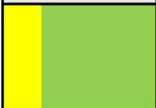
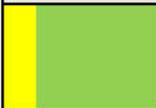
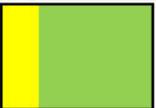
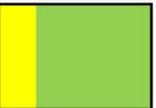
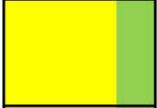
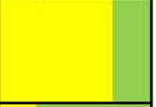
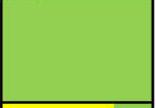
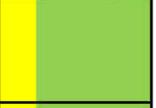
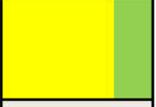


Oranga Tamariki Residence Visit (Announced OPCAT Visit)

Te Oranga, Care and Protection Residence
Christchurch

Visit date: 9(2)(a) 2017. Report date: 14 December 2017

	2014	2016	2017
Overall assessment			
OPCAT Domains			
Treatment			
Protection system			
Material conditions			
Activities & contact with others			
Medical services & care			
Personnel			
Responsiveness to mokopuna Māori	Not assessed	Not assessed	


Detrimental


Minimally
effective/weak


Developing


Well placed


Transformational /
outstanding

Contents

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Introduction

Purpose of visit

1. From [redacted] 9(2)(a) [redacted] 2017, Principal Advisor [redacted] 9(2)(a) [redacted] and Senior Advisors [redacted] 9(2)(a) [redacted] and [redacted] 9(2)(a) [redacted] from the Office of the Children's Commissioner (OCC) conducted an announced monitoring visit to Te Oranga. Te Oranga is a care and protection residential treatment facility located in Christchurch. The purpose of our visit was to assess the services of Oranga Tamariki against the six domains relevant to our role as a National Preventative Mechanism (NPM) under the Optional Protocol to the Convention Against Torture (OPCAT – refer to Appendix 1 for more detail). These domains are: treatment; protection system; material conditions; activities and contact with others; medical services and care and personnel. As with every monitoring visit, we also focused on responsiveness to mokopuna Māori and the voices of young people. Mokopuna Māori will be referred to as our seventh OPCAT domain throughout this report.

Structure of this report

2. This report will provide a brief trend analysis of the highlights and areas for development over our last three monitoring visits. The key findings will then be shared from the 2017 announced monitoring visit to Te Oranga, and recommendations made for actions to address the issues identified. For the convenience of readers, we first list our key findings and recommendations. We then describe our findings for each of the seven OPCAT domains.
3. For each OPCAT domain, we provide a statement that summarises our overall finding for that domain. Supporting evidence is then listed as strengths and areas for development.
4. We briefly outline the legislative background to our visit in Appendix 1. Appendix 2 contains information about the interpretation of ratings. We describe the interviews we conducted and the information we accessed in Appendix 3.
5. The ratings for each of the domains represents the overall rating for both the Residence and Oranga Tamariki National Office. There will be some elements within the domains that may apply to the residence only, to the sites, or to National Office. These will be made explicit throughout the report so that it is clear where any areas for development and recommendations sit.

Context

6. Te Oranga is a care and protection residence in Christchurch and has capacity for up to 10 children and young people aged between 10 and 16 years. It was home to 7 young [redacted] 9(2)(a) [redacted] and 2 young [redacted] 9(2)(a) [redacted] at the time of our visit. There is a block of flats on site that is currently being renovated with the intention of using the flats as part of some young peoples'

transition process from residence. Te Oranga is surrounded by residential properties and recreational parks. It has good outdoor spaces available to the resident young people which provides them with ample space to run, ride bikes and be active.

Key findings and recommendations



Well placed with developing elements

7. Our overall 2017 rating for Te Oranga is *well placed with developing elements*. Young people were safe from harm and there is no evidence of torture or other cruel, inhumane or degrading treatment or punishment.

Trends

Significant progress was made between the 2014 and 2016 visits. For the 2016 and 2017 visits, three of the domains:

- **Treatment** and **Protection system** have remained the same
- **Material Conditions, Medical services and care** and **Activities and contact with others** has regressed
- **Personnel** has improved in it's rating.

