WAVE evaluation surveys 2023

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Te Pae Māhutonga graphics courtesy of Healthy Christchurch.

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Executive Summary

Background

A request was made through WAVE South Canterbury to the Te Mana Ora Information team to conduct two surveys regarding WAVE: firstly, a survey focused on education settings and, secondly, a survey of WAVE facilitators. WAVE is an education setting-based health promotion programme in South Canterbury, which began in 2007. Education settings include early childhood education centres, primary schools, secondary schools, and tertiary providers. WAVE is based on the health promoting schools (HPS) (Booth & Samdal, 1997) model that grew out of the thinking behind the Ottawa Charter for health promotion. A health-promoting school aims to promote health by making the most of the organisational potential of schools to nurture the physical, social, emotional, and psychological conditions for health, which also strengthens education outcomes (Jones & Furner, 1998). The primary purpose of the two surveys was to understand, from both an education setting and a WAVE facilitator perspective, what have been the most successful ways of working with settings in the previous 12 months and, in particular, the most successful ways that WAVE has supported settings to increase cultural responsiveness.

Methods

Two survey questionnaires were developed by an analyst from the Information Team, Te Mana Ora. Invitations for the WAVE evaluation survey 2023 for settings were emailed as a SurveyMonkey® link to the key contact (identified by the WAVE team) at 50 priority education settings in South Canterbury. Invitations were also sent as a SurveyMonkey® link to the four WAVE facilitators to complete the WAVE evaluation survey 2023 for facilitators.

Key Results

WAVE evaluation survey 2023

Forty-six key contacts at priority settings completed the survey out of 50 priority settings, giving a response rate of approximately 94%. The most important ways WAVE supported settings included strong relationships between education settings and their WAVE facilitator, support to increase cultural responsiveness, advice and support on health-related topics, and provision of health-related resources. Ways that WAVE could better support settings included being clearer about communicating the role of WAVE, facilitators being more flexible with their time, and visiting settings more often without preplanning. Over 90% (90.5%, n=38) of respondents reported being very satisfied or satisfied with WAVE. Over four-fifths of respondents (80.9%, n=34) reported that their setting was very engaged or engaged.

Almost four-fifths (78.3%, n=36) of respondents agreed or strongly agreed that WAVE is successful at taking a whole setting approach, and over four-fifths (82.6%, n=38) agreed or strongly agreed that this was key to WAVE's success. The key ways that WAVE had worked with settings over the last 12 months included settings being provided with WAVE and other resources (71.4%, n=30), being supported by WAVE to increase cultural responsiveness (28.6%, n=12), being assisted in implementing health-related policy (23.8%, n =10), being linked to appropriate health-related professional development (21.4%, n=9), being connected to other agencies (19.1%, n=8), and being assisted with developing health-related policies (16.7%, n=7).

Almost 90% (88.4%, n=38) of respondents agreed or strongly agreed that they could access their WAVE facilitator when needed, and almost all respondents (93%, n=40) agreed or strongly agreed that WAVE facilitators acknowledge the time pressures on the teachers. Almost half (46.5%, n=20) of respondents reported being supported by WAVE to increase their cultural responsiveness. Over sixty percent (62.5%, n=25) agreed or strongly agreed that the work WAVE does with their setting contributes to reducing inequalities. Over two-thirds (69.6%, n=16) of respondents who worked in a WAVE setting during the COVID-19 public health emergency (n=22) agreed or strongly agreed that their setting valued the support

that WAVE provided during this time, and over half (52.1%, n=12) agreed or strongly agreed that WAVE facilitators were a trusted source of COVID-19 related information.

WAVE evaluation survey 2023 for facilitators

All four WAVE facilitators completed the WAVE evaluation surveys in 2023 for facilitators, giving a 100% response rate. Three of the four facilitators agreed or strongly agreed that their engagement with settings had increased over time. One facilitator commented that staffing issues within the ECE sector since COVID-19 had significantly reduced their capacity to engage with WAVE. This facilitator reported adapting and finding new ways to communicate and collaborate with settings. The facilitators identified that they were doing well in the following areas:

- developing and maintaining relationships with settings and communities over time
- supporting settings to increase their cultural responsiveness, and
- connecting settings with other agencies, such as health and social services.

The facilitators reported that WAVE was most successful at supporting settings to increase their cultural responsiveness by linking kaiako/teachers with their local runanga, marae, and Arowhenua Whānau Services, linking settings to resources available, and linking settings to professional development.

Conclusion

The survey results paint a positive picture of health promotion in priority education settings in South Canterbury. The success of WAVE is primarily based on WAVE taking a whole-setting approach. Whole-setting approaches to promoting health and wellbeing can increase academic achievement, student attendance, and retention at school, in addition to providing widespread benefits for the health and wellbeing of children and adolescents, school staff, and the wider local community (Griebler U, Rojatz D, Simovska V, & R., 2017). The most valued aspects of WAVE are the relationships built over time between the WAVE facilitators and the education settings (and their communities), and the support settings receive from their WAVE facilitator(s), including support to increase their cultural responsiveness. The COVID-19 public health emergency impacted WAVE facilitators' engagement with settings, particularly in ECEs. WAVE facilitators have adapted to the increased time pressures of teachers/kaiako by, for example, increasing their modes of communication. The survey findings provide insight into further opportunities for improvement to WAVE, such as providing clearer communication to settings on how WAVE can support them.

Recommendations

Based on the survey findings, it is recommended that WAVE:

- considers how to continue to improve communication with settings about WAVE support available to them (regular, targeted, and interactive communication)
- considers reviewing how visits to settings by WAVE facilitators are organised (including considering flexibility/possibility of unscheduled visits), and
- considers having a WAVE plan template available for settings, that the setting could then adapt.

Background

WAVE (wellbeing and vitality in education) South Canterbury made a request to the Te Mana Ora Information Team to conduct two evaluation surveys in 2023 regarding WAVE: firstly, a survey focused on education settings in South Canterbury and, secondly, a survey of the WAVE facilitators.

The purpose of the surveys was to understand, from both a setting and a facilitator perspective:

- how WAVE has worked with settings over the last 12 months
- what settings have valued most about working with WAVE over the last 12 months
- how important the whole setting approach is to the success of WAVE
- how WAVE has supported cultural responsiveness over the last 12 months
- the difference WAVE has made to cultural responsiveness in settings, and
- the advantages of working in a WAVE setting during the COVID-19 public health emergency.

WAVE is an education setting-based health promotion programme in South Canterbury which began in 2007. Education settings include early childhood education centres, primary schools, secondary schools, and tertiary providers. All education settings in South Canterbury are engaged with WAVE.

WAVE has committed to honouring Te Tiriti o Waitangi, and is grounded in Te Pae Māhutonga (Durie, 1999). WAVE is based on the health-promoting schools (HPS) (Booth & Samdal, 1997) model, and is built on the principles of health promotion, which include participation, empowerment, holism, equity, sustainability, and networking (Rootman, Goodstadt, Potvin, Springett, & Ziglio, 2001). A health-promoting school (HPS) is defined by the World Health Organisation (WHO) as a school that consistently strengthens itself as a safe, healthy setting for teaching, learning, and working (World Health Organisation, 2017). The HPS approach is a whole-school approach that not only focuses on health education in the classroom but also on creating a healthy school environment, healthy school policies, and attention to health promotion in the whole curriculum. HPS creates change by embedding health promotion across the whole school system. WHO defined six key characteristics of HPS: healthy school policies, healthy physical school environments, healthy school social environments, health skills, education, links with parents and the school community, and access to school health services (IUHPE 2009).

A health-promoting school (World Health Organization, 2021):

- fosters health and learning
- engages all to make the school a healthy place
- strives to provide a healthy environment, school health education, and school health services along with, for example, joint school and community projects, nutrition programmes, and mental health promotion
- implements healthy policies and practices, and
- strives to improve the health of students, staff, families, and community members.

Research has shown that whole-school approaches to promoting health and wellbeing can increase academic achievement, student attendance, and retention at school, in addition to providing widespread benefits for the health and wellbeing of children and adolescents, school staff, and the wider local community (Griebler U, Rojatz D, Simovska V, & R., 2017)

Although the HPS model is focused on school environments, WAVE also includes early childhood education and tertiary providers.

WAVE has a stated vision of 'supporting our children and young people to learn well and be well'. The WAVE goals are to:

- reduce inequities in health and education
- support young people and their families in developing healthy behaviours, and
- support education environments that raise students' achievement, where tamariki and rangatahi can thrive.

The WAVE Prioritisation Tool

The WAVE Prioritisation Tool was introduced in 2018. Based on the WorkWell tool[1], consideration was given to factors including the size of the education setting, the Equity Index (updated from school deciles in 2023), and the proportion of Māori, Pacific, and migrant or ESOL students. The settings with the highest needs were identified as priority settings. WAVE provides more time and resources to these settings.

All education settings in South Canterbury have a WAVE facilitator as a key point of contact. Other WAVE support for all settings in South Canterbury includes the WAVE newsletter and email updates, access to the resource centre, invitations to events (including professional development), and support for health policy implementation.

Priority education settings in South Canterbury are provided with additional support, including specific setting plans (for how WAVE will support their setting), regular contact/visits from their WAVE facilitator, access to health and wellbeing toolkits, support for health and wellbeing in the curriculum, support to engage with whanau in their community about health and wellbeing, and links to relevant community groups and organisations.

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[1] https://workwell.health.nz/

Methods

Two survey questionnaires were developed by an analyst from the Information Team, Te Mana Ora. The WAVE evaluation survey 2023 questionnaire for settings is included in this report as Appendix 1, and the questionnaire for the WAVE facilitators is included as Appendix 2. Both surveys included yes/no questions, scaled questions (level of agreement with a statement), and free-text questions. The WAVE evaluation 2023 questionnaire for settings also included questions with lists of response options. Invitations for the WAVE evaluation survey 2023 for settings were emailed as a SurveyMonkey® link to 50 priority settings. The WAVE team provided the contact details for their primary contact at each priority setting for the survey invitation to be sent to. Survey invitations were sent by the analyst on 17 September 2023, and the survey was closed on 18 October 2023. Invitations to complete the WAVE evaluation survey 2023 for facilitators were emailed to all four WAVE facilitators on 27 September 2023.

