



# Campus Connections Aotearoa

Tūhono Aioipī



Annual Report 2020



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

*Enriching lives through youth mentoring*



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## Whakataukī

### Campus Connections Aotearoa | Tūhono Aiopīpī

<b>Mā te rongo ka mōhio</b>	<b>Listening brings about awareness</b>
<b>Mā te mōhio ka mārama</b>	<b>Awareness brings forth understanding</b>
<b>Mā te mārama ka mātau</b>	<b>Understanding enhances knowledge</b>

The above whakataukī was gifted to Campus Connections Aotearoa by the Kāhui Raukura Reo Maori Alumni Committee, who support the revitalisation of Māori language at the Faculty of Education and Social Work. It is intended to support the te reo name for Campus Connections Aotearoa, which was informed by ideas gathered from young people who participated in the programme. Feedback was collected by PhD candidate Yvonne Ualesi, as part of her research on culturally responsive youth mentoring. She conducted focus groups with youth mentees and with their alternative education (AE) tutors. Both groups were asked what kinds of words and ideas should be captured in a te reo name for the programme based on their programme experiences.

The name Tūhono Aiopīpī refers to the importance of connection, nurturing, balance and well-being in allowing young people to flourish. The Campus Connections Aotearoa Leadership Team is incredibly grateful for the contributions of everyone who was involved in the naming process and gives special thanks to Te Rongopai Morehu for suggesting both the name and the whakataukī. The Leadership Team feels very blessed to have been gifted with a name that so aptly captures the aspirations of the programme.



## Message From the Chair of the Board

Since its inception, Campus Connections Aotearoa has seen increased student interest, increased staffing, and increased funding. In 2021 we have plans to extend the programme's delivery, with the expectation that this will see increased impact for youth participants. CC-A has consistently responded to challenges as they have emerged; 2020 was no exception. The Covid-19 pandemic that has dominated the last 12 months has changed our lives in many ways. As a University community we have faced the same uncertainty that has been experienced around the world. As a community we have learned much during this year. Supporting each other remotely has reminded us that we are stronger together and has reinforced the importance of connection, as well as highlighting the strengths and weaknesses in our wider community structures.

Like most services, CC-A operations were impacted by the pandemic response, which created significant disruption to programme implementation and challenged our ability to deliver against plans. Notwithstanding, CC-A has remained steadfast in its commitment and is on track to deliver across 20 weeks in 2021, rather than 12 weeks. I commend the team for their efforts to find creative solutions to the challenges posed this year.

CC-A completed its first evaluation report during the year based on student practitioner and youth mentee data collected between 2017 and 2019. The findings demonstrate that both student practitioners and our young people in Alternative Education rate their experiences in the programme highly and that participation is positively impacting their lives. Despite differences in programme delivery due to the pandemic response, qualitative feedback from students and youth suggests a similarly positive experience in 2020.

ASSOCIATE PROFESSOR MARK BARROW  
Dean of the Faculty of Education and Social Work,  
Chair of the CC-A Governance Board









## Message From the Campus Connections Aotearoa Directors

This has been an extraordinary year for Campus Connections Aotearoa | Tūhono Aioipī. Delivering Campus Connections Aotearoa (CC-A) during a global pandemic highlighted the power of human resilience as shown by our staff, student practitioners, and young people and their whānau. We were privileged to walk alongside 20 amazing young people from our Waitakere-based alternative education (AE) partner, the WAE Hub (formally SENZ). Our young people were supported by 22 exceptional student practitioners. This included two counsellors in training, four coaches and 16 mentors, seven of whom also completed their social work placement with CC-A.

Despite the challenges posed by COVID-19, we delivered pre-programme training for our student practitioners and five CC-A sessions in person. During lockdown and while the University remained closed at Levels 3 and 2, we worked with our student practitioners online. During Level 2, we received special permission to engage with our social work placement students in person. These students visited WAE Hub, where they facilitated prosocial activities and consulted with our young people about an online school holiday programme. The students subsequently designed a school holiday programme, which they trialled with two young people and other student practitioners who joined via Zoom.

