, in a new community with few public amenities, these connections may be particularly significant. Some examples of new partnerships and opportunities are shown in the illustration on the next page.

However, there are challenges for OJC in embedding more collaborative and co-design practices into their kaupapa – especially given the time, leadership and shifts in power that it would require. "We do need to think bigger but I'm not sure how we can think bigger", said one teacher, suggesting a limit to practitioner confidence in making change at the systemic level. "We've just scraped the surface of understanding Lifehack's approach."

There were also some significant missed opportunities for collaboration. In this project, engagement with young people's whānau, and with local iwi, did not eventuate (except to the extent that young people talked to their parents about what they did in the AIP) – in future projects, this should be something to prioritise more carefully.

New connections made by the school/learners as a result of the Community Wellbeing Collaboration programme.



Wellbeing knowledge and management

One strong outcome for learners participating in the OJC collaboration was an increase in wellbeing knowledge. Through activities such as learning about Te Whare Tapa Whā (TWTW) and creating 'wellbeing trees' to reflect on different aspects of their own personal wellbeing, learners built wellbeing literacy and concept knowledge, which they then applied to their AIP projects in a range of creative ways.

Learners were able to reflect on the things that helped keep them well - "family, football" - and identify areas for improvement: "I notice I am easily distracted." Most groups applied new wellbeing concepts such as Te Whare Tapa Whā into their AIP projects, and were able to pinpoint and - to varying extents - address wellbeing issues at school through their initiatives. For example, several learners built on their learning about the shared (challenging) experience of starting at OJC by developing tools that would support new learners, such as an animation, a sculpture and a booklet welcoming newcomers and explaining the school layout and system. These are now being used with new learners at the school.

The TWTW framework helped KDEC learners in particular to articulate and share, in relatively safe and productive ways, their experiences around being bullied - demonstrating their possession of new language around wellbeing that was not available before. At the Community Connect day, they were able to discuss these experiences with caring adults, many of whom also related their own experiences of being bullied, which was particularly meaningful for the learners. In a few cases, learners used the new language and frameworks to share mental health issues and family



Sculpture welcoming new learners to OJC, Expo 19 June 2017

challenges with staff, who were then able to help them to access more understanding and support at school.

Wellbeing-related content around issues such as suicide, domestic violence, media influence and gender politics also came up spontaneously in a number of learners' projects, providing opportunities to discuss and address these issues safely and constructively.

Conversations with teachers suggest that the depth of wellbeing-related learning and integration in this AIP would not have happened without the input of collaborators Changing Minds, who contributed particular expertise in this area and for whom wellbeing

is a major focus and concern. If we were to run the programme again, we would aim to enhance this area of learning by connecting teachers and learners more explicitly with other organisations that can provide support for wellbeing challenges.

There was some uncertainty amongst teachers and collaborators around to what degree learners were able to apply this new wellbeing knowledge in their everyday lives. However, a wealth of evidence emerged around ways that learner wellbeing was enhanced through the project process.

Confidence

A clear marker in this regard was a growth in learner confidence. According to one teacher, the process of creating safer space, celebrating identity and expression, and providing lots of opportunities for sharing work along the way “really increased their confidence, in a way not naturally occurring in an AIP”. The creative-arts focus of the intervention offered a number of ways for learners to express themselves and share their feelings and ideas: as one learner shared: “we all have a beast inside us. I have a beast inside myself and I can learn how to express it.”

Also, the collaborative nature of the work helped many of the learners stretch beyond their comfort zones and find their place in the wider group: “I was so scared doing a flash mob...but the teammates encouraged and motivated me”. Of course, the intervention was not universally confidence-building across the board: the intimate space created was not always safe for everyone, and sometimes for some this closeness may have led to teasing. Some learners also lost confidence when their presentations did not turn out as they’d hoped: “At the expo, my confidence went splat.”

However on balance, most learners seemed to experience some kind of increase in self-efficacy through the process, as they built a sense of personal power and a stronger belief in their ability to change things in their environments and beyond: “Before I’d have an idea, now I know I can just do it.” Following the AIP, some learners emailed the principal about implementing their ideas at school. Teachers also mentioned that the iterative nature of the design process seemed to help learners build resilience, through learning to deal with constructive criticism and use it to their advantage. For example, at the