Ethics

The analyst assessed the survey against the criteria requiring ethical review by a Health and Disability Ethics Committee (HDEC). As the survey was not requesting any personal health information from respondents, and respondents were not being recruited as consumers of health or disability support services, the survey was not within the scope of the HDEC review. Respondents were considered to have provided implicit consent through their participation. Respondents could skip questions if they wished to and could opt out of the survey at any point. Respondents to the WAVE evaluation survey 2023 questionnaire (for settings) were assured of anonymity. Respondents to the WAVE evaluation survey 2023 for WAVE facilitators were informed before completing the survey that anonymity couldn't be guaranteed because of the small number of WAVE facilitators (n=4).

Results

The results of the WAVE evaluation survey 2023 for settings are presented below, followed by the results for the WAVE evaluation survey 2023 for WAVE facilitators.

WAVE evaluation survey 2023

A total of forty-six responses were received for this survey, giving a response rate of approximately ninety-four percent (there were a total of fifty priority settings at the time of this survey, although in at least one setting two contacts completed the survey).
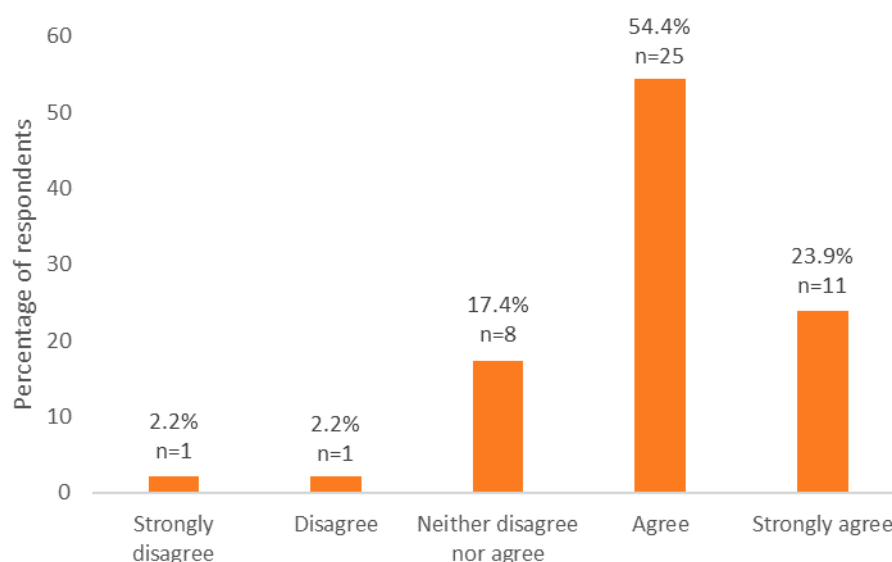
Whole setting approach

Survey respondents were asked to rate (on a level of agreement scale) whether WAVE successfully took a whole-setting approach. Almost a quarter (23.9%, n=11) of respondents strongly agreed that WAVE successfully took a whole-setting approach, and over half (54.4%, n=25) agreed. Almost one-fifth (17.4%, n=8) of respondents neither agreed nor disagreed that WAVE successfully took a whole-setting approach. One (2.2%) respondent disagreed, and one respondent strongly disagreed (2.2%) (Figure 1). Respondents were asked to comment. Six respondents provided a free text response. The comments included:

- WAVE works across our school
- WAVE supports our setting and the wider community
- over the years, our setting has greatly appreciated our interactions with WAVE
- WAVE is approachable and helpful, and
- WAVE facilitator(s) are always seeking feedback and suggestion.

One respondent commented that they have not taken full advantage of WAVE.

Figure 1. How strongly do you agree or disagree with the following statement? WAVE is successful at taking a whole setting approach (n=46)

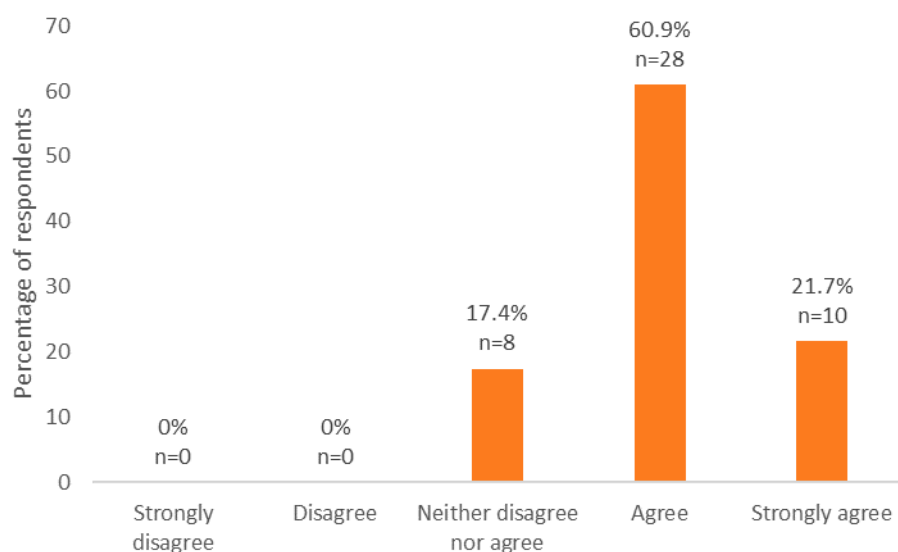Survey respondents were asked to rate (on a level of agreement scale) whether the whole setting approach is key to WAVE's success. Over one-fifth (21.7%, n=10) of respondents strongly agreed that the whole setting approach is key to WAVE's success, and over half (60.9%, n=28) agreed. Almost one-fifth (17.4%, n=8) neither agreed nor disagreed that the whole setting approach is key to WAVE's success. No

respondents disagreed or strongly disagreed (Figure 2). Respondents were asked to comment. Six respondents provided a free text response. The comments included:

- WAVE has provided support over the years to increase kaiako knowledge and planning for tamariki wellbeing
- in addition to the support that WAVE provides to kaiako, WAVE interactions with whānau help to support the kaiako message
- every one of our team feels heard by WAVE
- the support from the WAVE facilitator to consider the wider context of our learning community is valued, and
- WAVE facilitators adapt to support the differing needs of each education setting.

Figure 2: How strongly do you agree or disagree with the following statement? The whole setting approach is key to WAVE's success (n=46)

Working with WAVE

Survey respondents were asked to indicate from a list of options the ways that WAVE had worked with their setting over the previous 12 months (Figure 3). Respondents could select all options that applied. Over two-thirds of the 42 respondents who answered this question (71.4%, n=30) had been provided with WAVE and other resources. Over a quarter of respondents had been supported by WAVE to increase their cultural responsiveness (28.6%, n=12), over one-fifth of respondents had been assisted in implementing health-related policy (23.8%, n =10), and a similar proportion had been linked to appropriate health-related professional development (21.4%, n=9). Almost one-fifth of respondents reported being connected to other agencies (19.1%, n=8). Over sixteen percent (16.7%, n=7) of respondents reported being assisted with developing health-related policies, and over fourteen percent (14.3%, n=6) reported that WAVE facilitated networking opportunities with other settings. Eight respondents indicated that WAVE had worked in their settings in other ways. Other ways that WAVE had worked with settings (provided as free text) included the toothbrushing programme, kanohi-te-kanohi engagement, and sharing wellbeing tips with senior students.

Figure 3: Please indicate ways WAVE has worked with your setting over the last 12 months. (Total n=42)
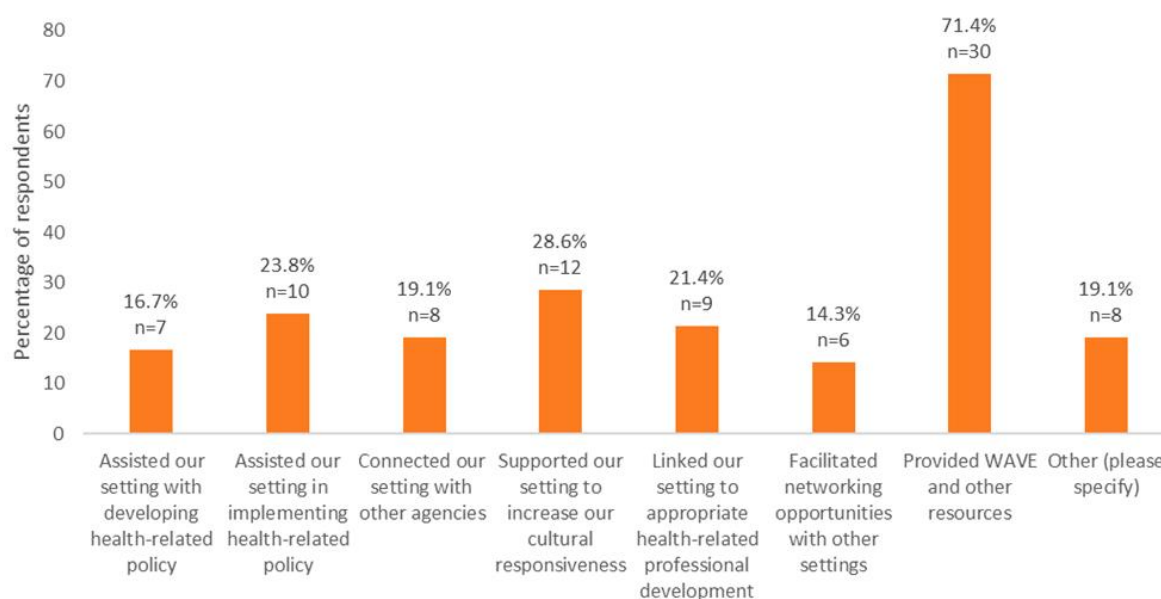
Survey respondents were asked to rate (on a level of agreement scale) whether their setting could access their WAVE facilitator when they needed them (Figure 4). Almost ninety percent of respondents strongly agreed or agreed (88.4%, n=38) that their setting could access their WAVE facilitator when needed. Four respondents (9.3%) neither disagreed nor agreed, and one (2.3%) disagreed. No respondents strongly disagreed with the statement. Respondents were asked to comment. Eight respondents provided a free text comment, a summary list of which is presented below, with the most frequent responses at the top:

- the WAVE facilitator always makes time for our setting/ is only a phone call away/ always available
- the WAVE facilitator is very responsive to our needs
- in addition to being always available, the WAVE facilitator arranges timetabled visits
- the WAVE facilitator is always responsive to our emails and
- WAVE as a team goes above and beyond to connect with our setting.