Whilst we did not assess **responsiveness to mokopuna Māori** as a separate domain at our previous visit, the key findings in this area from the previous report remain areas for development in this report. This report recommends residence leadership improve their responsiveness in this domain by encouraging staff and mokopuna Māori to jointly engage in a safe and respectful cultural journey of learning and discovery and to develop a strategic vision for embedding Te Ao Māori perspectives into practice.

The three domains that have regressed are:

- **Material Conditions.** The residence is having on going issues with the air conditioning unit. This is causing fluctuations of temperatures within the residence unit. There are some old furnishings due to be replaced and some sports and exercise equipment that need replacing also.
- **Medical services & care.** This has regressed due to difficulties the residence has accessing mental health services for young people in a timely manner.
- **Activities and contact with others.** This has regressed due to the high number of young people who were in Te Oranga at the time of our visit from the North Island, and the impact this was having on them regularly being able to see their whānau.

Strengths

8. Te Oranga has many strengths. We found that young people at the residence:
- feel safe
 - are treated well by staff
 - have good relationships with staff
 - have good opportunities to express their views and suggestions
 - have a good understanding of the residence rules and Whaia te Maramatanga (WTM)
 - have a good variety of food and food choices and enjoy the food provided
 - have excellent access to health services
 - are able to personalise their rooms and value this
 - enjoy the privileges of the behaviour management system
 - are engaged in education and regularly experiencing offsite activities through the school.

Areas for development

9. The key areas for development are:
- improving responsiveness to mokopuna Māori and provision of opportunities to participate in activities within Te Ao Māori
 - improving young people's contact and access to family and whānau particularly for young people from the North Island
 - working with Oranga Tamariki Care and Protection sites to improve transition particularly planning for transitions out of care
 - continuing to work with Oranga Tamariki National Office on improving the MY HR System to recruit staff in a more timely manner
 - considering how staff can access regular one to one supervision
 - correcting the air conditioning unit to improve the temperature distribution and eliminate fluctuation in temperature
 - replacing and providing more sports and exercise equipment
 - replacing some of the furnishings in the unit and continuing to refresh plan.

Recommendations

Some of the recommendations below sit alongside and are consistent with the recommendations and action points we gave in our State of Care 2017 report.

FOR NATIONAL OFFICE

- Rec 1:** **Oranga Tamariki Deputy Chief Executive Care Services** identify and address the system and practice impediments that prevent young people from being able to be placed closer to their own community and whānau, and impacts this has on from regularly seeing their whānau. **(Oranga Tamariki Act, Part 2, 13,2(f) (ii)(B))**
- Rec 2:** **Oranga Tamariki Deputy Chief Executive Care Services** identify and address the system and practice impediments that prevent excellent transitions out of Te Oranga. **(as per State of Care action point 3)**
- Rec 3:** **Oranga Tamariki Deputy Chief Executive Leadership & Organisational Development** review the My HR system to ensure that the process of recruitment of staff can occur in a more timely manner.
- Rec 4:** **Oranga Tamariki Deputy Chief Executive Care Services** work with Canterbury District Health Board (CDHB) to see how young people's mental health needs in Te Oranga can be prioritised for service by CDHB. **(as per State of Care action point 13)**

FOR THE RESIDENCE

- Rec 5:** **Residence's Leadership Team** improve their responsiveness to mokopuna Māori by encouraging the staff and mokopuna Māori to jointly engage in a safe and respectful cultural journey of learning and discovery and to develop a strategic vision for incorporating Te Ao Māori perspectives into practice **(as per State of Care action point 18)**
- Rec 6:** **Residence Leadership Team** should provide opportunities for all staff to engage in one to one supervision to strengthen care practice and provide opportunities for staff to engage in cultural supervision.
(as per State of Care action point 17)
- Rec 7:** **Oranga Tamariki General Manager Care and Protection** and the **Residence Leadership Team** address the system and practice challenges that prevent all site social workers from having regular and consistent engagement with young people in residences.

NOTE: There are some areas for development that have not resulted in a formal recommendation. This is because there is evidence that they are already being progressed. We will review each of these at our next visit.