Our attempts to provide some form of online delivery emphasised the digital divide that exists amongst young people in AE and the desperate need for a more equitable learning space. Most of our young people did not have access to devices and/or stable internet and were, therefore, unable to participate in online learning or youth development opportunities during lockdown. Despite these limitations and the difficulties associated with COVID-19, our youth and student participants reported that CC-A provided opportunities to belong, and to build skills and positive social relationships. In

2021, we will release our first evaluation report on the programme experiences and outcomes for youth and student practitioners who participated in the programme from 2017-2019. Our growing body of evaluation data is confirming that CC-A provides positive experiences and has a positive impact on our student practitioners and young people.

Our success, during unprecedented times and the unpredictable environment in 2020, was only possible because of our amazing team, Kiri (Case Manager) and Rachel (Operations Assistant). Their willingness and ability to adapt and pivot to support the programme was astounding. We were also honoured to work alongside our amazing community partners, Waitakere Alternative Education Consortium and the WAE Hub, again in 2020. We particularly want to acknowledge the dedication of the AE tutors, who did everything they could to support our young people during lockdown and went out of their way to support our social work placement students during Level 2.

We are extremely grateful for the funding we received from Foundation North, the New Zealand Lottery Grants Board, and the Ministry of Youth Development in 2020. This funding ensured the continuation of CC-A and the expansion of our small team to include a Youth and Whānau Worker. We were excited to be one of five initiatives approached by the Ministry of Youth Development to receive funding through the *Ākonga Youth Development Community Fund*. MYD's ongoing belief in, and support of, our mahi continues to sustain our commitment to enhance the lives of our young people and students through youth mentoring.

PAT BULLEN and KELSEY DEANE  
Directors, Campus Connections Aotearoa







# Programme Overview

Campus Connections Aotearoa is an evidence-informed youth mentoring programme that operates at the University of Auckland's Epsom Campus, for 12 weeks, in Semester 2 each year. Youth, aged 13-16 years and enrolled with a partnering AE provider, are invited to participate in the programme. University of Auckland undergraduate and postgraduate students also participate in the programme by enrolling in one of three service-learning courses connected to the programme.

Youth mentees and student practitioners (mentors, coaches and counsellors) participate to form a therapeutic mentoring community. Postgraduate student counsellors, as part of the mentoring community, are available during the programme to provide extra support for each young person as needed.

Young people have opportunities to interact with each other in a safe, supportive, and fun environment. Students



have opportunities to develop important skills with the support of an experienced team of professionals and a community of peers.

We outline below what a typical day at CC-A looks like:

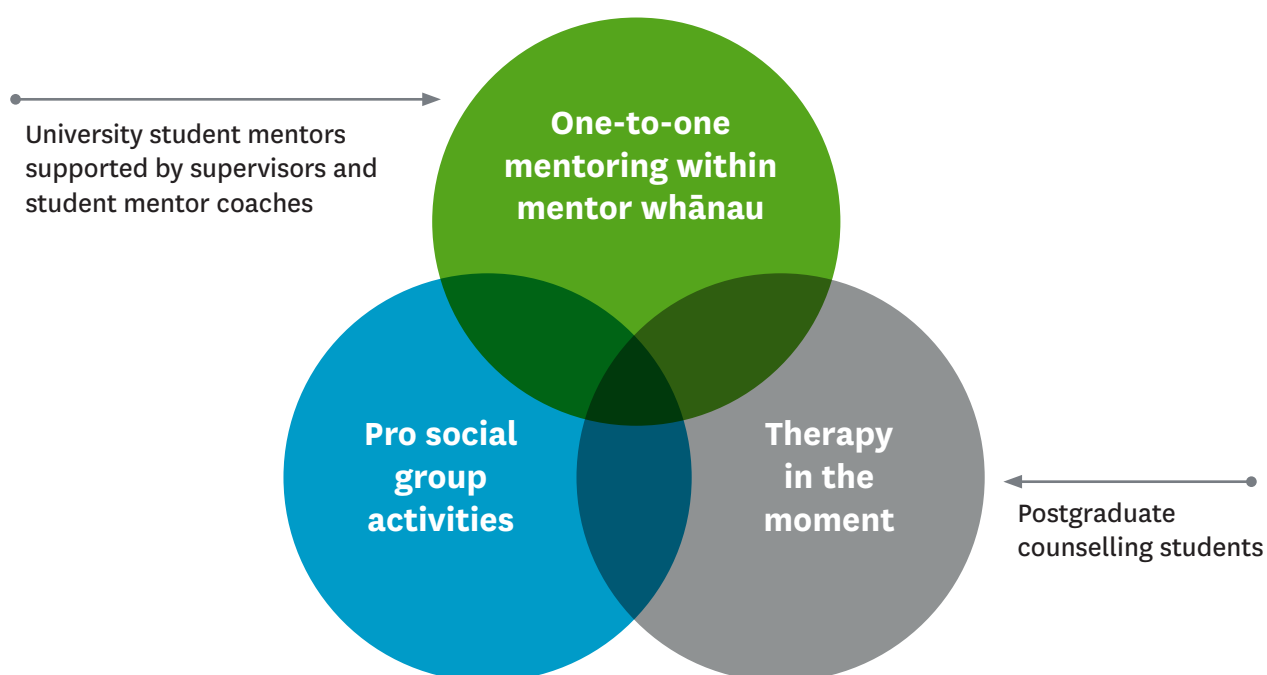
8.00–9.00am	<b>Counselling Meeting</b>
	Counselling team meet to discuss and plan for the needs of young people involved in the programme
9.00–10.00am	<b>Youth Work Practice Lecture</b>
	Key theory and concepts are presented and discussed for direct application to practice in the coming mentoring session
10.00–10.30am	<b>Walk and Talk</b>
	Youth arrive and take a 30-minute walk on the University of Auckland campus with their mentors
10.30–11.30am	<b>Supporting Transition Success</b>
	Mentor-mentee pairs work on youth identified transition plans and personal goals
11.30am–12pm	<b>Whānau-style Lunch</b>
	Youth and mentors enjoy a shared meal provided by Campus Connections Aotearoa
12.00–1.00pm 1.00–2.00pm	<b>Pro-social Activities</b>
	Mentor-mentee pairs participate in activities (e.g. educational, sports, music, art) with other Campus Connections Aotearoa youth mentee and student mentor participants
2.00–3.00pm	<b>Student Debrief</b>
	Students engage in a supervised group debrief to discuss their practice and receive constructive developmental feedback





## What Makes Campus Connections Aotearoa Unique?

Campus Connections Aotearoa combines strategies known to be effective under some conditions while mitigating the recognised risks associated with each standalone component.