Figure 4: How strongly do you agree or disagree with the follow statement? Our setting can access our WAVE facilitator when we need them (n=43)
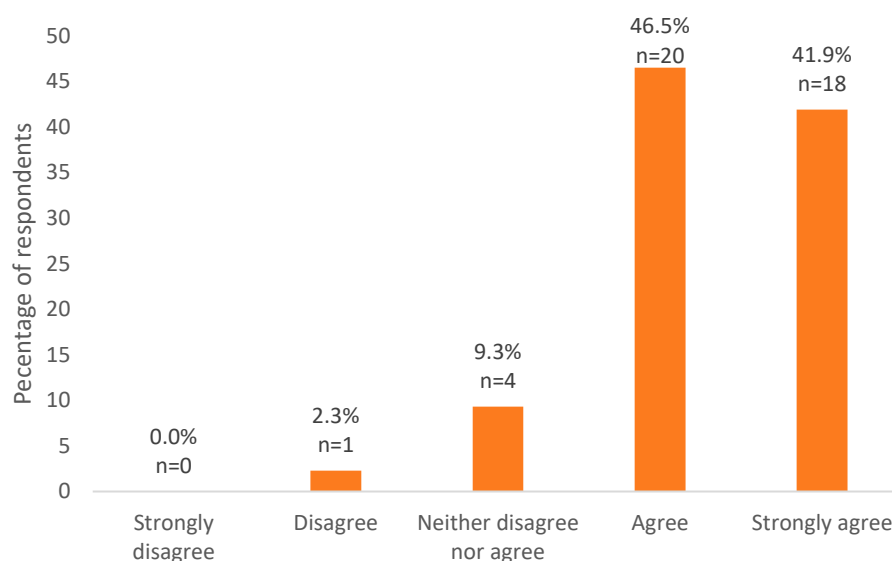
Survey respondents were asked to rate (on a level of agreement scale) whether WAVE facilitator(s) acknowledged the time pressures on teachers in their settings (Figure 5). Over ninety percent of respondents strongly agreed or agreed (93.0%, n=40) that WAVE acknowledged the time pressures on teachers. Two respondents (4.7%) neither disagreed nor agreed, and one (2.3%) disagreed. No respondents strongly disagreed with the statement. Respondents were asked to comment. Six respondents provided a free text comment, a summary list of which is presented below, with the most frequent responses at the top:

- our WAVE facilitator understands and supports us and the work that we do
- our WAVE facilitator understands our commitments to tamariki and plans our meetings accordingly (for example, at the end of a session)
- our WAVE facilitator is very flexible about meeting times, and
- manaaki is evident in all that WAVE facilitator(s) do.

Figure 5: How strongly do you agree or disagree with the following statement? WAVE facilitator(s) acknowledge the time pressures on the teachers in our setting (n=43)
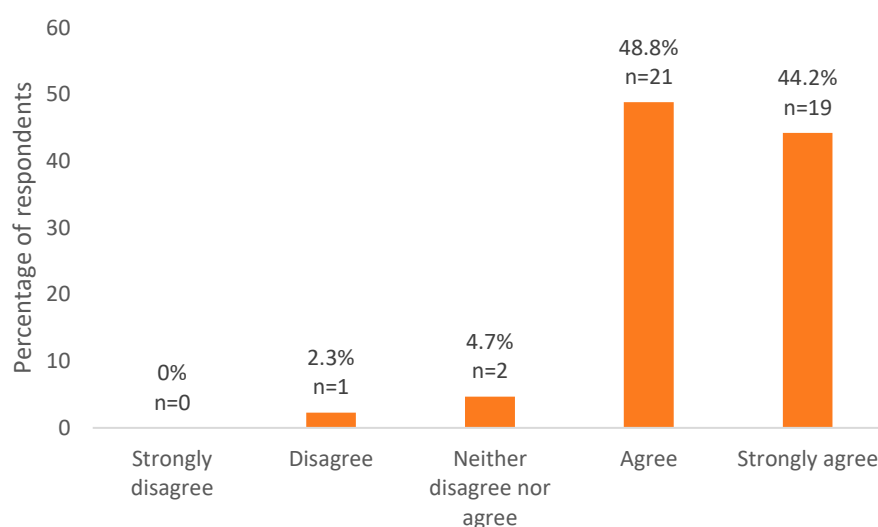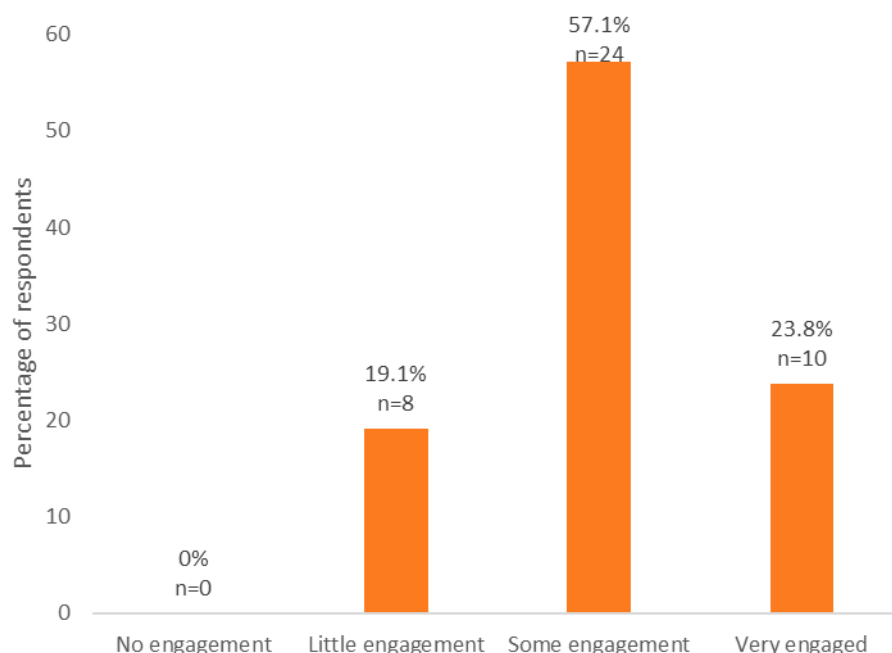

Survey respondents were asked to rate (on a level of engagement scale) how they would rate their setting's overall engagement with WAVE (Figure 6). Almost one quarter (23.8%, n=10) reported that their setting

was very engaged with WAVE. Over half (57.1%, n=24) reported that their setting had some engagement with WAVE. Almost one-fifth of respondents (19.1%, n=8) reported little engagement, and no respondents reported that their setting had no engagement with WAVE. Respondents were asked to comment. Seven respondents provided a free text comment. Comments included that the WAVE facilitator works alongside their team and that engagement included obtaining information and resources. Two respondents commented that their engagement had been stronger in the past, and one respondent indicated that they would like it to be stronger.

> 'Lots of change this year and it has all been a bit crazy. Would like to utilise more that WAVE has to offer next year.'

One respondent noted that their setting continued to be guided by engagement from previous years, noting the ongoing benefits of years of engagement with WAVE.

Figure 6: How would you rate your setting's overall engagement with WAVE? (n=42)

Survey respondents were asked to rate (on a level of engagement scale) how they would rate their setting's overall satisfaction with WAVE (Figure 7). Over forty percent (40.5%, n=17) of respondents indicated they were very satisfied with WAVE, and half (50%, n=21) stated that they were satisfied with WAVE. Less than one-tenth (7.1%, n=3) reported that they were a little satisfied, and one (2.4%) respondent reported being dissatisfied with WAVE. Respondents were asked to comment. Two respondents provided a free text comment. Both comments related to WAVE funding[2] that was available to them before the COVID-19 public health emergency.

> 'The funding used to be very helpful when we could apply for and support health related projects in our setting.'