Findings for each OPCAT domain

Domain 1: Treatment



Well placed with developing elements

10. Young people in the residence are treated well. They have positive relationships with staff who engage with them well. Care workers are guided by the clinical team and they work together to ensure that young people's needs are responded to. Staff have a genuine desire to support young people to gain the best possible outcomes from being in the residence and to return to their communities with the support they need. The Behaviour Management System (BMS) is well understood by young people and they are rewarded for their individual progress. Various models of therapeutic care are understood and used by staff to inform their practice when working with young people. This includes Trauma Informed Practice, Neurosequential Model of Therapeutics (NMT), Sensory Modulation and the Relational Framework. Finally, while Te Oranga manages emergency placements for young people from out of their area well, more work is needed to enable young people to have placement options in their own community. At the time of our visit, most of the young people were not from Christchurch.

Strengths

- **Relationship between staff and children and young people.** Young people told us that they felt cared about by the residence staff and have good relationships with them. They have individual staff members they can talk to if they are worried or upset. Staff engage well with the young people and build good rapport with them. One young person referred to a staff member as *Nana*. Young people have the opportunity to have individual time with the residence manager.
- **Quality of assessment and planning.** The Team Leader Operations (TLO) and Team Leader Clinical Practice (TLCP) meet weekly to review and update young people's plans. Case leaders develop the care and operational plans in consultation with young people, the field social worker and the care teams. The care team use the care plans to guide their work, and meet regularly to review them. A

What young people said:

"I like the staff and feel safe at Te Oranga." [redacted] **years old**

"The staff here at Te Oranga are cool...I'm a different person now and can walk away and take time out when I'm angry... (there are) staff I can talk to when I am sad or worried." [redacted] **yrs old**

"Staff are good. Like (male staff) and (male staff) (I) feel safe to talk to them about anything. Will talk to them when I am sad, angry or lonely." [redacted] **yrs old**

range of forums are used to review the progress of young people with external stakeholders. The Team Leader Clinical Practice has developed a young person friendly Individual Care Plan (ICP) goals document to summarise key points from the plans into one document. This is reviewed monthly.

- **Involvement of children and young people.** Our 2016 visit highlighted the need for the residence to provide opportunities for young people to provide direct feedback about the residence. Since then, a weekly Sunday unit meeting has been established for the young people where they meet and discuss issues that are pressing. A suggestions box has been implemented in the residence as part of the Whaia te Maramatanga (WTM) process. This provides another avenue for young people to provide feedback on any aspect of their experience of the residence.
- **Behaviour Management System (BMS).** The BMS system is well understood by young people and the rules and explanations of how the system works are visible in the unit. Young people's progress through the system is displayed in the unit and they are able to track themselves through the levels. It is a point's based system linked to three different levels. Each level provides different privileges. The young people were able to tell us how they earn points, how they move between the levels and the types of privileges offered for each level. These included milk shakes, varied bed times and opportunities to facilitate the Sunday unit meetings. Both staff and young people have identified that whilst they understand the BMS system, it is complicated to follow. Staff are exploring the use of a modified system developed in another Oranga Tamariki Care and Protection residence to see if this would be easier for young people to understand.
- **Model of therapeutic care.** There are four main therapeutic models of care being used in the care of young people at Te Oranga. Trauma informed practice is used by staff who have regular opportunities to talk about working with trauma, and understand the needs of young people through a trauma informed perspective. Staff have also been trained in Sensory Modulation and a sensory room or '*the zone*' has been developed to support this work. The Neurosequential Model of Therapeutics developed by Psychiatrist Bruce Perry is a model to support individualised planning and has been introduced by the TLCP. This training is being socialised with the care teams on their office day. The Relational Learning Framework developed by psychologist Wendy Kelly is also something that the care team have been trained in and use with young people.
- **Transitions into and from care.** Effective management processes and practices are in place for the admission of a young person. Often these admissions are emergency admissions, which the residence has little time to prepare for. A number of assessments are completed with young people within the first 24 hours. These include drug and alcohol, mental health and suicide risk assessments. Residence staff are able to access additional support for the young people if required. Case Leaders are involved with planning and the admission process. They are responsible for completing all the paper work, whilst the care team complete the admission process with the young person.