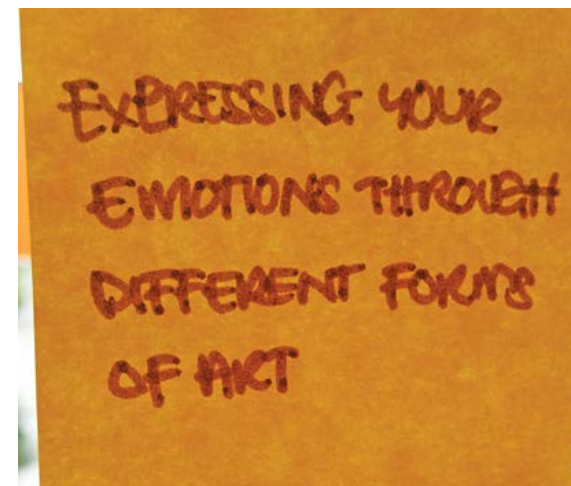


Visitors and learners checking out the portraiture project at the Expo, 29 June 2017

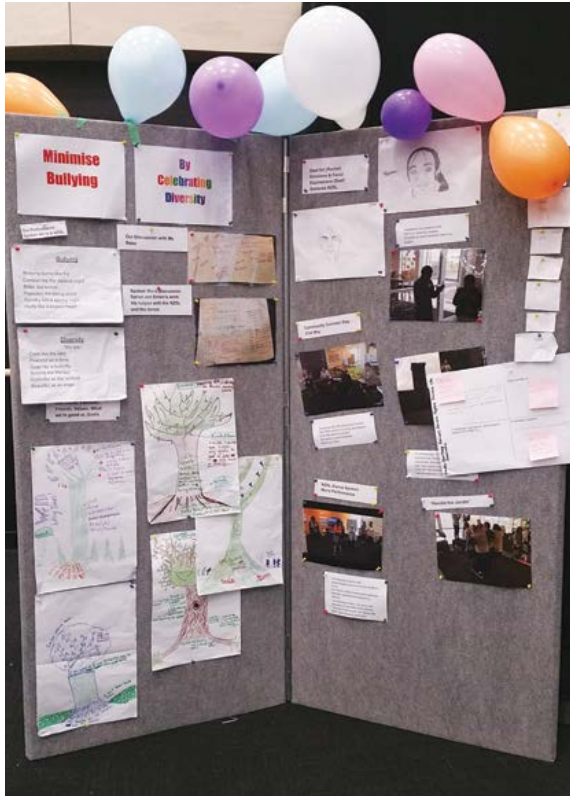
Community Connect day, many more learners shared their concepts than had occurred previously.

Identity, diversity and positive relationship-building

There is moderate evidence that learners built and explored identity - learning more about who they are, and accepting others as they are, too – through the project process. In fact, several of the performances used the concept of celebrating cultural identity as part of enabling wellbeing: for example, one ‘flash mob’ performance project incorporated a range of dances from different cultures, and another movement piece featured a traditional Cook Islands dance, with the statements “Our cultural identity is important to us” and “This makes us feel happy because we’re connected to our culture” projected onto the screen behind them.



Expressing your emotions through different forms of art.



KDEC learners' AIP aiming to reduce bullying by celebrating diversity, Expo 29 June 2017

The work emphasised and generated inclusivity in processes as well as outcomes, as learner statements suggest: “We all had a part in the process”; “I felt included.” For example, the ‘flash mob’ group decided to teach their dance to the whole school, which prompted them to consider how to include learners with physical disabilities in the piece. There is also some evidence that the new learning environments the programme created enabled increased the participation and engagement of those who were ‘harder-to-reach’ in other settings. For example, the emphasis on creative methods for exploring wellbeing prompted one learner, who had had a quiet presence in regular classes, to pursue their passion and talent in a particular artistic discipline. Teachers had not known about this interest previously, and described the process as “uncovering gold”, which they were then able to support further and use as a tool for deeper engagement. For KDEC learners, it was particularly meaningful to connect with, and feel included by, other learners at OJC. There was also some evidence of increased integration of these learners since the end of the project, such as through some getting involved in mainstream sports teams: “They’re getting players of the day, and being included in the school system rather than being separated,” observed one teacher.

Learners’ and teachers’ comments also reflect an increased appreciation of diversity: “notice the good in others and how they can help you”; “understanding the different ways that people think.” They also point to improved pro-social behaviour, which some teachers said was followed up in other classes beyond the AIPs: “It opened up an avenue of discussion about what’s important - taking care of each other”.

Certainly, at the individual level, interpersonal relationships were built through opportunities for deep conversation and one-to-one learner connections. Learners also built skills and confidence in working in a team: “I’m able to work in a group and create an amazing project.”