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[2] Before COVID-19, education settings could apply to WAVE for funding for health-related projects. Higher needs settings received more funding.
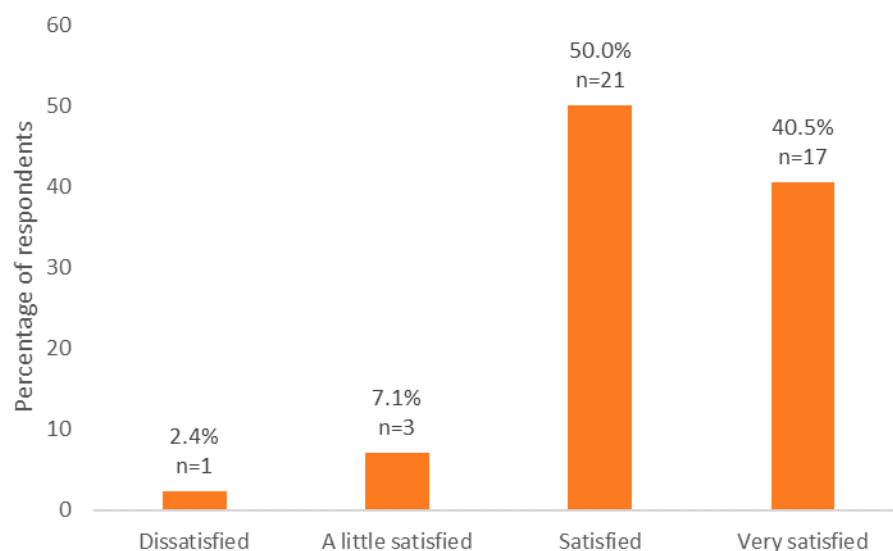
Respondents were asked, as a free text question, 'What have been the most important ways WAVE has supported your setting in the last twelve months?' Thirty-two respondents answered this question, a summary list of which is presented below, with the most frequent responses at the top:

- a strong relationship with our WAVE facilitator
- support with cultural responsiveness, including arranging a marae visit
- advice and support on health-related topics
- provision of health-related resources
- provides a wider perspective of health and wellbeing related issues across the South Canterbury community
- toothbrushing programme
- help with planning and supporting health-related programmes
- assistance in updating our school policy
- co-facilitated a health-related event
- access to equipment, for example sports equipment
- accessing professional development for our teachers
- recommending support for other services, for example the public health nurse
- support for our school garden, and
- help with curriculum-based activities which support wellbeing in schools.

Respondents were asked, as a free text question, 'Are there ways that WAVE can better support your setting to improve your students'/tamariki health and wellbeing?' Nineteen respondents answered this question, a summary list of which is presented below, with the most frequent responses at the top:

- the majority of respondents that provided a comment said that there wasn't any way that WAVE could do better, supporting this response with comments such as they do an incredible job, they go above and beyond, and they continue to be amazing.
- WAVE could be clearer about communicating their role
- WAVE facilitators could be more flexible with time
- WAVE facilitators could complete more 'random visits'
- WAVE could come to settings with plans ready to implement, rather than the school coming up with the plan

- provision of workshops/talks that settings could offer as whānau education evenings
- provision of one-off talks for tamariki, and
- delivery and provision of learning resources that support Pasifika and Māori health and wellbeing.

Supporting settings to increase their cultural responsiveness

When asked whether WAVE had supported settings to increase their cultural responsiveness, almost half (46.5%, n=20) said 'yes' (Figure 8).

Figure 8: Has WAVE supported your setting to increase your setting's cultural responsiveness in the last 12 months? (n=43)
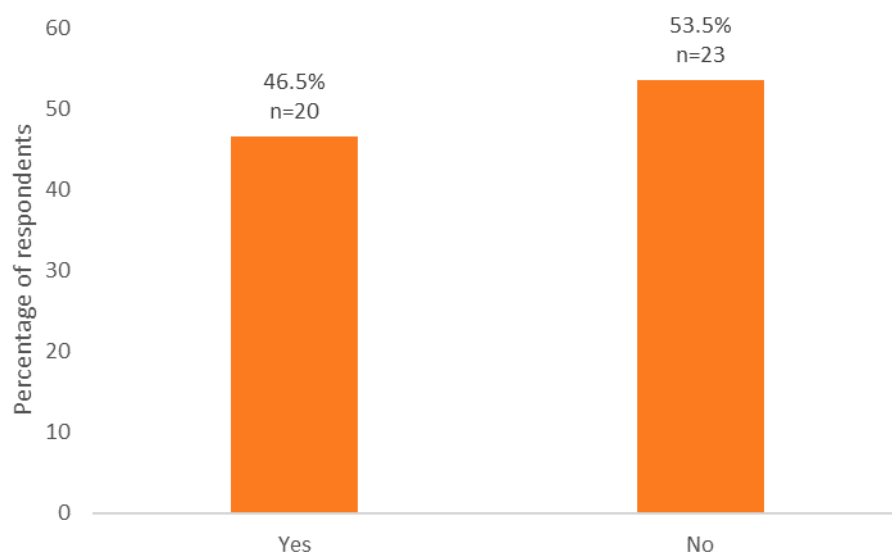
Survey respondents who had indicated that WAVE had supported their setting to increase cultural responsiveness (n=20) were asked to select from a list of options ways that WAVE had worked with their setting to increase their cultural responsiveness over the previous 12 months. Respondents could select all options that applied. Over half (57.9%, n=11) had been connected to resources that support their teacher's cultural competency, almost a third (31.6%, n=6) had been supported/encouraged to have Matariki celebrations, and over a fifth (21.1%, n=4) taught students and teachers ki o rahi (traditional Māori games). Over fifteen percent (15.8%, n=3) of respondents were encouraged to use the Hikairo Schema (a culturally responsive teaching resource), and the same proportion (15.8%, n=3) were connected to local marae visits. Two respondents (10.5%) were encouraged to link with Te Ana Māori Rock Art Centre. No respondents reported being connected to Kāhui Ako (communities of learning), and no respondents reported being supported for Kapa Haka. Respondents were asked to comment. Eight respondents provided a free text comment. A number of respondents reported that WAVE had supported them with Korohi o Te Pepi[3]. Other comments included that the WAVE facilitator had connected them to other relevant organisations and had given them ideas for their newsletter.

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[3] https://www.stuff.co.nz/timaru-herald/news/116694126/korohi-o-te-pepi--singing-of-the-babies-preschool-kapa-haka

Figure 9: You indicated that WAVE has worked with you in the last 12 months to support your setting to increase your cultural responsiveness. How has WAVE worked with your setting in the last 12 months to increase cultural responsiveness (n=19)
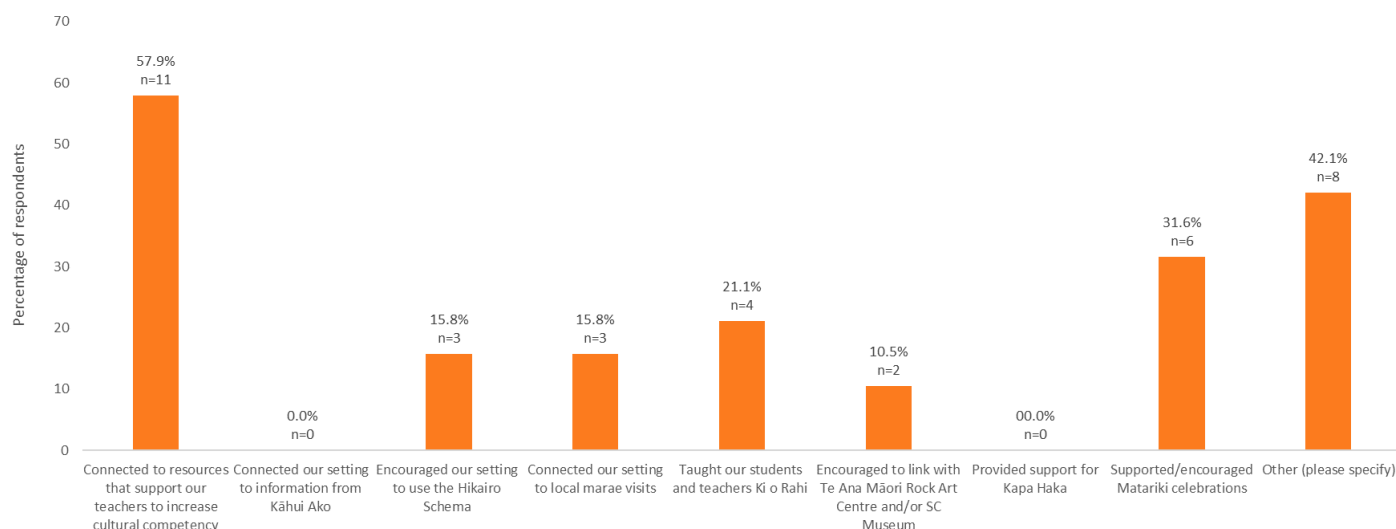
Survey respondents who had indicated that WAVE had supported their setting to increase cultural responsiveness (n=20) were asked, as a free text question, 'Please provide any specific examples of ways that WAVE has supported your setting to increase cultural responsiveness in the last 12 months?' Seven answered this question, a summary list of which is presented below:

- connected settings to marae visits
- helped with a review of te ao Māori practices
- provided resources in te reo
- helped explore the relationship between Matariki and gardening, and
- attended hui with staff and whānau, helping to facilitate discussion, 'supported kaiako to think differently about the needs of our community.'

Survey respondents who had indicated that WAVE had supported their setting to increase cultural responsiveness (n=20) were asked, as a free text question, 'Please provide any reflections on the difference WAVE support has made to cultural responsiveness in your setting.' Six answered this question. Two respondents commented that the tools and strategies shared to increase cultural responsiveness had made a difference.

> 'WAVE and [WAVE facilitator] have empowered us to take steps that are appropriate with our families. They have provided some great scaffolding tools for staff to take the lead and empower whānau to have a voice also.'

Two respondents commented that the support and reassurance WAVE provided to their setting made a difference to their setting, increasing cultural responsiveness. One respondent commented that WAVE is a link to resources to increase cultural responsiveness.

> '[WAVE] are a vital link to key resourcing, providing equity and barrier-free support.'

Contributing to reducing inequities

Survey respondents were asked to rate (on a level of agreement scale) whether the work WAVE does with settings contributes to reducing inequities (Figure 10). Over sixty percent of respondents (62.5%, n=25) strongly agreed or agreed that WAVE's work with settings contributes to reducing inequalities. Over a third (37.5%, n=15) neither disagreed nor agreed. No respondents disagreed or strongly disagreed with the

statement. Respondents were asked to elaborate (such as by providing an example). Five respondents provided a free text comment. Three respondents commented that WAVE provided food-related assistance that contributed to reducing inequalities, including giving ideas for healthy food provision:

> '...WAVE supports teachers and our wider community with up-to-date facts and ideas for healthy eating food ideas.'

One comment noted that rural schools get support no matter how remote they are:

> 'Small and rural schools get physical help and support regardless of how remote and rural we are.'