Transitions out of the residence are managed gradually. Meetings are organised between the young person and the people to whom they are transitioning, to support familiarity and promote a positive transition. A farewell process is organised by the residence for the young person. The young person has the opportunity to plan the food for this day and young people and staff have an opportunity to say goodbye, affirm the changes the young person has made, and wish them well. Management is considering how the onsite flats can be used as part of the transition process for some young people. We look forward to assessing progress on this at further monitoring visits.

Areas for development

- **Transitions into and from care.** At the time of our visit, almost all of the young people at Te Oranga were from the North Island and had been placed at the residence due to a lack of beds closer to home. This has meant opportunities for regular face-to-face connections between young people and their whānau are harder to maintain. Some young people we spoke to had not seen their whānau for nearly five months. Currently there are three young people waiting to leave but there are no placements available. Young people become disheartened at not being able to leave the residence. The positive changes they have made are often replaced by an escalation of negative behaviours. There is a need to review current practices to ensure young people can remain closer to their whānau. Placement options within whānau need to be more widely explored and increased care options need to be developed at local site level. We are aware that the care continuum project is developed to respond to this need and it will take time to deliver tangible results.
- **Use of restraints.** Care staff have recently moved from the use of Nonviolent Crisis Intervention (NVCi) practice of managing critical incidents to the Management of Actual or Potential Aggression (MAPA). This has a greater focus on the prevention of escalating behaviours. Some staff felt that MAPA is a less effective practice than NVCi. When we discussed this with the TLO, he felt greater familiarity with the process would enable care staff to become more confident and skilled in using MAPA practices.

What young people said:

"... (I want to) be out of residence and am really worried I am still going to be here at Christmas time...(I'm) still at the residence because Oranga Tamariki can't find a foster home." [b] yrs old

"I don't know where my next home is going to be... you don't really get a say. You just get taken." [b] yrs old

"Don't know where my next home is. Supposed to go to a lady called X but then I didn't want to go because I don't want to leave – don't know where I want to go." [b] yrs old

Domain 2: Protection system



Well placed

11. The residence's rules and grievance processes are well understood by young people. These are shared with them at admission and the rules and grievance processes are displayed around the unit. Opportunities to regularly discuss both the rules and the grievance process are provided at the youth forum held once a week and at the daily unit meetings. Young people see the Whaia Te Maramatanga (WTM) grievance process video once a month and are familiar with members of the grievance panel and youth advocates. There was no indication from young people that they felt they could not use the process.

Strengths

- **Young people's understanding of the rules.** All young people we spoke to knew the rules of the residence. Different systems including the BMS system and young people's weekly duties support them to know and understand the rules. During our initial tour by two young people, they were able to articulate well what their responsibilities were for their rooms, their personal hygiene and residence rules.
- **Young people's understanding and use of the Whaia te Maramatanga complaints process.** Every month the young people see the WTM process video. They understand the process and use it. The young people we spoke to told us they particularly liked the suggestions box, as it gave them a chance to give their feedback and share their ideas.
- **Grievance panel.** Panel members visit the residence regularly. Young people know who they are and understand their role. The grievance panel and youth advocates meet quarterly together with the grievance co-ordinator and residence manager.
- **Youth advocates.** Young people know who the youth advocates are and understand their role. The use of the youth advocates has been limited, mainly because the young people feel confident enough to complete the forms themselves and do not feel they need any support with the process. Advocates visit regularly and will often stay and share a meal with the young people.

What young people said:

"(I) feel safe to make a suggestion.

12 yrs old

"Everybody has to watch the (Whaia te Maramatanga) video. If you don't like something you will get a grievance paper. You put it in an envelope and then in the thing (mailbox). You can make a suggestion too. The staff check it and then they talk to you."