Community connection and influence

The outreach and connection with the wider community, through direct collaboration, the art gallery trip, the Community Connect day, the Expo and follow-on connections, also seemed particularly significant to learners. As noted earlier in this report, Ormiston is a very new community with few local services and resources, which was highlighted quite decisively in a mapping exercise the learners did with Lifehack, showing the places they visited regularly - beyond school and home, there were few other places the learners were able to map. So, the “idea that there was a whole community behind them” was powerful, and seemed to inspire a sense of hope about helping Ormiston flourish: “I realised that Ormiston is not a community yet...but there’s still time”. Also, the opportunity some learners had to present their work at the Lifehack symposium in September provided a significant experience of having mahi validated by the wider (national) community.

Development of skills and understanding around co-design and collaboration

Learners also developed skills and understanding relevant to co-design and collaboration. For example, they learned to use an evidence base in their design processes, such as by interviewing each other to find out about their experience of starting at OJC, and then weaving this knowledge into their development of interventions. They acquired mapping tools, such as sketching out and analysing what spaces young people used in the school and the community, and exploring the impact of these spaces on people's wellbeing experiences. And, they learned to create and test out prototypes, particularly at the Community Connect day, in which they presented their ideas to visiting community members and asked for specific feed-forward.

There is strong evidence that learners enhanced their collaboration skills during the process - teachers reported that groups managed to “work together, less in silos” than in other AIPs, and produced results that were more advanced, in-depth and authentic. Teachers also cited some evidence of learners applying collaborative practices to work beyond the bounds of this AIP, such as by thinking more broadly about who might be able to help them develop a concept: “where can I find an expert on...”

It took time for learners to get to grips with the degree of choice, and potential for real-world application, of their AIP projects, with one wondering in an early session: “how much the AIP is in our hands, how much control we have.” The Community Connect day played an important role in validating this possibility for both learners and teachers. As one manuhiri noted,



“these are all real ideas that could be taken forward.” One learner who had struggled to remain engaged throughout the process was particularly moved and motivated by community members’ feedforward that his idea was “as good as any adult’s”. Further, the experience seemed to raise manuhiri views and expectations of learners’ prototyping and technological capabilities, which may help them to invite more youth leadership into their mahi in the future. It also offered an opportunity for young people to connect with positive adult role models beyond their usual school and home settings.

A key component of this process was the careful design of opportunities for meaningful and authentic collaboration – and in this the setup of the Community Connect Day was crucial, so as to ensure learners were not simply “talked at”. Feedback suggests this design was successful – the learners “really felt listened to”,

Students reflect on what they valued from the session, Creative Wellbeing Day 3 May 2017

and guests, in turn, appreciated the chance to engage authentically with them. The genuine and reciprocal relationships that were created reinforced the notion that “the community cares” and actively wants to engage with young people – and that these young people have important things to contribute.

Another element was the deliberate development of authentic relationships with young people throughout the AIP process. For Lifehack and Changing Minds collaborators well-versed in youth development approaches, introducing ourselves and our backgrounds and engaging ‘as people’ with the learners seemed second-nature. This more in-depth approach to sharing identity and background was noted as significant by teachers, and seemed to help all parties get beyond limiting norms of learner-teacher and young person-adult relationships.