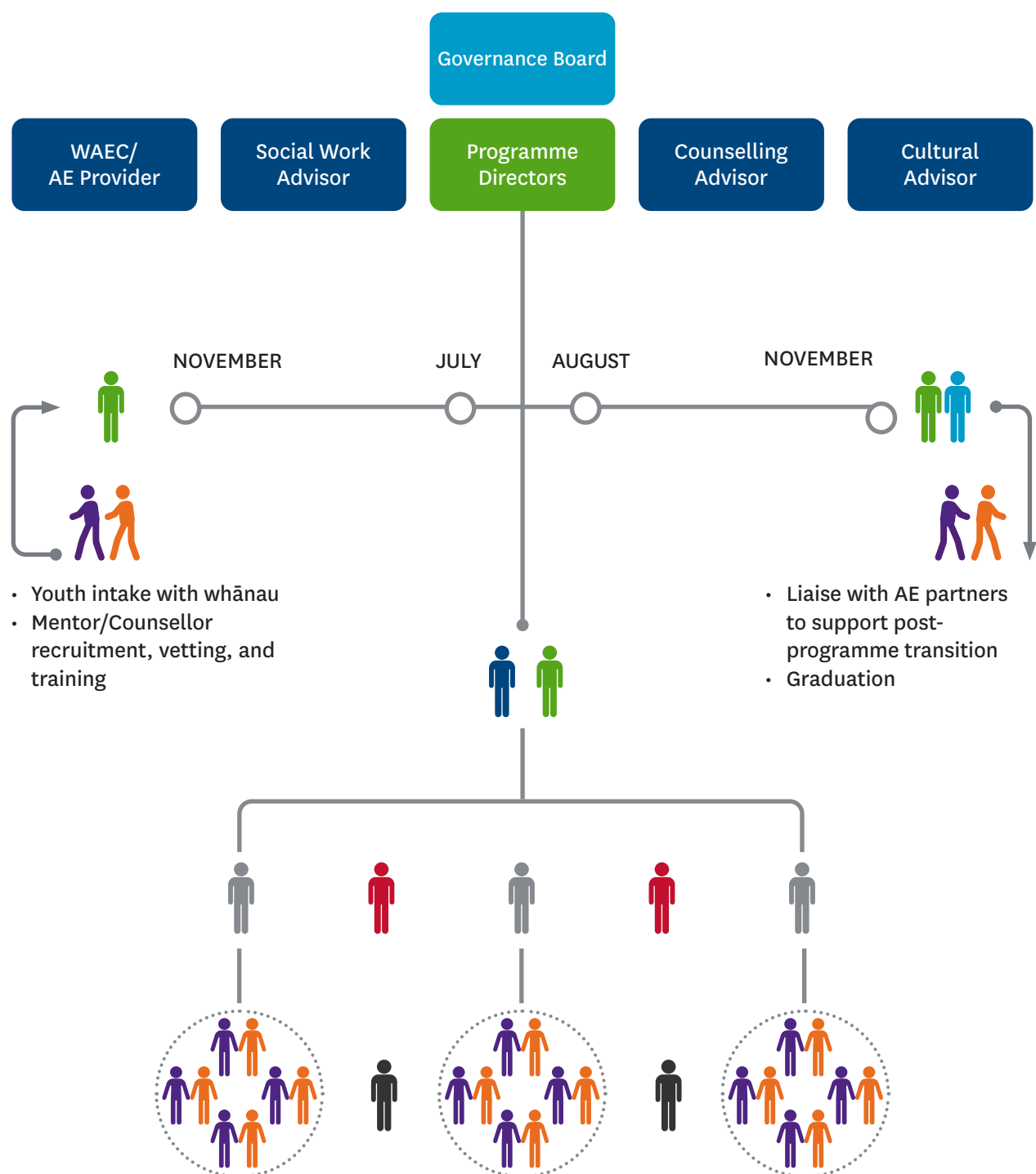
A powerful multi-level therapeutic mentoring programme designed to help support young people with complex needs







# Programme Structure and Timeline



● Mentor   
 ● Mentee   
 ● Mentor Coach   
 ● Counselling Student   
 ● AE Tutor   
 ● Course Director   
 ● Case Manager   
 ● SW Practicum Students





I was attracted to the EDUC 747 course because of the practical aspect of working with our youth and I thought the course would offer further insight into developing positive youth mentoring skills. As a Mentor Coach, the highlight of mentoring other students was sharing both my classroom teaching experiences and my knowledge of te reo me ona tikanga. I really enjoyed engaging with the mentors in my team as we built whanaungatanga and strived to achieve our collective goals.

**Kriss Rapana**, Graduate Diploma Education student





Youth who participated in Campus Connections Aotearoa in 2020 shared what they most appreciated:

"The dedication that Campus (Connections Aotearoa) students bring to the program they are always smiling and never seem unhappy to see us."

"It was kickback...Multisport was enjoyable... Also having music playing made a difference. Didn't used to come to course on Wednesdays but I started coming for Campus Connections."

"I felt understood by the mentor and felt that I could open up . . . just saying stuff, being able to say what I wanted without being interrupted."





As a mentor with Campus Connections | Tūhono Aioipī I loved every session we spent with the rangatahi. A highlight was having university students from different backgrounds come together, sharing their unique knowledge and experience, and offering āhurutanga and kotahitanga to the youth. I enjoyed empowering and nurturing the young people's ambitions and future goals. It's an amazing programme full of personal development and unforgettable experiences.