Figure 10: How strongly do you agree or disagree with the following statement? The work WAVE does with our setting contributes to reducing inequalities (n=40)
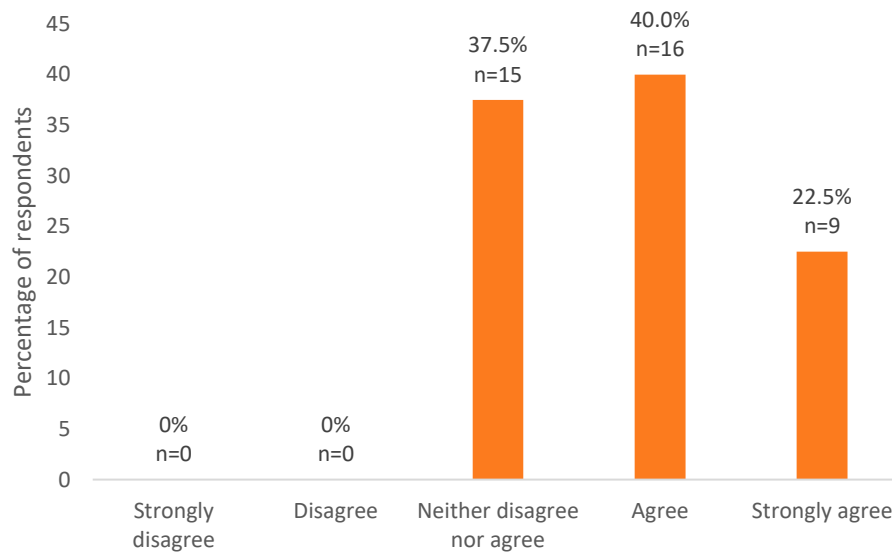
Comparing WAVE and non-WAVE settings

All education settings in South Canterbury are WAVE settings, and no education settings outside of South Canterbury are WAVE settings. When asked whether they had ever been employed in an education setting outside of South Canterbury, almost half of respondents (47.5%, n=17) said 'yes' (Figure 11).

Figure 11: Have you ever been employed in an education setting outside of South Canterbury (n=40)
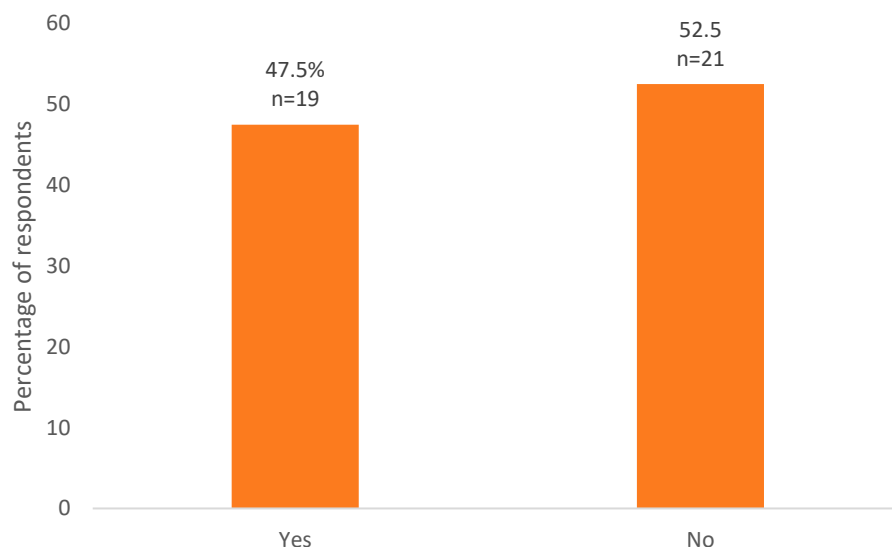
Survey respondents who had indicated that they had been employed in an education setting outside of South Canterbury (n=19) were asked, as a free text question, 'Please describe any positive aspects of a WAVE setting compared to a non-WAVE setting.' Eleven answered this question. Almost all of the comments related to the support that WAVE provides settings (including the knowledge of the facilitator, WAVE newsletter, and provision of resources) that aren't available to settings outside of South Canterbury:

> 'Since moving to SCK [South Canterbury Kindergarten], I have valued the support of WAVE as a service to access support around health and wellbeing, resources, and programs.'

> 'It is great to know that there is someone available to support us, particularly with our cultural responsiveness journey, where I didn't have this assurance before.'

> 'Our contact person is so helpful and knowledgeable, a great resource and support. Newsletters are very informative and have some great ideas. Fantastic having the resource centre to enhance our curriculum. Never really had these resources before, so really value them.'

The support is based on strong relationships between settings and their WAVE facilitator.

> 'They take the time to increase working relationships.'

One respondent commented that WAVE is a hub to link settings to health and wellbeing agencies and the wider community.

Survey respondents who had indicated that they had been employed in an education setting outside of South Canterbury (n=19) were asked, as a free text question, 'Do you have any other comments about the difference between working in a WAVE and non-WAVE settings.' One comment was provided, which stated that this respondent enjoyed how WAVE meets the individual requirements of their setting.

WAVE support during the COVID-19 public health emergency

When asked, 'During the COVID-19 years (2000-2022), which of the following apply to you?' Almost sixty percent (59.5%, n=22) of respondents worked in a WAVE setting, almost forty percent (37.8%, n=14) didn't work in a WAVE setting, and one respondent (2.7%) worked in both a WAVE and non-WAVE setting during the COVID-19 years (Figure 12).

Figure 12: During the COVID-19 years (2020-2022), which of the following apply to you? (n=37)
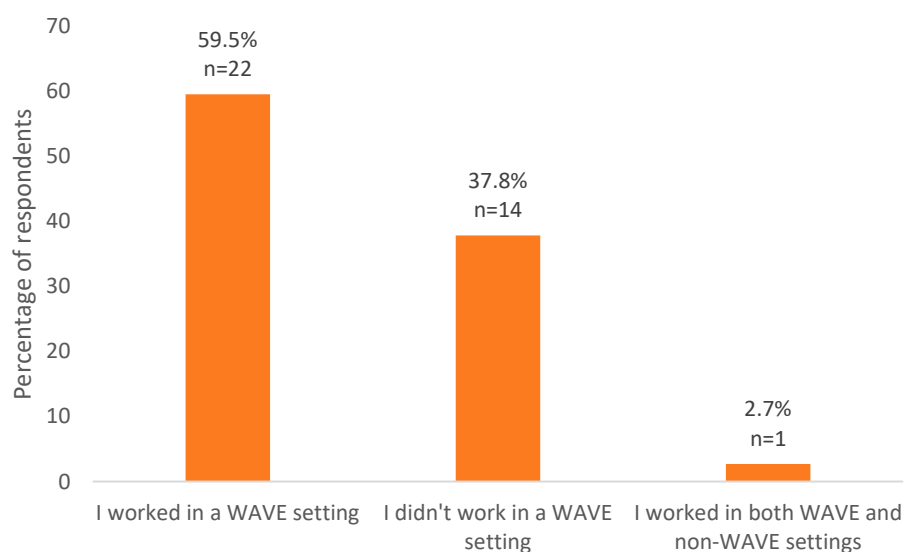
The one survey respondent who had indicated that they had worked in both a WAVE setting and a non-WAVE setting during the COVID-19 years was asked, as a free text question, 'Please describe any positive aspects of a WAVE setting compared to a non-WAVE setting.' The advantages of working in a WAVE setting included support, up-to-date advice, and reassurance, including support for planning activities for students to do when they were able to.

Survey respondents who had indicated that they had worked in a WAVE setting during the COVID-19 years (n=22) were asked to select from a list of options ways that WAVE had worked with their setting during the COVID-19 years (Figure 13). Respondents could select all options that applied. Over half (54.6%, n=12) of respondents had distributed information to support student wellbeing during lockdown. The same proportion (54.6%, n=12) indicated that WAVE facilitator(s) had responded to COVID-19-related queries. Almost half (45.5%, n=10) reported that WAVE had provided their setting with COVID-19-related resources. Three respondents indicated that WAVE had supported them during the COVID-19 years in 'other' ways; these respondents did not specify how WAVE supported them during this time.

Figure 13: We would like to hear how WAVE supported your setting during the COVID-19 public health emergency. Please indicate how WAVE worked with your setting during the COVID-19 years. Please tick all that apply (n=22).
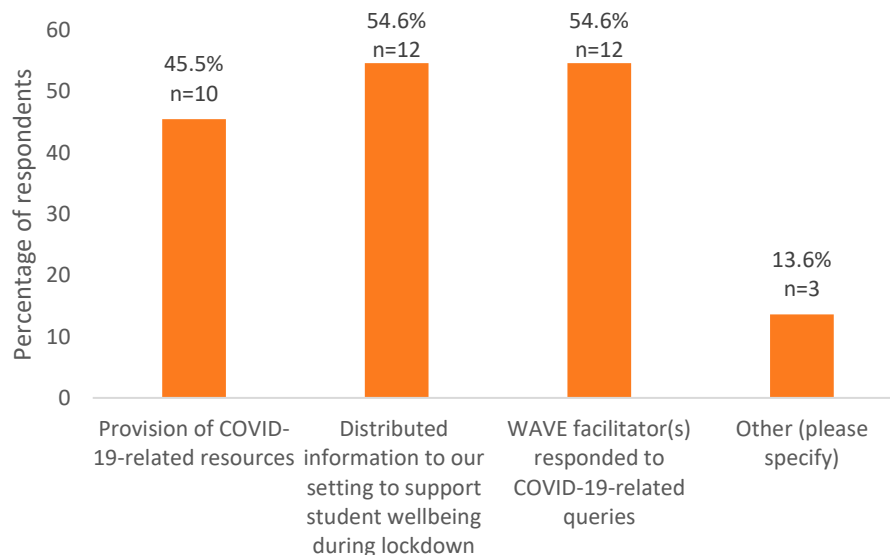
Survey respondents who had indicated that they had worked in a WAVE setting during the COVID-19 years (n=22) were asked to rate (on a level of agreement scale) how much their setting valued the support that WAVE provided during COVID-19 (Figure 14). Over a quarter (26.1%, n=6) strongly agreed that their setting valued the support that WAVE provided, over forty percent (43.5%, n=10) agreed, and over one-fifth (21.7%, n=5) neither agreed nor disagreed. Two (8.7%) disagreed, and no respondents strongly disagreed that they valued WAVE's support during COVID-19. Respondents were asked to comment. Three respondents provided a free text comment. The comments included that respondents valued the information that WAVE provided via phone, social media, and resources.