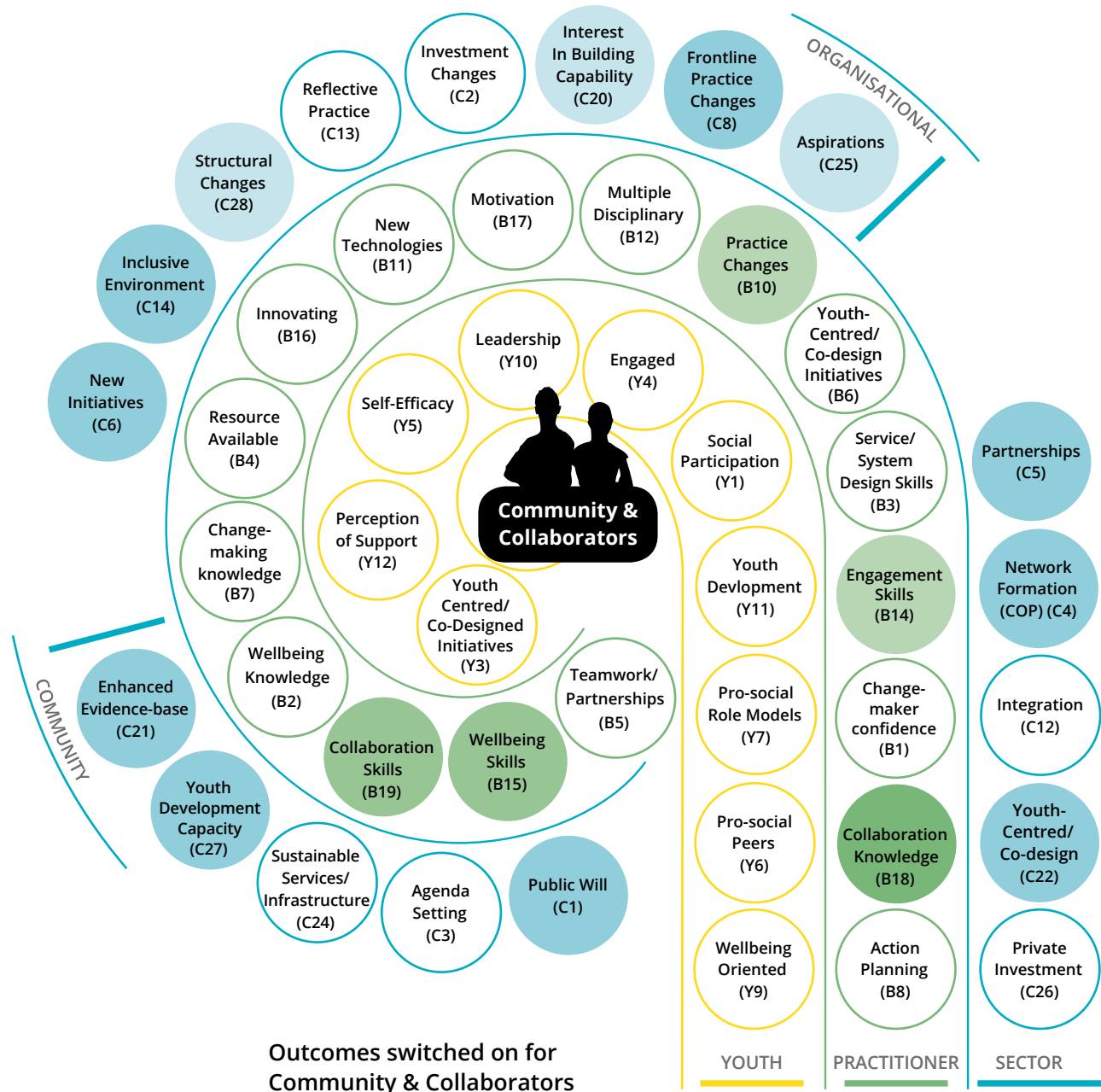
OUTCOMES FOR THE COMMUNITY AND COLLABORATORS

Changes evidenced for collaborating organisations, the Ormiston community and wider sector levels

Increased opportunity and capacity for community organisations to co-design with young people in Ormiston

As explored previously, Ormiston is a new community with few established public services, which represents a particular opportunity for local organisations to work with young people and other community members to understand community needs, and build services that respond appropriately. Thus, the collaboration provided a valuable 'way in' for organisations to begin co-designing with young people in the community, as well as offering skills and resources to do so effectively, and building interest, motivation and commitment.

For example, Auckland Libraries has identified opportunities for its services for young people, for the Ormiston community and for new immigrant families through the project collaboration. The organisation was able to respond to needs and service gaps identified through the collaboration, such as through initiating mobile bus visits to the school to 'bridge the gap' while Ormiston lacks a library of its own, and using co-design and collaborative principles and practices to get young people involved in designing the new library. Recommendations on youth engagement and opportunities for young people have been included in its regional programme. Also, as a result



of the Community Connect day, bodies such as local board, youth council and Healthy Families now have connections with learners from Ormiston and an enhanced understanding of their lives and needs - and are looking at ways to involve these young people in their work.

Benefits for organisations around wellbeing, co-design and collaborative practice

The collaboration also benefitted collaborating organisations beyond the above actions and potentials within the Ormiston community. It provided motivation and ways forward for integrating and sustaining wellbeing, youth-led co-design and collaborative practice as part of their mahi more generally.

There was some emerging evidence that wellbeing was starting to be more deeply integrated into practice. One collaborator, from Changing Minds, mentioned that he was beginning to develop a wellbeing policy for staff at his organisation, which included instituting the creation of personal wellbeing plans, to “make sure we practice what we preach”. He also mentioned understanding better “how young people think about wellbeing”, which enhanced his skills and confidence embarking on other school wellbeing projects with similar-aged young people.