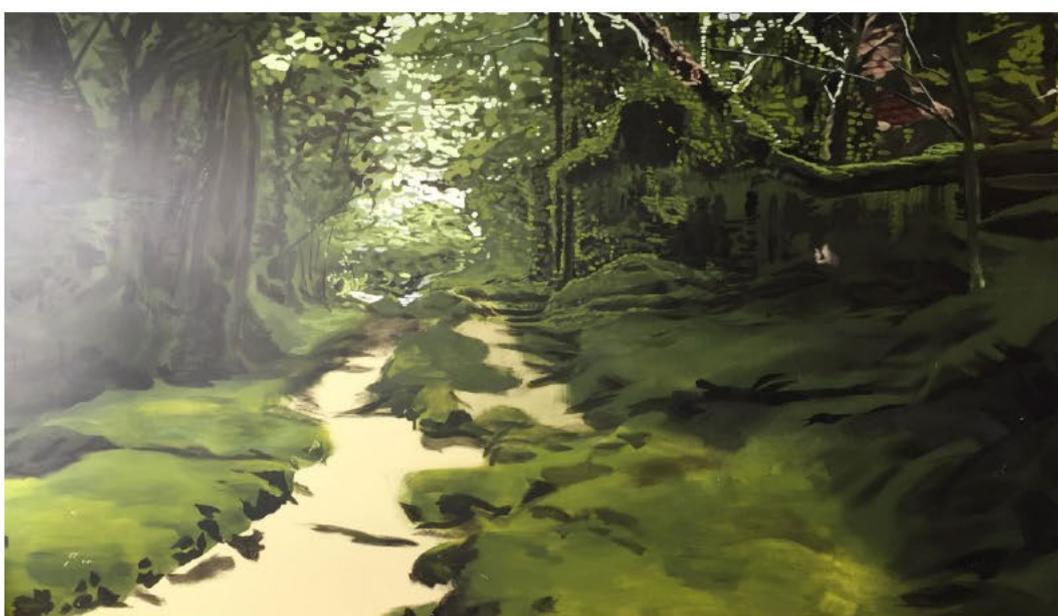
12 yrs old

Domain 3: Material conditions



Well placed with developing elements

12. The physical environment of the residence is largely well maintained. However, the unit is due for a refresh and some furnishings such as large pillows and chair coverings are worn and need replacing. Young people told us they enjoy being able to personalise their bedroom space. There is very little tagging in the residence. Young people told us they enjoy the food and eat well.



A recently painted mural in the secure unit

Strengths

- **Inside environment.** Overall, the inside environment is tidy. However it is due for a refresh and management have already started this process by painting some of the young people's rooms and commissioning a mural in the secure unit. There is a good amount of natural lighting that comes into the unit. Young people enjoy being able to make their room their own. The bathrooms and shower facilities are clean and presentable. Since our previous visit, a 'sensory room' called *'The Zone'* has been developed. A range of sensory equipment is provided for young people to use if needed.

- **Bedding.** Young people told us they used to have just one single mattress on their bed which was uncomfortable. However they now have two mattresses on their beds which has made their beds a lot more comfortable to sleep in.
- **Food.** The kitchen staff are doing an excellent job with their food programme and many young people commented on how much they enjoy the food. There is a summer and winter menu and these are checked by a dietitian. Young people's dietary needs and any allergies are monitored. Suggestions about the food are welcomed. The kitchen staff introduce different types of food as well as keeping with familiar meals. They are working hard to find a good balance between providing what the young people want and a healthy diet. If whānau are onsite visiting or staying over, the kitchen staff will prepare and provide their meals. Kitchen staff regularly check with young people to ensure they have had enough food to eat. When young people are transitioning out of the residence, the kitchen staff work with them to identify the type of food they want for their farewell.
- **Outside Environment.** The outdoor environment is well maintained and well laid out. There is ample space for young people to participate in physical activity. An onsite swimming pool is available for summer months, and a gymnasium and a semi basketball court is available all year round. Some young people told us about the vegetable garden and their enjoyment of working in this when they can.

What young people said:

"The rooms are okay and the beds are comfortable" 9(2)(a) yrs old

"I like I can personalise my room and have my stuff in there, it makes it mine." 9(2)(a) yrs old

What young people said:

"Food here is good. (I) like anything... miss KFC favourite food is the chicken popcorn." 9(2)(a) yrs old

"Food is yum. If I don't like it we can use the WTM. Can tell the kitchen staff if we want." 9(2)(a) yrs old

(The food is) "yummy. Especially Friday fry ups with chicken burgers." 9(2)(a) yrs old

I like (male staff) the cook best he makes sure I have had enough to eat." 9(2)(a) yrs old

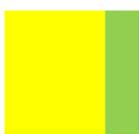
Areas for development

- **Inside environment.** The air conditioning unit requires some urgent attention. When we entered into *'the zone'* room, the temperature was unbearably hot. The air conditioning unit was causing constant temperature fluctuations – affecting the overall health and wellbeing for the young people. The management team have had ongoing issues with this and have tried their best over the last year to have this addressed. Since our visit in September 2017 and the provision of our draft report in October 2017, an inquiry has been called into this issue. This is a very positive outcome and we look forward to seeing this resolved at our next visit. Continuing with the painting refresh will support the residence manager's vision of trying to make the environment a more young person friendly space.