Figure 14: How strongly do you agree or disagree with the following statement? Our setting valued the support that WAVE provided during COIVD-19 (n=23).

Survey respondents who had indicated that they had worked in a WAVE setting during the COVID-19 years (n=22) were asked to rate (on a level of agreement scale) how much the WAVE facilitator(s) was a trusted source of information (Figure 15). Over half of the respondents (52.1%, n=12) either agreed or strongly agreed that WAVE facilitator(s) was a trusted source of COVID-19-related information. Over forty percent (43.5%, n=10) neither disagreed nor agreed, and one (4.4%) disagreed. No respondents strongly disagreed. Respondents were asked to comment. No respondent provided a comment.

Figure 15: How strongly do you agree or disagree with the following statement? The WAVE facilitator(s) were a trusted source of COVID-19 related information (n=23)
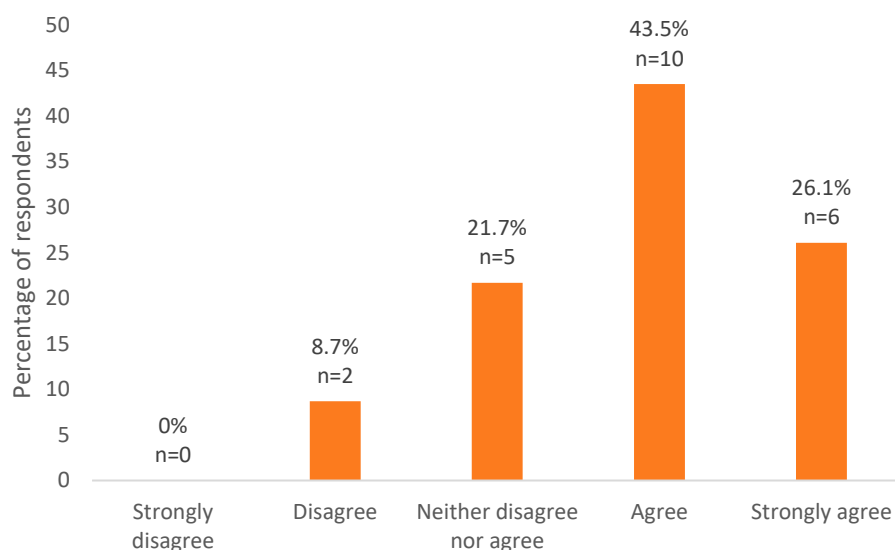

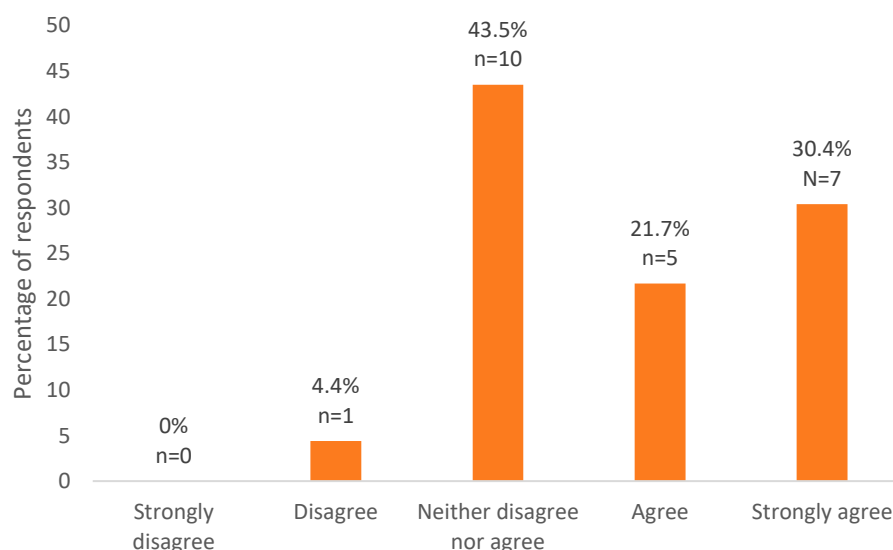Survey respondents who had indicated that they had worked in a WAVE setting during the COVID-19 years (n=22) were asked, as a free text question, 'Please describe the most important way(s) that WAVE worked with your setting during the COVID-19 public health emergency.' Sixteen respondents answered this question. The most important ways that WAVE worked with settings was by providing trusted, up-to-date

information and resources (including via the WAVE newsletter) and providing support and advice to settings.

> 'Sharing accurate information and resources.'

> 'Keeping us up to date and informed.'

Respondent demographics and characteristics

Respondents were asked about their role in their setting (Figure 16). Almost a third (28.2%, n=11) reported being a principal/tumuaki, over a quarter (25.6%, n=10) reported being a health teacher/kaiako, almost a third (23.1%, n=9) reported being a manager/kaiwhaka and over one-tenth (12.8%, n=5) reported being a teacher/kaiako. Four respondents selected 'other,' these respondents were asked to specify their role. These roles were youth development facilitator, team leader, curriculum leader, and deputy principal.

Figure 16: What is your role in your setting? (n=39)
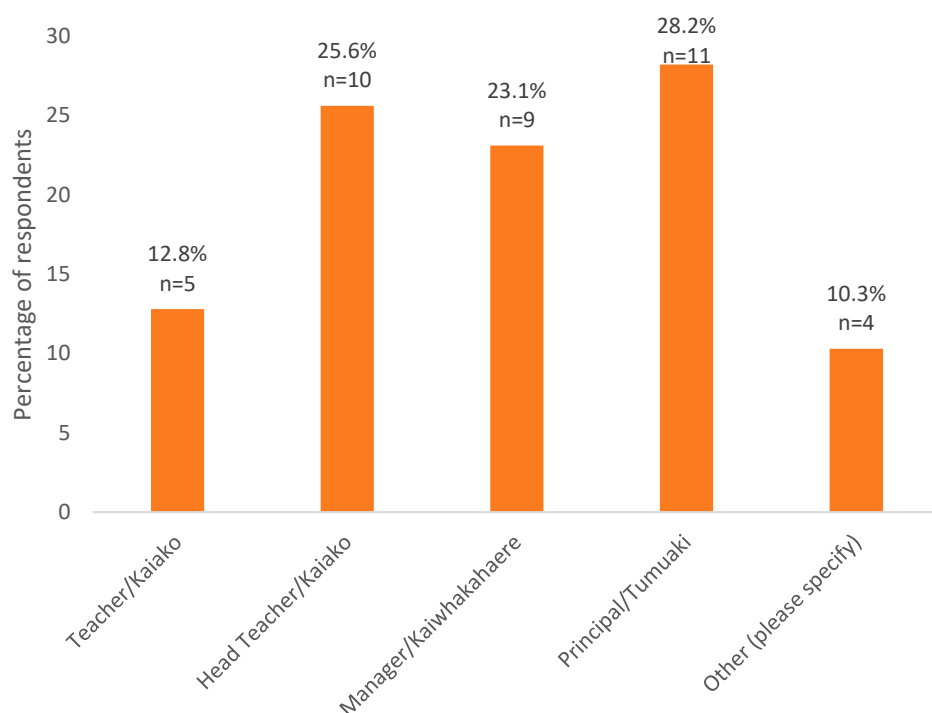
Over a third (34.2%, n=13) of respondents had worked in a WAVE setting for ten years or more (Figure 17). A similar proportion (36.8%, n=14) had worked in a WAVE setting for between five and ten years. Over one-fifth (21.1%, n=8) of respondents worked in a WAVE setting between one and five years, and less than one-tenth (7.9%, n=3) had worked in a WAVE setting less than a year.

Figure 17: How long have you worked in a WAVE setting? (n=38)
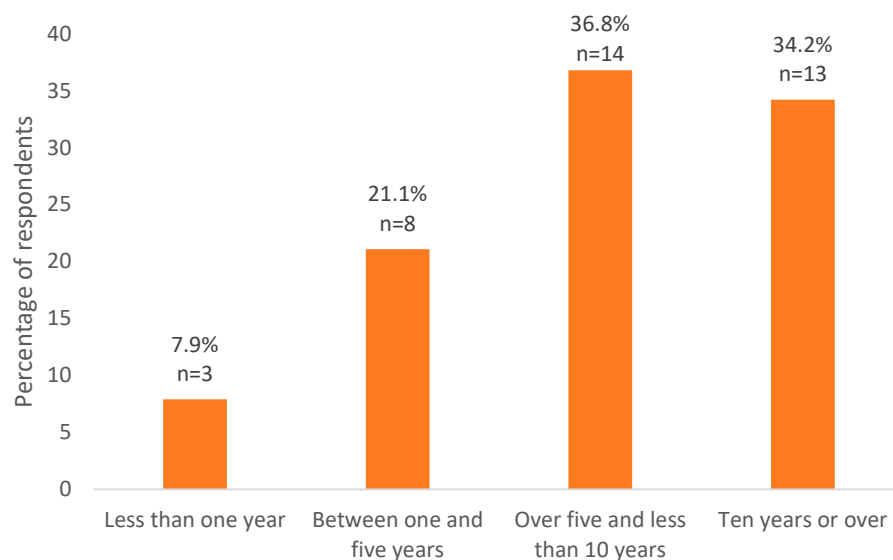
Thirty-nine respondents answered a question on ethnicity. Almost ninety percent of respondents (87.2%, n=34) identified as New Zealand European, and under eight percent (7.7%, n=3) identified as Māori. Three respondents (7.7%) marked 'other'.

