



BRIEFING NOTE: Meeting with Henry Hill School Principal, Jason Williams to discuss trauma informed practice on Wednesday 30 June 2021

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	28 June 2021	Priority:	High
Security Level:	In Confidence	METIS No:	1262995
Drafter:	Samantha Vernon and Branka Vasilic	DDI:	06 833 6726
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose

This briefing note provides information for your meeting with Jason Williams, Principal of Henry Hill School to discuss trauma informed practice on Wednesday 30 June 2021.

Proactive Release

- a **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

Agree / Disagree



Dr David Wales
National Director, Learning Support Delivery
Sector Enablement and Support

28/6/21



Hon Jan Tinetti
Associate Minister of Education

30/6/2021

HENRY HILL SCHOOL (2574)

Contact Name: Jason Williams, Principal
027 759 5000

Address: 15 Dick Place Onekawa Napier

Key People

Board chairperson: Andrea Wilson
022 199 0281

Principal: Jason Williams
027 759 5000

Background information about Henry Hill School

Profile Information

Authority	State
School Type	Contributing (1-6)
School Gender	Co-Ed
Education Medium	English Medium
Decile	1
Electorate	Napier

Roll information

July 2020 Roll	Number	Percentage (%)
Māori	204	79%
Pacific	21	8%
Asian	2	1%
Other	6	2%
European/ Pākehā	25	10%
International	0	0
Total	258	100%

Additional information

Impact of COVID-19	COVID has had an impact on a group of students' attendance levels. The School successfully applied for \$ 1,500 through the Urgent Response Fund. This funding was to support the wellbeing needs of 20 learners whose attendance was below 80%. Henry Hill School believed this will lead to the learners feeling safe and comfortable at school. It will also improve engagement with their
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	parents/caregivers, therefore leading to further improvement in engagement and attendance.
School achievements	Henry Hill School are finalists in the Prime Ministers Excellence in Health and Wellbeing Education Awards.
Education Review Office	The school was last visited by the Education Review Office (ERO) in 2018 and is due to return in 3 years. ERO found that the school achieves good outcomes across most groups of students.
Kāhui Ako Communities of Learning	The School does not currently belong to a Kāhui Ako. It previously belonged to Matariki Kāhui Ako.
School Donations Scheme	The school opted into the School Donations Scheme for 2020 and has opted in for 2021. The school received \$40,500 excluding GST in lieu of donations in 2020 and have received \$38,700 excluding GST in 2021 based on the July roll return.
Ka Ora, Ka Ako Healthy School Lunch Programme	The school is taking part in the programme. They began serving lunches on the 12th of October 2020. They have chosen the external model with one supplier, delivery model. Feedback from the school is that students are now eating healthy food and enjoying their lunch. Teachers have noticed improvements in their classes' concentration levels post lunch. The benefits have gone beyond the school environment, with whānau reporting that their children's eating habits at home have also improved.
Access to Period products	Henry Hill school has opted into the national implementation of the initiative and will be able to order products from 1 June.
Learning Support Coordinators	The school does not have access to a LSC because they are not part of a cluster. Only one Kāhui Ako received a LSC in Napier which is Matariki.
Creatives in schools	Henry Hill School did not apply for Round 1 or 2 of the Creatives in Schools projects.

Property

- 1 The school was significantly impacted by the Napier flooding at the end of 2020. The Ministry of Education and community rallied around the school.
- 2 Overall Henry Hill school is in tidy condition and has a proactive Board with good whānau and community support.
- 3 The school suffered extensive flood damage to five classrooms, the library, Sensory (Vision) Resource Hub, Reading Recovery Training Centre and Kōhanga Reo as a result of a storm event in November 2020. The school was able to be temporarily accommodated in other teaching spaces and the hall while reinstatement work was undertaken. This was completed by the start of the 2021 school year.
- 4 We are currently completing weathertightness investigations on a teaching space which remains unoccupied as a result of the flood. We expect this to be completed shortly and we will then be working with the Board on remediation options.
- 5 The school is applying School Investment Package funding of \$187k to create outdoor learning and play spaces adjacent to the classrooms, and is currently working with a landscape consultant on the design.

- 6 We have a positive working relationship with the school on property matters.