Residence yard and unit

Domain 4: Activities and contact with others



Developing with well placed elements

13. The school is providing good opportunities for young people to participate in a range of offsite activities. A structured programme is in place within the residence to guide their daily routines. At the time of our visit, the programme co-ordinator was working on a new programme for the young people. This will provide more opportunity for them to engage in offsite activities and participate in more individualised activities. This is a positive development and we look forward to seeing development at our next monitoring visit. There is a need to improve the access that young people have to their whānau when placed so far away from them. The residence is doing all it can to work with the situation they are faced with, however, more planning, support and resource from National Office is required to address the issue of children and young people being placed outside of their community.

Strengths

- **Young people's participation in activities and programmes.** The school's teaching staff and residence care staff are working well together to support young people's participation in programmes. Through the school, young people are participating in monthly Adventure Based Learning (ABL) which includes hiking, mountain climbing and learning about the local area. Both the residence and school staff work well together to support these activities. There has been more focus on education and literacy in the unit and more books have been made available both to the school and the unit to support this focus. Structured day activities outside of school hours include games evenings, completing morning routines, physical and recreational activities, movie nights, quiz evenings, quiet time, life skills activities and some offsite activities. External groups also come into the residence to provide a music programme. At the time of our visit, two young people were participating in a kitchen programme where they complete meal preparation, kitchen hygiene and food handling learning modules.

What young people said:

I normally go up to Napier to visit them (family)... (wish) to see my family. ^{9(2)(a)} **yrs old**

"Last time I saw them was at Easter." (5 months earlier) ^{9(2)(a)} **yrs**

My social worker wants me to go to the Māori unit at Whakatapokai but I want to go and live with my whāngai mum in Rotorua. ^{9(2)(a)} **yrs**

"have seen mum and my stepdad ... Easter day" (5 months earlier) ^{9(2)(a)} **yrs old**

Areas for development

- **Young people's contact with family and whānau.** Access to whānau occurs regularly for the local young people; however, the high number of young people in the residence from out of the local area is of concern. Many have been placed in Te Oranga from the North Island which impacts negatively on the regularity of visits with their whānau. The residence team pro-actively works to the best of their ability to engage whānau from out of the area, for example, they organise and fund visits and show generosity by providing some meals for the whānau during their visit, however, they are unable to engage in quality whānau work that is sustainable, and it makes transition planning for the young person more difficult. Whilst young people are able to have regular phone calls and where possible, video calls with whānau members, the physical face to face connections are unacceptably, often months apart. It is important for National Office to consider how they can avoid placing young people so far away. Contact with social workers is variable. Both staff and young people commented on this, highlighting the inconsistencies in young people having regular contact with their social workers.
- **Recreational equipment.** Young people told us they would like more variety of equipment such as more exercise equipment, boxing bags and mitts and rugby balls. We encourage the residence to replace some of the existing equipment and to purchase more.

Domain 5: Medical services and care



Well placed with developing elements

14. Young people have good access to primary health services. A nurse and a doctor are regularly onsite, and when needed, young people are taken into the community to access services such as dentists and optometrists. However the waitlist to access mental health services is an issue that is impacting negatively on young people.

Strengths

- **Young people's access to primary care services.** There is a good system in place for young people to access medical practitioners and to make appointments. Generally if young people need to see a medical practitioner, they can talk to a staff member or to the nurse and this will be organised for them. Young people told us that they know the process, and when it has been used, the response has been timely.

What young people said:

"...they come every Friday and Tuesday. If urgent, they will ring the Doctor.... Talk to your CL if you need to see a dentist. Last time I got to go the next day because the spaces were all free."