There was strong evidence of organisational learning regarding how to ‘do’ co-design and collaboration. As mentioned, Changing Minds and Auckland Libraries collaborated extensively with Lifehack, drawing on their specific expertise, resources and community connections. Collaborators from both organisations



Teachers meet with Lifehack, Changing Minds and Libraries collaborators at OJC to reflect on the Creative Wellbeing Exploration day, 3 May 2017

learned tools and processes for facilitating collaboration using virtual and face-to-face methods, and also gained insight into the amount of time, resources and energy that successful collaboration requires.

One collaborator, from Changing Minds, described the process as a “good blueprint for future planning”, and outlined how his organisation was integrating some of the principles and processes learned in an upcoming youth wellbeing project - for example, by thinking strategically about who to engage when, and pulling in “the right expertise at the right time” instead of creating a steering group to check in with on a monthly basis, as he would have been more likely to do in the past.

Collaborators valued the opportunity to collaborate more intensively and widely than at other times, and to grow their networks and work alongside those from different sectors and backgrounds. This may enhance their options for collaboration in future, and encourage them to value and invest in cross sector collaboration

processes more deeply than they have previously. The process showed all collaborators - including Lifehack - how critical it was to build a deep level of trust with the teachers in order to effectively collaborate within the school setting - and, that building this trust took time. It also reinforced the importance of a party (in this case Lifehack) that can act as the network builder, facilitator and platform/enabler for effective collaboration to occur, particularly across what are usually disparate sectors (e.g., Library services, mental health services, schools, local boards). Further, it highlighted the value of establishing clear agreements and understandings between collaborators at the outset of a process, and facilitating collaboration online to ensure effective process across distance and over diverse schedules.

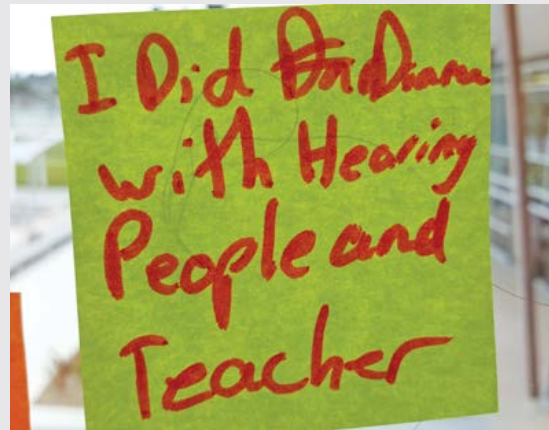
At the sector level, cross sector networks that can serve to support youth work and youth wellbeing have begun to be formed, and opportunities for partnerships that strengthen system capability have been identified. For example a potential collaboration between the KDEC learners and the Mental Health Foundation to extend the Five Ways to Wellbeing resources to others who are deaf and hearing impaired. Other opportunities for young people to be involved in co-design activities in the community have emerged and the school is equipped with a number of new potential partners and collaborators. It remains to be seen whether these will be actualised, but early indications suggest a strong commitment to maintaining this way of working.

ACTION STORY: WHAT WE LEARNED FROM THE KDEC LEARNERS

Involving the KDEC learners in this project was a profound learning experience for Lifehack, as well as the teachers and other collaborators. This group of learners had at times tended to work in isolation, so there was some initial uncertainty from teachers and collaborators about what would work best for enabling learners to engage. As part of the ongoing reflection and design process we worked with learners and teachers to improve how the workshops were structured to support inclusion, connection and confidence of learners.

For teachers and other collaborators, the experience provided an important lesson in inclusive practice, from the practicalities of facilitating effectively for both deaf and hearing learners, to the value of involving their teacher(s) more in planning. For the KDEC learners and their teacher, it was extremely significant to have the opportunity to participate, connect and feel seen and included in the wider group – one learner noted as a highlight of the process that “all the hearing people and teachers saw what we did”. The group’s final AIP performance – a moving spoken-word and movement piece that addressed issues of bullying and discrimination, and integrated spoken English and New Zealand Sign Language – positioned them as competent advocates for inclusive practice within and beyond the school system. This competency was cemented and advanced when they performed the piece again as part the Lifehack/Ara Taiohi symposium in Wellington in September.

The wellbeing focus of the intervention seemed particularly useful for the KDEC learners. When given the vocabulary, frameworks and opportunities to talk about wellbeing, young people in this group shared a range of issues they were facing. Their teacher said she then realised “just how important wellbeing is to my learners”, and felt able to support them with strategies, and to help create safer environments for them. Mainstream teachers also noted a growth in confidence amongst the KDEC learners since the intervention - “they’re going from strength to strength!”