WAVE evaluation survey 2023 for WAVE facilitators

A total of four responses were received for this survey, giving a one hundred percent response rate (there were a total of four WAVE facilitators at the time of this survey).

Engagement with education settings

Facilitators were asked to rate (on a level of agreement scale) whether their level of engagement with education settings had increased over time. One facilitator strongly agreed that engagement had increased over time, and two agreed. One facilitator neither agreed nor disagreed that engagement had increased over time. No facilitators disagreed, or strongly disagreed.

Facilitators were asked to comment on their engagement with settings over time. All four WAVE facilitators provided free text comments. Three facilitators commented that their engagement with settings had increased over time, and that this was the key to developing effective health promotion activities and initiatives with settings.

> '...creating relationships with settings is the key for... ongoing health promotion.'

One facilitator commented that until COVID-19, their engagement with education settings had increased over time; however, after the COVID-19 years, engagement had slowly decreased. Staffing issues within the ECE sector had significantly reduced their capacity to engage with WAVE. However, WAVE facilitators reported that they were adapting and finding new ways to communicate and collaborate with settings.

What is WAVE currently doing well?

Facilitators were asked, as a free text question, to describe what they think WAVE is currently doing well. All four facilitators answered this question, a summary list of which is presented below, with the most frequent responses at the top:

- developing and maintaining relationships with settings and communities
- supporting settings to increase their cultural responsiveness
- connecting settings with other agencies, such as health and social services
- providing a health and wellbeing perspective to education settings
- identifying wellbeing needs in settings
- supporting settings with planning and implementing health-related policy
- supporting settings with nutrition initiatives, including supporting settings with Healthy Active Learning (HAL)[4]
- being a 'one-stop shop' for health and wellbeing support, and
- providing health-related resources.

Facilitators reported that their longstanding relationships with settings result in what they believe are meaningful engagement.

> 'Our settings invite our input at a strategic level and value our guidance and support to continually grow their wellbeing mahi beyond what already exists.'

One facilitator commented that because they have a 'birds eye view' of the health and education sector in South Canterbury, WAVE facilitators can identify and act on opportunities to connect settings with other settings and with agencies.

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[4] HAL is a joint government initiative between Te Whatu Ora Health New Zealand, the Ministry of Education, and Sport New Zealand to improve the wellbeing of tamariki and rangatahi through healthy eating, drinking, and physical activity.

Ways that WAVE can improve

Facilitators were asked a free text question, 'In what ways can WAVE improve?' All four WAVE facilitators answered this question.

One facilitator commented that WAVE could improve by adapting to the current environment. This facilitator reported that education settings have faced a number of new challenges since the COVID-19 public health emergency. The challenges identified by this WAVE facilitator included:

- a shortage of qualified staff
- less time available for ECE staff to work with WAVE
- time to adapt/prepare for changes to curriculum[5]
- less whānau participation, and
- increased social challenges in the community (which has impacted staffing and enrolment levels).

One facilitator stated that success for WAVE occurs when a setting is actively engaged in identifying their own challenges and guided by WAVE facilitators to seek their own solutions. This facilitator reported that over time, WAVE has been asking settings about their challenges less often and that they have less scope to respond. This facilitator believes WAVE can improve by asking settings more often about their challenges and seeking more input from the education sector into WAVE programme content and delivery. By doing this, this facilitator believes that WAVE will ensure that it is relevant and fit for purpose.

One facilitator suggested that WAVE as a team explore ways that they can be more responsive to a dynamic education environment.

> 'I don't have the answers, but by facing these challenges head-on and working together as a team, we might find ways to improve.'

Other suggestions for how WAVE could improve included supporting settings around being vape-free, ongoing professional development, and building relationships with experts in areas such as wellbeing and nutrition who would be able to provide support to WAVE facilitators.

Supporting settings to increase their cultural responsiveness

The facilitators were asked a free text question, 'Please provide examples of what you consider to be the most successful ways that you have supported settings to increase their cultural responsiveness in the previous 12 months." All four WAVE facilitators answered this question, a summary list of which is presented below, with the most frequent responses at the top:

- linking kaiako with their local runanga, marae, and Arowhenua Whānau Services
- linking settings to resources available, such as the Hikairo Schema
- linking settings to professional development opportunities
- supporting schools with marae visits
- providing professional development for teachers at marae
- attending kaiako hui (to discuss and reflect on the Hikairo Schema, culturally responsive teaching)
- encouraging settings to take part in activities such as Matariki, Māori language week, and FLAVA, the local kapa haka festival
- encouraging the application of an equity lens and cultural framework
- supporting settings with ki o rahi as part of their school cultural programmes, and
- supporting staff and students with Te Tiriti o Waitangi training.

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[5] https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/

Facilitators reported that because of their strong relationships with settings, they have become the trusted source of information and that settings regularly seek their guidance and support to increase their cultural capability.   One facilitator describes the cultural responsiveness journey with settings over the past five years:

> '…after initial WAVE involvement, SCK [South Canterbury Kindergarten] reached a level of understanding and the confidence to drive the majority of this [cultural responsiveness] work themselves with WAVE able to provide background support, encouragement and guidance.'

Facilitators were asked, 'Do you think your work in settings to increase cultural responsiveness has made a difference?' All four facilitators indicated that they thought their work in settings to increase cultural responsiveness had made a difference. Facilitators were asked to comment. All four facilitators provided a comment. One facilitator commented that marae visits by settings wouldn't happen without WAVE arranging them. Another facilitator commented that WAVE's support has increased the settings' confidence to improve cultural responsiveness.

> 'The work I have supported since WAVE's inception has given education settings more confidence on their cultural responsiveness journey. Celebrating Matariki is an example where five years ago WAVE would share lots of activities to support this, and now ECE settings are organising this themselves as a whole setting celebration.'

Facilitators reported that their work in settings to increase cultural responsiveness was where the most significant growth had been and that culturally responsive practice is now the norm.

> 'When WAVE began very few settings were engaged in dialogue around cultural practice, however we talked about this often and worked alongside them to encourage and motivate teaching teams to grow their thinking and broaden their knowledge, understanding and application of the tirohanga ahurea in all they do. The most significant change is that equity and culturally responsive practice is now at the forefront of their thinking and their practice…'

Advantages of WAVE settings

Facilitators were asked a free text question, 'What do you think are the key advantages of a WAVE education setting, compared to non-WAVE education settings?'. All four WAVE facilitators answered this question.

All facilitators acknowledged that all settings in South Canterbury are WAVE settings. All facilitators commented that the key advantage of WAVE was that settings have a WAVE facilitator who builds a long-term relationship/partnership with staff, students, and the local community to identify priority health areas that reflect their setting needs.

> 'Having a proactive health and wellbeing WAVE process including identifying, planning, and implementation of health areas rather than a reactive response. WAVE maintains relationships and professional links with relevant agencies, organisations, and networks to support settings.'

> '…new setting staff coming in from other areas comment on how great it is to have one person to link into for health and wellbeing.'

One facilitator reported that the advantage of WAVE was that it had resulted in shifts in, for example, health-related behaviours.

> 'The WAVE process has meant we can operate with settings at a level that brings about long-term shifts in their health-related values, behaviours, actions and outcomes.'

Two facilitators commented that the advantage of WAVE was that it is a one-stop shop for settings.

'If you talk to teachers from other areas, they don't get access to advice and support around physical activity, wellbeing, cultural responsiveness, and nutrition in a one-stop shop as they do here 'in South Canterbury.'

Differences in ways WAVE facilitators supported settings during the COVID-19 public health emergency, compared to how facilitators usually support settings

Facilitators were asked a free text question, 'Please comment on any key differences in your support of settings during the COVID-19 public health emergency compared with how you usually support our settings.' Three facilitators provided an answer to this question.

The key difference was that facilitators were not able to visit their settings, including attending Kaiako hui. All respondents commented that they could not visit their settings during the COVID-19 years and that emails were the primary method of communication during this time and also, to a lesser extent, phone and video calls.

One facilitator reported that although they were unable to visit their settings in person, they were able to maintain their strong relationships with settings due to the long-standing relationships that they had with them. On the other hand, another facilitator reported that communication had not returned to pre-COVID-19 levels and that although prior to COVID-19, most emails were answered by settings, after the COVID-19 years, very few emails to settings were responded to.

> 'I have checked with settings for their preferred communication and have been told that emails are still the best way to communicate with them (ECE settings], but not to expect a reply.'

One facilitator reported increased requests from settings to support them with wellbeing initiatives during the COVID-19 years.

Facilitators were asked a free text question, "Please provide general comment(s) on your current levels of engagement with your settings compared to pre-COVID levels of engagement. All four facilitators provided an answer to this question.

One facilitator reported that engagement with settings was stronger than pre-COVID-19. However, this facilitator noted that following the COVID-19 years, the settings were still in survival mode due to staff shortages, making it challenging for staff to keep plans made with WAVE. The ability of WAVE facilitators to be flexible with arrangements enabled them to maintain strong relationships with settings.

Two facilitators reported that engagement with settings is reduced compared to pre-COVID-19 and that it has taken considerable time to reengage with settings.

> 'The level of active engagement I have with education settings now is far more limited compared with pre-COVID times. This is because kaiako do not have the time and resources to be more actively engaged with WAVE.'

One facilitator reported that they didn't see any negative effects on engagement following the COVID-19 public health emergency.

> 'There is nothing quite as important as face to face connections and this has made the greatest difference to the level of engagement post-COVID-19 … I don't see any negative impact on our levels of engagement with settings just continuing where they left off.'