9/2/18 yrs old

"...Can talk to her (nurse) after breakfast She helps us to keep healthy. She's nice...sees how we're going."

9/2/18 yrs old

Areas for development

- **Young people's access to specialist mental health.** Ready access to mental health services is an area that needs further development. The residence has been working to build relationships with key people in the mental health services to assist in greater information sharing, triaging and prioritising of young people's referrals and cases, however, there is a waitlist for District Health Board (DHB) mental health services which impacts negatively on young people. We understand that the residence and Oranga Tamariki do not have immediate power to address this, however it is an issue that is seriously affecting young people's wellbeing and needs to be addressed urgently so that young people are able to have timely access to supports they need. We encourage the Deputy Chief Executive Care and Oranga Tamariki Chief Executive to engage in discussions with the Canterbury District Health Board to resolve this challenge. We have given the developing element in this domain because there is a need for greater advocacy from Oranga Tamariki to find a resolution to this serious issue for young people.

Domain 6: Personnel



Well placed with developing elements

15. Young people feel well cared for by staff who are well trained and committed to ensuring young people's wellbeing. However, being able to recruit new staff in a timely manner is an area for further development. This has been impacted by Oranga Tamariki MY HR system introduced in April this year. If this issue was addressed it would have a positive effect on staffing levels and enable the two TLOs and the TLCP to remain off the floor. The TLOs and TLCP are currently spend quite a lot of their time working on the floor to cover staff absences. This impacting on the time they have available to meet their other responsibilities.

Strengths

- **Staff training.** Staff training occurs regularly, with TLOs and the TLCP providing a range of training for staff. As well as the training on therapeutic models such as trauma informed care, staff have received additional training in Strengthening Engagement, Structured Days and Courageous Conversations. External training has also been provided by community providers for example, STOP facilitated training in addressing sexual abuse.
- **Staff levels.** Staffing levels at Te Oranga are sufficient. However, at the time of our visit, there were a number of staff absences both planned and unplanned which was proving challenging. The residence was also providing a staff member to support a young person at Princess Margaret Hospital. The management team did exceptionally well to cover all shifts using the small contingency pool of casual staff as well as using TLOs and the TLCP to work on the floor. Staff went over and above their required working hours and expectations, to ensure that the staffing situation did not impact on the wellbeing of the children and young people.
- **Staff supervision and coaching.** Care workers receive group supervision from an external person every three weeks and opportunities for care workers to debrief informally as they need are welcomed. The Oranga Tamariki Supervision policy does not require care workers to be provided with one to one supervision, however, we believe that staff practice and wellbeing would benefit from the opportunity for care staff to access one to one supervision.

Areas for development

- **Staff recruitment.** The recently introduced MY HR system is not well designed for residences and has a negative impact on staff recruitment, introducing delays. Staff told us that people who have applied for roles at the residence are taking up other jobs due to the length of time the residence recruitment process is taking. This is something that was out of the control of the residence but impacted on the numbers of staff available to cover shifts when the residence most needed it.
- **Cultural supervision.** The leadership team should explore further the availability for staff to access cultural supervision especially for their work with mokopuna Māori. This would enhance staff ability to reflect on, and improve their knowledge and understanding of their practice from a cultural perspective and enable them to understand mokopuna Māori within a Te Ao Māori context.

Domain 7: Responsiveness to Mokopuna Māori



Developing with minimally Effective

- Leadership at Te Oranga told us they have a commitment to ensuring that Te Ao Māori is a focus in the residence and while we did see some evidence of this in programming and activities, overall little progress has been made since our last monitoring visit. It is timely for the residence to consider what their vision is for implementing a Te Ao Māori focus and how they can utilise the expertise of existing staff, young people and local Māori connections to develop a strategic approach. Cultural supervision for all staff is not currently available. We expect to see tangible developments in this domain when we next visit in 2018.



“Puawai Te Ao” - onsite Marae

Strengths

- Residence’s valuing and use of tikanga Māori.** We were welcomed to the residence with a great mihi whakatau then the practice of Whakawhanaungatanga through the introduction of each individual using their pepeha. This worked well and most of the young people participated in this. Te Ao Māori is a priority area for the management team and there is positive leadership from the school in incorporating Te Ao Māori into their daily curriculum.