**Losena Lama Vea**, Bachelor of Social Work student

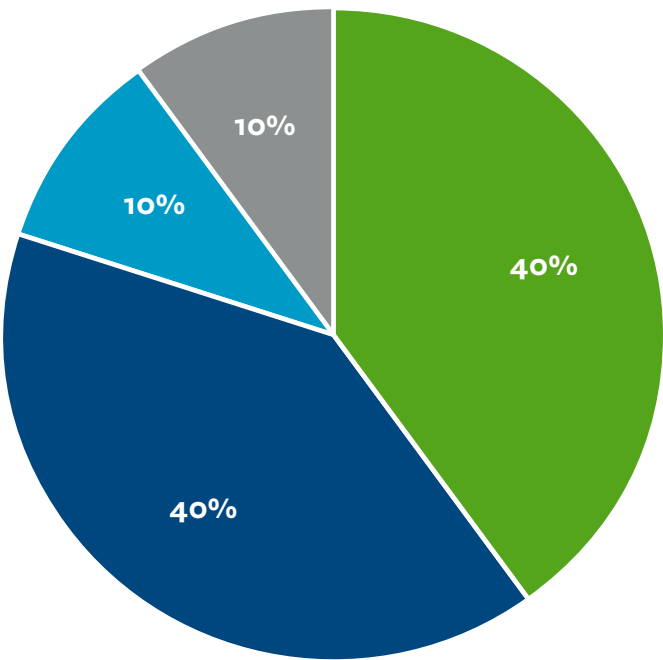


## Profile of the youth who participated in the programme:

**20** YOUTH  
15 new participants  
5 past participants



Youth participant age groups:

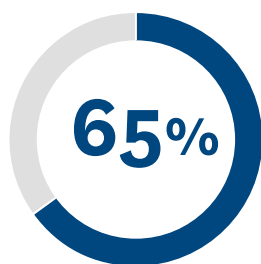


35% Female      65% Male  
80% Māori      20% NZ Euro/Pākehā  
5% Samoan      5% Tokelauan  
5% Niuean      5% Cook Island Māori





## Experiences of the youth who participated in the programme:



Attendance\*

\* The overall attendance rate of 65% for the 2020 cohort is based on the average percentage of sessions each young person attended of the total possible sessions they could have attended while enrolled with our AE provider partners. This includes five sessions on campus and two sessions delivered at the AE provider premises. The percentage depicted includes three young people who did not return to their AE provider following lockdown and were therefore unable to complete the programme. The attendance rate excluding these young people is 73%.

\*\*Programme dosage for each young person varied from 4 to 24 hours, with an average of 14 hours and with 28 hours being the maximum possible dosage.



Average Dosage Hours\*\*



### % of young people reporting improvements due to taking part in the programme:

(Based on four young people who participated in the MYD end of programme survey).







Students who participated in Campus Connections Aotearoa in 2020 shared what they most appreciated:

“Connections I have made with other people and being part of a whānau”

“Being able to learn new ways of approaching youth and those who are struggling”

“I mostly appreciated the sense of whānau and community. I really appreciate the safe and supportive environment that comes with being in Campus Connections”

“The coming together of various people with multiple talents, backgrounds, experiences, and potentials - youth, mentors, counsellors and lecturers”





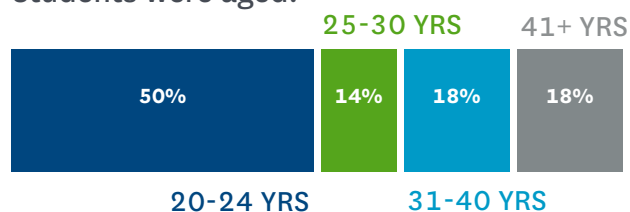
## Profile of the students who participated in the programme:

# 22

### STUDENTS

16 mentors  
4 mentor coaches  
2 counsellors in training

### Students were aged:



77% Female

23% Male

5% Māori

14% Asian

14% Pacific

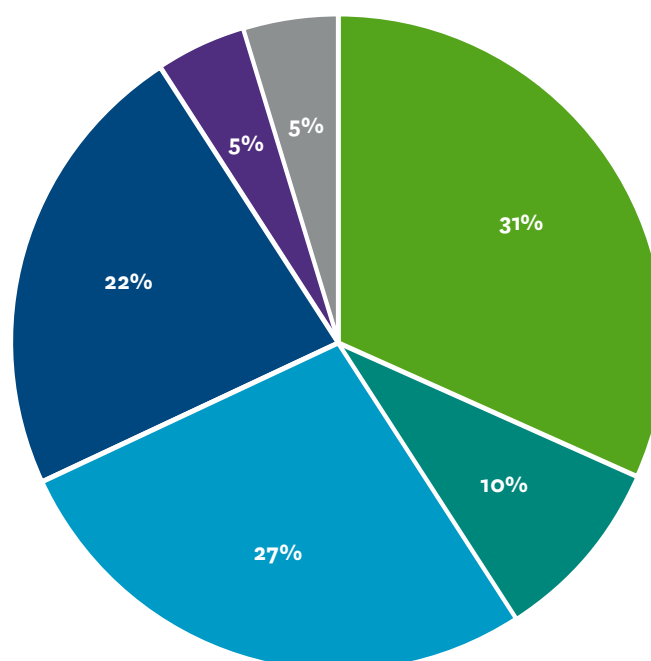
14% Euro

10% Middle East

10% Latina/Latino

55% NZ Euro/Pākehā

### Students' programme of study:



Post Graduate Certificate Education

Bachelor of Arts

Bachelor of Science

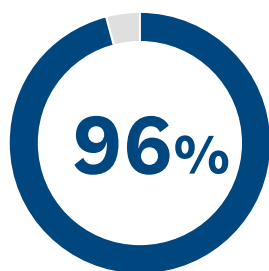
Post Graduate Diploma Education

Post Graduate Diploma Counselling

Bachelor of Social Work

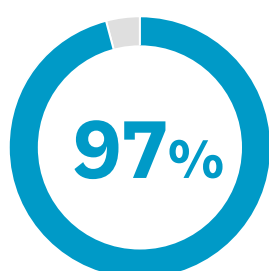


## Experiences of the students who participated in the programme:



Course attendance\*

\* The overall attendance rate of 96% for the 2020 cohort is based on the average percentage of course sessions students attended including two pre-programme training sessions and nine lectures.



Mentoring session attendance\*\*

\*\* The overall attendance rate of 97% for the 2020 cohort is based on the average percentage of mentoring sessions student practitioners attended. Typically, a full programme implementation involves twelve mentoring sessions. However, due to the university closure in line with the Covid-19 lockdown, the majority of students were only able to attend a maximum of five mentoring sessions on campus. In addition, our Social Work Practicum Interns (7) delivered two mentoring sessions at the AE provider premises during alert level 2. The attendance rate pictured excludes these off-campus sessions.



### % of students reporting improvements due to taking part in the programme:

(Based on six students who participated in the MYD end of programme survey; only students under the age of 24 were eligible to participate and some eligible students did not participate).