One KDEC learner shares a highlight for them of the Creative Wellbeing day, 3 May 2017: doing drama with hearing people



KDEC learners present their spoken word / sign language / movement piece on bullying at the Expo, 29 June 2017

KEY LEARNINGS

As an experiment in working together differently, this process was novel for everyone involved in it - Lifehack included - and we took forward some key learnings which we would seek to apply to future models.

1. Authentic learning: Learning is more interesting, motivating and meaningful for people when they can make tangible change on issues that they identify as important. We found that initiatives such as the Community Connect day offered a particular 'boost' to the authenticity of this learning experience, by confirming and reinforcing for learners, teachers, collaborators and manuhiri alike that the young people's work could conceivably create impact beyond the bounds of the school assignment. It also highlighted a need to work through expectations about how learner projects might be supported or implemented beyond the 'assignment' setting. In future models we would devote more time and energy to identifying and working through potential barriers to learners' ideas becoming reality, such as timing, resources and power structures.

2. The role of community It also magnified the significance of involving caring adults from the community in the development of the prototypes. In addition to providing real-world input and connections for learners that strengthened their concepts it provided practice in sharing and testing ideas. Learners experienced a significant confidence boost as a result of this experience and their perceptions of their community shifted to be more positive and hopeful in terms of support available

to them and their potential role within it. Exposure to community members from multiple professional backgrounds also provided significant exposure to the 'world of work' for learners and new networks. Early exposure to the world of work is known to be an important aspect of preparing learners for future career development and work success and particularly important for learners whose families may not have extensive existing networks and connections in the community¹⁴.

3. Multiple wellbeing outcomes: The collaboration produced a range of positive wellbeing outcomes for the young people involved, along the spectrum from primary, preventative work (such as building wellbeing knowledge and skills, and creating environments and experiences to better serve wellbeing) to early intervention (such as offering frameworks and opportunities for young people struggling with wellbeing to articulate their experiences, and for teachers and others to raise their awareness of these issues and respond appropriately). As noted, in future models we would spend more time working to ensure young people and teachers knew where to go to get help with wellbeing as and when they needed it, and felt supported to do so.

4. The importance of fun/intentional play and making: The young people we worked with in this process let us know loud, clear and often how important it was that the work was "fun" and "not boring" in order for them to engage in it. We sought playful ways of exploring important concepts that left room for humour, building trust and trying things out. We found this created space for those less sure to

participate and build their confidence. As anticipated the high energy prototyping activities which introduced learners rapid idea generation, building and testing was one of the stand-out sessions for learners. Different modes appealed to different learners, as to be expected with 62 learners with different abilities, learning styles and interests. Offering choices, using physical, tangible and playful methods were an existing part of our design processes, and one that we would put even more emphasis on in future projects.

5. Incorporating creative expression: While Lifehack has always incorporated creative design methods the inclusion of creative arts was new in this programme as a result of the intent of the curriculum. Changing Minds brought this emphasis and expertise to the topic of youth mental health and wellbeing, and we found that the emphasis on 'making' and creative practice created an important space for different learners to apply, share and develop their own interests as well as try out new modes of expression. This creative emphasis allowed some quieter or more isolated learners to really flourish and exposed interests teachers could then build on for further learning. Offering open, supportive opportunities for creative expression and construction helps young people engage in design processes, and is a protective factor for wellbeing in its own right - if facilitated in ways that ensure it's accessible to all and not focussed on 'doing the best' or 'getting it right'. In future models, we would weave more of this into our work.





6. Need for a connective platform: A large part of Lifehack's role in this collaboration was facilitating the cross sector connections between the various organisations and individuals involved. Without an organisation specifically assigned and funded to do this, it's very unlikely that the collaboration would have reached the same outcomes, particularly given the time pressures and competing demands on all other parties. The experience and outcomes of this collaboration reinforced the need to resource the relationship building, time, flexibility and roles (as well as skills) that successful delivery of this type collaboration requires.

CONCLUSION

This project provides a unique contribution to the evidence base on youth wellbeing, co-design and collaboration.

Through the process of designing creative youth wellbeing interventions, learners in AIP 794 experienced first-hand important ways to understand and improve their own wellbeing, as well as ways to create conditions for improving others' wellbeing within the school environment. For the KDEC learners, this process was particularly significant. It provided an opportunity for them to speak out about particular wellbeing challenges they experienced, such as bullying and exclusion in mainstream spaces, and to have the positive experience of being included and welcomed in these spaces as they did so.

The collaboration also offered everyone involved - learners, teachers, collaborators and other community members - the opportunity to experience learning in a meaningful, authentic, real-world context, which transcended to some extent traditional hierarchies of age and role. It created a kind of 'community capital', through building trust and positive regard, sharing power, taking people's contributions seriously, and highlighting our interdependence.