Meeting information

- 7 At your meeting on Wednesday 30 June, the Principal, Jason Williams, would like to discuss the following:
- the importance of introducing trauma informed practices in all schools and the difference it has made to his school
 - using the Neurosequential Model in Education (Dr Bruce Perry's model) as a base for PLD for all schools
 - what Henry Hill School are doing with their Hawke's Bay community
 - where the Ministry of Education sit with trauma informed practices and intentions to introduce a model/models to NZ schools

Using the Neurosequential Model in Education as a base for PLD for all schools

- 8 Dr Bruce Perry's Neurosequential Model of Therapeutics (NMT), on which Neurosequential Model in Education (NME) is based, explains how brain development and functioning can be impacted by trauma. NMT provides strategies to help the brain restructure and heal from a relational perspective.
- 9 Research evidence suggests that NMT is effective in residential mental health treatment settings. The effectiveness of the model in education settings is not well understood.
- 10 Trauma informed practices provide teachers with knowledge about how trauma may present, the impact it has on ākonga and how to respond. These teaching practices help ākonga feel safe, continue to build relationships and learn. Whole school trauma informed approaches focus on collaborative, relationally-based and consistent strategies to teach and support co-regulation.
- 11 The Ministry recently talked with Mr Williams about trauma informed practice. He told us he has attended NMT training by Dr. Perry. He stressed the importance of embedding trauma informed approaches within the school culture in a way that relates culturally to their community.
- 12 Mr Williams endorsed the effectiveness of the approach in removing barriers to learning and making a real difference to the lives of their tamariki, staff and whānau. The school took a holistic, wellbeing approach to teaching and focused on the partnership with students and whānau. Their approach involved a whole school staff and community in embedding the learning from the training. This increased the strength, resiliency and connectedness of their community.
- 13 We are advised that teachers' feedback was very positive about the workshops on trauma informed practice delivered at Henry Hill school by Claire Taylor, Ministry of Education special education advisor. Teachers reported better understanding why traditional strategies don't work for children who have been exposed to trauma and what to do to prevent challenging behaviours from escalating.

- 14 We are advised that there is a growing NMT community of practice in New Zealand which meets monthly. Both Jason Williams and Claire Taylor belong to this group. This group includes principals, psychologists, special education advisors and community training providers who potentially hold further evidence of the effectiveness of NMT in New Zealand context.

Ministry of Education position on trauma informed practices and intention to introduce models into New Zealand schools

- 15 Dr Perry's NMT model underpins much of the trauma informed training offered in New Zealand (refer METIS 1256279). While NMT may be the most popular in New Zealand, it still needs to be considered in the context of other developments in the field. Furthermore, to be responsive to diversity and complexity, we need diverse practice approaches that are responsive to local and cultural needs.
- 16 According to Dr Perry the idea of NMT originated in te ao Māori healing practices. He speaks of developing an understanding that disconnectedness is at the heart of trauma during a mārae visit. Being immersed in te ao Māori highlighted the healing value of storytelling, coming together as a community, connectedness with ancestors and nature and the wholeness of thinking and being. Consequently, his focus shifted to the relational health of the children he worked with. We do not know whose guidance Dr Perry received in regard to te ao Māori perspectives.
- 17 Kaupapa Māori research tells us that understanding how trauma impacts Māori requires a recognition of and a cultural response to specific cultural trauma experiences. Therefore, this should include a meaningful co-construction of approaches with Māori whānau, hapu, iwi and communities from a Māori worldview.
- 18 It has also been suggested that NMT aligns well with Sir Mason Durie's Te Whare Tapa Whā as a framework for a response to trauma.
- 19 Being at school can offer a powerful intervention opportunity for trauma-affected students and a protective factor. Trauma informed practices work well when they are embedded as part of the local curriculum, alongside peers and as part of everyday, school wide approaches.
- 20 We also note that overly focusing on trauma can conflict with the ecological and strengths-based approach which are key principles in our learning support practice framework, He Pikorua.
- 21 In summary, the Ministry is of the view that we are not yet ready to confidently introduce a culturally responsive trauma informed practice model into New Zealand schools. We will investigate further research into Māori and NMT understandings to inform our work on a culturally relevant and appropriate PLD base for supporting trauma informed practice.