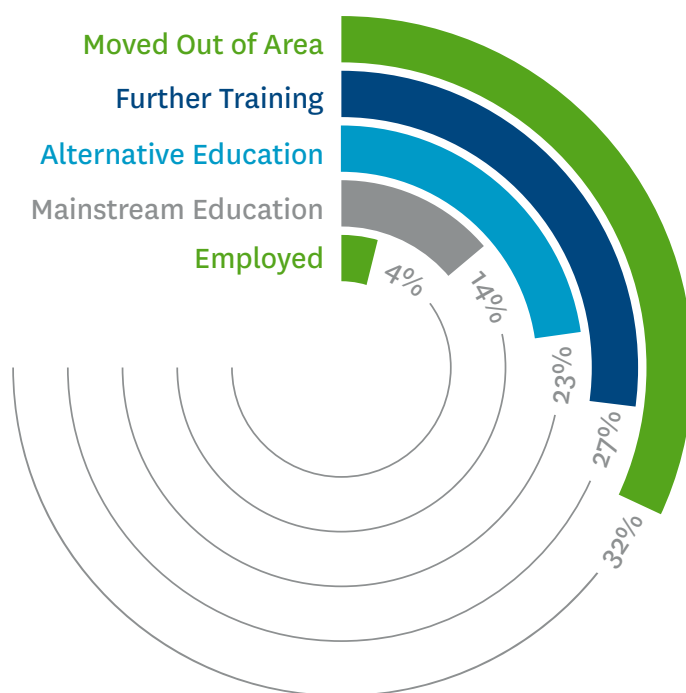






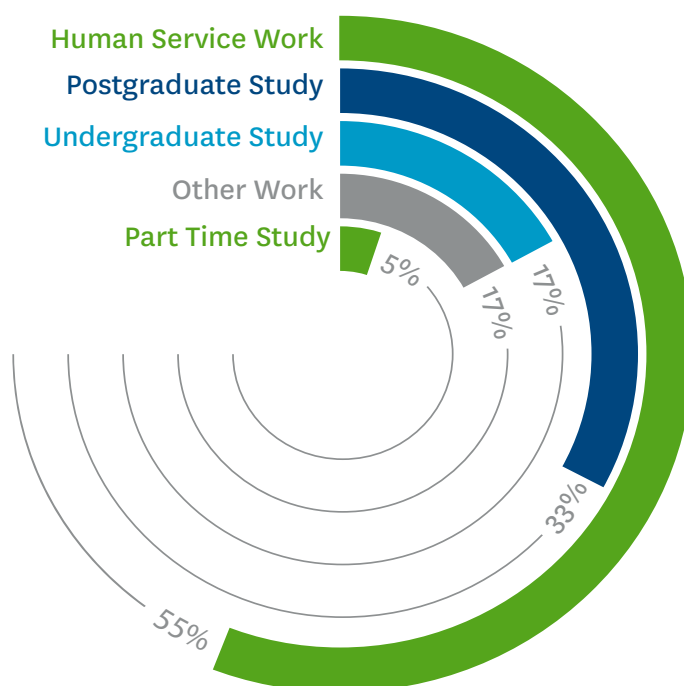
# Past Campus Connections Aotearoa Youth and Students (2019)

Activities of the 2019 cohort of youth and student participants 12 months after completing the CC-A programme:



## 34 youth participants

Graph represents the activities of the 20 youth that we were able to make contact with at 12 months post-programme.



## 28 student participants\*

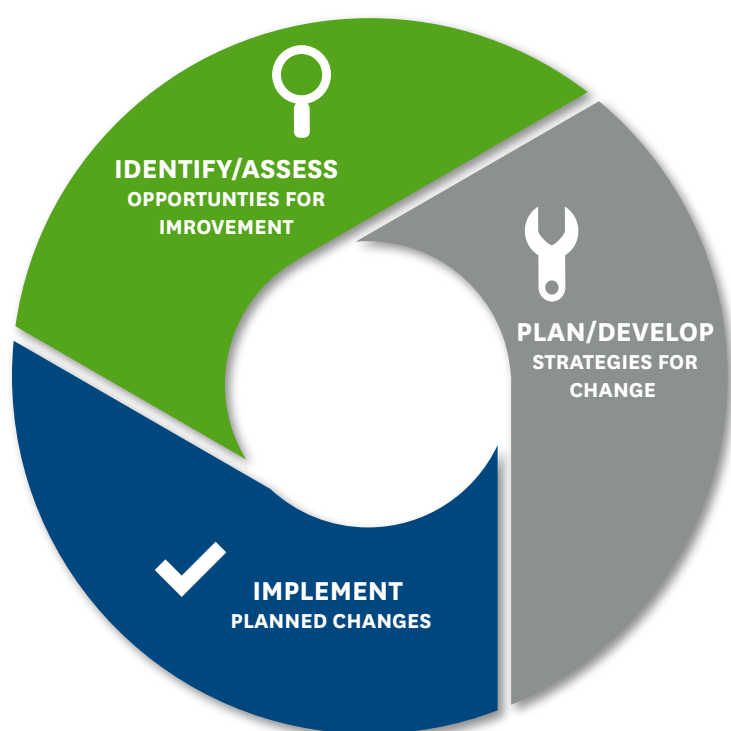
Graph represents the activities of the 18 students that we were able to make contact with at 12 months post-programme.

\*Numbers exceed 100% as some students are engaged in multiple activities.