It's important to acknowledge the unique combination of factors that made it possible for the collaboration to occur in this way. The approach was facilitated by the thematic, multidisciplinary, project-based AIP model that OJC has in place, the timetabling that accompanies this, and the commitment of leadership and particular teachers to innovation, collaboration and authentic learning. So, questions remain about how this kind of project might work in a more 'mainstream' school with regular classes and subject-by-subject timetabling.

It is key that projects like this continue to create situations where learners can actually put their ideas into practice - perhaps the most challenging element from the point of view of teachers and collaborators as it brings to light structural barriers and hierarchies, but/and also supremely important in terms of validating the authenticity of the young people's learning experience. In future projects of this nature, we would also recommend taking further steps to involve whānau and mana whenua.

Lifehack would like to acknowledge Monica Evans for her work in the evaluation write up and facilitation support throughout this collaboration.

APPENDIX 1

Lifhack Outcomes Definitions

CODE - OUTCOME NAMES & DESCRIPTOR

(results or changes we expect to see as a result of the Lifhack intervention if it has been successful)

WORKFORCE CHANGES

Changes we expect to see at a practitioner level (Immediate Level)

B1 CHANGE MAKER CONFIDENCE

Confidence to start or change something and to apply and try new ideas and experiences gained through the LH programme

B2 WELLBEING KNOWLEDGE

Knowledge gained about wellbeing models and practices

B3 SERVICE/SYSTEM DESIGN SKILLS

Ability to use participatory methods to design initiatives that address the needs of young people and their communities

B4 RESOURCES AVAILABLE

Gaining access to new forms of financial support or resources

B5 TEAMWORK / PARTNERSHIPS

Creating new connections and collaborations that will create opportunities for future work and practice on youth wellbeing

B6 YOUTH-CENTRED / CO-DESIGNED INITIATIVES

Involving young people in the definition and design of service to address gaps / better meet their needs

B7 CHANGEMAKING KNOWLEDGE

Knowing about how to enable behaviour change and systems change and use existing evidence about what works

B8 ACTION PLANNING

Developed a plan of action around identifying and addressing specific unmet needs have identified in the community

B10 PRACTICE CHANGES

Adoption of new approaches and methods not previously used

B11 NEW TECHNOLOGIES

Adoption of new technologies to increase accessibility

B12 MULTI-DISCIPLINARY

Valuing and drawing on different kinds of knowledge and kinds of actors/perspectives to increase impact

B14 ENGAGEMENT SKILLS

Increased ability to involve those young people (including those not normally engaged) in the development process

B15 WELLBEING SKILLS

Increased capability to apply, teach and model wellbeing practices

B16 INNOVATING

New innovations have been tested and prototyped, or existing initiatives have been tested and improved and are ready for wider adoption and evaluation

B17 MOTIVATION

Enhanced motivation and commitment to the work, and team, to co-design of initiatives

B18 COLLABORATION KNOWLEDGE

Gained knowledge about facilitating inclusive collaborative processes with diverse groups of people

B19 COLLABORATION SKILLS

Increased ability to use inclusive tools to facilitate collaborative processes with diverse groups of people

ORGANISATIONAL CHANGES

Changes we expect to see at an organisational level

C2 INVESTMENT CHANGES

Increased investment in youth initiatives meeting a need (public, philanthropic, private)

C6 NEW INITIATIVES

New initiatives developed with and for young people that address a gap

C8 FRONTLINE PRACTICE CHANGES

Effective youth focused prevention practices are adopted or emphasised and seen to work

C13 REFLECTIVE PRACTICE

Investment and commitment to testing, iterating and gathering feedback on practice, services, initiatives

C14 INCLUSIVE ENVIRONMENT

Changes in settings / social practices increase the appeal, accessibility and effectiveness of youth work

C20 INTEREST IN BUILDING CAPABILITY

Increased demand for youth worker training and development

C25 ASPIRATIONS

Motivation and commitment to working with young people and to the team working together

C28 STRUCTURAL CHANGES

Changes to systems and service design at a structural and environmental level (changing social and physical environments to better enable youth wellbeing)



SECTOR CHANGES

Changes we expect to see at a sector level

C4 NETWORK FORMATION (COP)