Area for development

- **Responsiveness to mokopuna Māori.** While some staff told us that often young people did not want to know their affiliation and connection to being Māori, young people told us about their desire to learn te reo and be involved in Kapa haka, and some talked about their disconnect from their culture. We also participated in a mihi whakatau with all the young people and observed them take part in waiata and karakia sessions at school. This showed a willingness to want to learn. Supporting young people to feel confident about pursuing their Māoritanga and providing more opportunities for them to participate in activities that connect them to their Māori heritage is an important next step. Having all staff on this journey will encourage young people to feel confident and safe to embark on their own journey of identity and belonging.
- **Residence's vision for mokopuna Māori.** All staff we spoke to about mokopuna Māori indicated a desire to want to do more for young Māori people in the residence. There were some excellent ideas shared, such as how to utilise the Marae more, how to improve staff knowledge and capability in responding to mokopuna Māori and developing a forum for both Māori young people and Māori staff to come together. It is timely for the residence to start to identify what the collective vision is in their journey in Te Ao Māori. Utilising mana whenua expertise and the expertise both of staff and Māori young people, could provide some useful insights to inform a strategic vision.

What young people said:

"Maori culture...do bingo, scattergories, te reo with nana and other stuff... would like to learn more about other Aotearoa, New Zealand places."

9(2)(a) yrs old

"When I get older I would like to learn to speak I Māori a bit more than I do. (I) want to teach a Māori class... and I want to learn how to use a poi. Normally not allowed to do things like make it (poi) because it has string and people do stupid things like hang themselves and stuff."

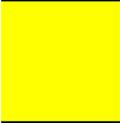
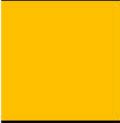
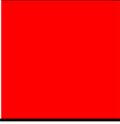
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Appendix One: Why we visit (legislative background)

17. The Children's Commissioner has a statutory responsibility to monitor and assess the services provided under the Children, Young Persons and Their Families Act 1989 (CYP&F Act 1989). Specifically, section 13(1) (b) of the Children's Commissioner Act 2003, states that the Commissioner must monitor and assess the policies and practices of Child, Youth and Family and encourage the development of policies and services that are designed to promote the welfare of children and young people.
18. In addition, the Office of the Children's Commissioner is designated as a National Preventive Mechanism (NPM) under the Crimes of Torture Act (1989). This Act contains New Zealand's practical mechanisms for ensuring compliance with the United Nations Convention Against Torture and other Cruel, Inhuman, or Degrading Treatment or Punishment (OPCAT), which was itself ratified by New Zealand in 2007. Our role is to visit youth justice and care and protection residences to ensure compliance with OPCAT.

Appendix Two: Interpretation of ratings

19. The Table below provides a quick reference to the meanings of ratings given in the report.

Rating	Assessment	What it means
	Transformational/outstanding	Exceptional, outstanding, innovative, out of the norm
	Well placed	Strong performance, strong capability, consistent practice
	Developing	Some awareness of areas needing improvement; some actions to address weaknesses, but inconsistent practice; pockets of good practice
	Minimally effective/weak	Low awareness of areas needing improvement; lack of action to address weaknesses; significant concerns exist
	Detrimental	Actively causing harm, negligent, ignoring, rejecting, undervaluing, undermining practice

Note: For more detail on the meanings of each rating for the individual sub-domains assessed, refer to our evaluative rubric: <http://www.occ.org.nz/assets/Publications/RUBRIC/Evaluative-Rubric-FULL.pdf>

Appendix Three: Interviews conducted and information accessed

Our visit to Te Oranga included interviews with:

- Residence Manager
- Six Young people
- Operations Team Leader (OTLs)
- Clinical Lead of Practice (CLP)
- Residential team
- Clinical team
- Education team
- Kitchen staff
- Programme Coordinator/ Audit and Compliance Advisor

The following sources of information also informed our analysis:

- Visual inspection of the residence
- Last Oranga Tamariki audit report
- Programme Planning documentation
- Grievance quarterly reports and electronic register
- Training register
- Young people's files at the residence (including Individual Care Plans and Operational Plans)
- Secure care register, secure care log book, and unit log books