# Continuous Improvement Process

The CC-A leadership team makes design and delivery decisions based on regular programme review and evidence obtained via the sources and mechanisms listed below:



## Identify/Assess:

- ◇ Youth, whānau and student feedback
- ◇ Annual programme review
- ◇ Post-programme debrief with AE partner(s)
- ◇ Holistic programme evaluation rubric
- ◇ Evaluation research
- ◇ Cultural consultation

## Plan/Develop:

- ◇ Develop initiatives to address identified gaps and areas for improvement
- ◇ Predict future needs based on feedback, consultation and review
- ◇ Define measures of success

## Implement:

- ◇ Integrate changes into programme delivery and practices
- ◇ Refine processes to improve efficiency and outcomes
- ◇ Ongoing review and refinement of change strategies

## Changes implemented in 2020 following feedback, consultation and review:

- Developed a Statement of Collaboration to improve alignment of values and practices between CC-A and our AE partners and to orient new provider partners to programme principles and expectations.
- CC-A staff and Social Work Practicum Intern students completed an 'Understanding Behaviour and Responding Safely' workshop with an accredited trainer from our AE partner. The training helped to ensure a consistent approach to behaviour management for our youth participants.
- Streamlined student practitioner recruitment processes with new systems for collecting and tracking information and clearer documentation to reduce duplication and improve ease of application for students.
- Refined pre-training content, based on student feedback, to include more explicit information about Health and Safety requirements, more team building and interactive content, early redirection and de-escalation training, and role playing the approach to youth counselling in the CC-A setting.
- Developed further resources and activities to support student practitioners to work effectively with youth mentees on youth mentee defined goals and social, emotional and educational, development needs
- Developed online teaching and practice resources to help strengthen practice skills for both face-to-face and online formats and for future deliveries of CC-A.



# Our Governance Board



From left to right: Mark Barrow, Te Kawehau Hoskins, Kelsey Deane, Pat Bullen, Sabrina Zoutenbier, Cherie Appleton, Riddhi Ghandi, Scott Samson, Marcia Matthews, Kate Anderson

## Board members

**Kate Anderson**, Former GM Graeme Dingle Foundation, Experienced NFP Trustee

**Cherie Appleton**, Social Work Programmes Practice Leader, Faculty of Education and Social Work

**Mark Barrow**, Dean of Faculty of Education and Social Work (Chair of the Board)

**Pat Bullen**, CC-A Co-Director, Youth Development Expert, Faculty of Education and Social Work

**Kelsey Deane**, CC-A Co-Director, Youth Development Expert, Faculty of Education and Social Work

**Riddhi Ghandi**, Finance Representative, Faculty of Education and Social Work

**Te Kawehau Hoskins**, Associate Professor, Te Puna Wananga, Faculty of Education and Social Work

**Marcia Matthews**, Experienced AE Practitioner

**Scott Samson**, Director of Waitakere Alternative Education Consortium

**Sabrina Zoutenbier**, Counselling Programmes Practice Leader, Faculty of Education and Social Work



# Our Staff



From left to right: Kelsey Deane, Pat Bullen, Kiri Wilder, Rachel Williamson-Dean (not pictured)

## Executive staff

**Pat Bullen**, Co-Director

**Kelsey Deane**, Co-Director

**Kiri Wilder**, Case Manager

**Rachel Williamson-Dean**,  
Operations Assistant

## Consultants/advisors

**Cherie Appleton**,  
Social Work Advisor

**Nan Wehipeihana**,  
Evaluation Advisor and Māori  
Cultural Guide

**Sabrina Zountenbier**,  
Counselling Advisor

## Our partners

Achieving@Waitakere

WAE Hub

Waitakere Alternative Education  
Consortium





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Developed by Colorado State University and adapted by the University of Auckland for the Aotearoa New Zealand context, Campus Connections Aotearoa is delivered under license and in partnership with Colorado State University.

Campus Connections Aotearoa acknowledges the past and present support of:

Badger Communications Ltd  
Foundation North  
Ministry of Social Development  
Ministry of Youth Development  
New Zealand Lottery Grants Board  
Sport Auckland  
The University of Auckland  
Vodafone New Zealand  
Vodafone New Zealand Foundation  
Private donors