Youth worker support relationships / structures are in place

C5 PARTNERSHIPS

System capability is built through new partnerships and collaborations

C12 INTEGRATION

Greater integration of services and initiatives through partnering

C22 YOUTH-CENTRED / CO-DESIGN

More young people involved in the definition and design of service

C26 PRIVATE INVESTMENT

Social impact investment from the business sector

COMMUNITY CHANGES

Change/influence at a community level

C1 PUBLIC WILL

Community takes actions that shows it values young people

C3 AGENDA SETTING

Young people define issues important to them, to be acted upon by an organisation

C21 ENHANCED EVIDENCE-BASE

New knowledge about youth wellbeing engagement is being developed and made explicit

C24 SUSTAINABLE SERVICES / INFRASTRUCTURE

Key activities and connections are being sustained

C27 YOUTH DEVELOPMENT CAPACITY

expanded stock of support in services, social participation opportunities (including leadership)

YOUTH COHORT / POPULATION OUTCOMES

Changes we expect to see (over time) at the youth cohort level

Y1 SOCIAL PARTICIPATION

More opportunities for young people to actively participate in new/better ways in their communities

Y3 YOUTH CENTRED / CO-DESIGN INITIATIVES

More young people involved in the definition and design of service (their input is significantly implemented)

Y4 ENGAGED

Hard to reach/at risk youth re-engaged in youth development initiatives/processes

Y5 SELF-EFFICACY

Young people have the confidence to express their ideas, engage in new positive development experiences

Y6 PRO-SOCIAL PEERS

Establishing positive social connections with peers

Y7 PRO-SOCIAL ROLE MODELS

Positive adult role models

Y9 WELLBEING ORIENTED

Young people are more aware of wellbeing concepts and have an increased capacity for self-management

Y10 LEADERSHIP

[Engaging in] Opportunities for active leadership development

Y11 YOUTH DEVELOPMENT

Young people have increased access to constructive and creative activities

Y12 PERCEPTION OF SUPPORT

Young people know about various sources of social support and feel confident about accessing them



ENDNOTES

1. Capability here is considered to include the development of Knowledge, Attitude, Skills, Aspirations and Behaviours (KASAB) see Killion, J., & Hirsh, S. (2008). *Assessing impact*. Thousand Oaks: Corwin Press.
2. Lifehack's Outcome Model (<https://lifehackhq.co/enabling-youth-wellbeing-developing-lifehack-impact-model/>) demonstrates how we seek to have positive impact on the mental health and wellbeing of young people. Our Outcome Menu names an evolving set of potential outcomes we intend to activate as a result of an intervention. Different Lifehack interventions will seek to switch on different outcomes.
3. Edwards, M., Barrie, J., Cave, W., Bentley, F., Briggs, B., & Mendick, S. (2017). *DesignIn Schools: Delivering outcomes for people and people as outcomes*. Design Managers Australia and Macquarie Primary School.
4. *Advancing Wellbeing in Schools*. (2017). WellAhead. Retrieved 1 October 2017, from <https://www.wellahead.ca/resources/2017/2/3/advancing-wellbeing-in-schools>.
5. Vink, J., Wetter-Edman, K., Edvardsson, B., & Tronvoll, B. (2016, May). Understanding the influence of the co-design process on well-being. In *Service Design Geographies. Proceedings of the ServDes. 2016 Conference* (No. 125, pp. 390-402). Linköping University Electronic Press.
6. www.wellbeingatschool.org.nz
7. www.lifehackhq.co/everyday-wellbeing-design-challenge-overview/
8. <https://lifehackhq.co/enabling-youth-wellbeing-developing-lifehack-impact-model>
9. Underpinning Week One was the concept of Ngā Uri Ō: Who am I? Who are you? Who are we? A process developed to help bring diverse groups together and begin team work www.lifehackhq.co/nga-uri-o-descendants
10. Durie, M. (1998). *Whaiora: Māori Health Development*. Oxford University Press.
11. Representatives from Howick Local Board, Howick Local Youth Council, Counties Manukau DHB, CAYAD, Auckland Council Libraries, Healthy Families and Flipping East/Auckland DHB
12. Te Reo for "visitor" or "guest"
13. Feedforward is a reframed version of feedback, focussed on creating something more awesome
14. See Attitude Gap Challenge <http://www.aucklandco-lab.nz/attitudegap/>





Visit www.lifehackhq.co/initiatives for more information and teaching resources

Ormiston Junior College | www.ojc.school.nz

LifehackHQ | www.lifehackhq.co

Changing Minds | www.changingminds.org.nz

Auckland Council Libraries | www.aucklandlibraries.govt.nz



The Prime Minister's
**Youth Mental
Health Project**

Lifehack was a Prime Minister's Youth
Mental Health Project Initiative.