Summary and Conclusions

Almost 80% of the 46 respondents to the WAVE evaluation survey 2023 considered that WAVE was successful at taking a whole setting approach, and over 80% believed that taking a whole setting approach

was key to WAVE's success. WAVE had provided over 70% of respondents with WAVE (and other) resources in the previous 12 months. Other ways that WAVE had worked with settings included supporting settings to increase their cultural responsiveness, assisting settings in implementing health-related policy, linking settings to appropriate health-related professional development, and connecting settings to other agencies.

Almost ninety percent of respondents indicated they could access their WAVE facilitator when needed. A similar proportion of respondents reported that their WAVE facilitator acknowledged the time pressures on teachers. Over 80% of respondents indicated that their setting was engaged with WAVE. Most (over 90%) respondents reported that their setting was satisfied with WAVE.

Respondents identified the strong relationship with their WAVE facilitator, support with cultural responsiveness, and advice and support on health-related topics as the most important ways that WAVE had supported them in the previous 12 months. Although most respondents commented that there were no ways that WAVE could better support their settings, some did suggest that WAVE could better support settings by being clearer about the role of WAVE in settings and having more flexibility about the timing of visits to settings.

Almost half of respondents indicated that WAVE supported their setting to increase their cultural responsiveness. The main ways that WAVE supported settings to increase their cultural responsiveness were by connecting settings to resources that support teachers in increasing their cultural competency, being supported/encouraged to have Matariki celebrations, and being taught ki o rahi. Over sixty percent of respondents agreed that WAVE's work with settings contributes to reducing inequalities.

Survey respondents who had been employed in an education setting outside of South Canterbury indicated that the difference between WAVE and non-WAVE settings is the support WAVE provides settings (including the knowledge of the facilitator, WAVE newsletter, and provision of resources) that isn't available to settings outside of South Canterbury:

> 'Since moving to SCK [South Canterbury Kindergarten], I have valued the support of WAVE as a service to access support around health and wellbeing, resources, and programs.'

The WAVE evaluation survey 2023 for WAVE facilitators indicates (n=4) that all but one facilitator agrees that their engagement with settings has increased. Comments included that creating relationships with settings was key for ongoing health promotion in settings. One facilitator commented that staffing issues within the ECE sector had significantly reduced their capacity to engage with WAVE. However, this facilitator reported adapting and finding new ways to communicate and collaborate with settings. Facilitators identified that they were doing well in developing and maintaining relationships with settings and communities, supporting settings to increase their cultural responsiveness, and communicating settings with other agencies, such as health and social services. Facilitators reported that their longstanding relationships with settings resulted in meaningful engagement.

Education settings have faced a number of new challenges since the COVID-19 public health emergency, including less time available for ECE staff to work with WAVE. A suggestion for improvement was that WAVE as a team explores ways to be more responsive to a dynamic education environment. Linking kaiako with their local runanga, marae, and Arowhenua Whānau Services, linking settings to resources available, and linking settings to professional development were seen as the most successful ways that WAVE supported settings to increase their cultural responsiveness. Facilitators identified that because of their strong relationships with settings, they have become the trusted source of information and that settings regularly seek guidance and support to increase their cultural capability. All four facilitators indicated that they thought their work in settings to increase cultural responsiveness had made a difference.

The overall results indicate a positive view of health promotion in priority education settings in South Canterbury. The most valued aspect of WAVE is the support from their WAVE facilitator(s), including support to increase their cultural responsiveness. The success of WAVE is based on WAVE taking a whole-setting approach. COVID-19 has had an impact on WAVE facilitators' engagement with settings, in

particular in ECEs. However, WAVE facilitators have adapted to the time pressures of settings by, for example, increasing their modes of communication. The survey findings provide insight into further opportunities for improvement to WAVE, such as providing clear communication to settings on how WAVE can support them.

Recommendations

Based on the survey findings, it is recommended that WAVE:

- considers how to continue to improve communication with settings about WAVE support available to them (regular, targeted, and interactive communication)
- considers reviewing how visits to setting**s** by WAVE facilitators are organised (including considering flexibility/possibility of unscheduled visits), and
- considers having a WAVE plan template available for settings, that the setting could then adapt.

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Appendix 1.

WAVE evaluation survey 2023

WAVE evaluation survey 2023

Kia ora

Thank you for agreeing to participate in this survey. We want to hear what you think about how WAVE works with your setting. Your views will help with the future planning of WAVE. The survey will take approximately 10-15 minutes to complete. Any answers used in the final survey report will not be individually identified to you or your setting. The information provided will be used solely for the purpose of this survey, and only combined results will be reported.

WAVE evaluation survey 2023

The whole setting approach

WAVE uses a whole setting approach to health promotion.

In education settings, the whole setting approach focuses on creating healthy environments through connections with whānau/community, developing healthy policies, and health promotion in the curriculum.

1. How strongly do you agree or disagree with the following statement?
WAVE is successful at taking a whole setting approach.

◯ Strongly disagree

◯ Disagree

◯ Neither disagree nor agree

◯ Agree

◯ Strongly agree

Please comment

[   ]

2. How strongly do you agree or disagree with the following statement?
The whole setting approach is key to WAVE's success.

◯ Strongly disagree

◯ Disagree

◯ Neither disagree nor agree

◯ Agree

◯ Strongly agree

Please comment

[   ]

3. Please indicate ways WAVE has worked with your setting over the last 12 months. Please select all that apply.

☐ Assisted our setting with developing health-related policy

☐ Assisted our setting in implementing health-related policy

☐ Connected our setting with other agencies (such as the Public Health Nursing Service, South Canterbury Eco Centre)

☐ Supported our setting to increase our cultural responsiveness

☐ Linked our setting to appropriate health-related professional development

☐ Facilitated networking opportunities with other settings

☐ Provided WAVE and other resources

☐ Other (please specify)

[   ]

4. How strongly do you agree or disagree with the following statement?

Our setting can access our WAVE facilitator when we need them.

○ Strongly disagree

○ Disagree

○ Neither disagree nor agree

○ Agree

○ Strongly agree

Please comment

[   ]

5. How strongly do you agree or disagree with the following statement?

WAVE facilitator(s) acknowledge the time pressures on the teachers in our setting.

○ Strongly disagree

○ Disagree

○ Neither disagree nor agree

○ Agree

○ Strongly agree

Please comment

[   ]

6. How would you rate your setting's overall engagement with WAVE?

○ No engagement

○ Little engagement

○ Some engagement

○ Very engaged

Please comment

[   ]

7. How would you rate your setting's overall level of satisfaction with WAVE?

○ Dissatisfied

○ A little satisfied

○ Satisfied

○ Very satisfied

Please comment

[   ]

8. What have been the most important ways WAVE has supported your setting in the last 12 months?

[   ]

9. Are there ways that WAVE can do better to support your setting to improve your students'/tamariki health and wellbeing?

[   ]

WAVE evaluation survey 2023

Cultural responsiveness (Connections to Te Ao Māori)

10. Has WAVE supported your setting to increase your setting's cultural responsiveness in the last 12 months?

○ Yes

○ No

Cultural responsiveness (Connections to Te Ao Māori)

11. You indicated that WAVE has worked with you in the last 12 months to support your setting to increase your cultural responsiveness.

How has WAVE worked with your setting in the last 12 months to increase cultural responsiveness? Please tick all that apply.

☐ Connected our setting to resources that support our teachers to increase cultural competency

☐ Connected our setting to information from Kāhui Ako (Communities of Learning)

☐ Encouraged our setting to use the Hikairo Schema (Culturally responsive teaching resource)

☐ Connected our setting to local marae visits

☐ Taught our students and teachers Ki o Rahi (traditional Māori games)

☐ Encouraged our setting to link with Te Ana Māori Rock Art Centre and/or South Canterbury Museum

☐ Provided support for Kapa Haka

☐ Supported/encouraged Matariki celebrations

☐ Other (please specify)

12. Please provide any specific examples of ways that WAVE has supported your setting to increase cultural responsiveness in the last 12 months.

13. Please provide any reflections on the difference WAVE support has made to cultural responsiveness in your setting.

WAVE evaluation survey 2023

Reducing inequalities

14. How strongly do you agree or disagree with the following statement?

The work WAVE does with our setting contributes to reducing inequities.

○ Strongly disagree

○ Disagree

○ Neither disagree nor agree

○ Agree

○ Strongly agree

Please elaborate (such as by providing an example)

[text box]

WAVE evaluation survey 2023

Comparing WAVE with non-WAVE settings

15. Have you ever been employed in an education setting outside of South Canterbury?

○ Yes

○ No

WAVE evaluation survey 2023

Comparing WAVE with non-WAVE settings

From your experience working in both WAVE and non-WAVE settings (outside of South Canterbury)...

16. Please describe any positive aspects of a WAVE setting compared to a non-WAVE setting.

[text box]

17. Do you have any other comments about the difference between working in a WAVE and non-WAVE settings?

[text box]

WAVE evaluation survey 2023

18. During the COVID-19 years (2020 - 2022), which of the following apply to you?

◯ I worked in a WAVE setting

◯ I didn't work in a WAVE setting

◯ I worked in both WAVE and non-WAVE settings

WAVE evaluation survey 2023

WAVE support during the COVID-19 public health emergency

Comparing working at WAVE and non-WAVE settings during the COVID-19 years

19. You indicated that you worked at both WAVE and non-WAVE settings during COVID-19; please comment on any advantages of working in a WAVE setting during this time.

20. Do you have any other comments about the difference between working in a WAVE setting during this time compared to a non-WAVE setting?

WAVE evaluation survey 2023

WAVE support during the COVID-19 public health emergency

21. We would like to hear how WAVE supported your setting during the COVID-19 public health emergency

Please indicate how WAVE worked with your setting during the COVID-19 years. Please tick all that apply.

☐ Provision of COVID-19-related resources

☐ Distributed information to our setting to support student wellbeing during lockdown (for example, Sparklers, Mental Health Foundation)

☐ WAVE facilitator(s) responded to COVID-19-related queries

☐ Other (please specify)

22. How strongly do you agree or disagree with the following statement?

Our setting valued the support that WAVE provided during COVID-19.

○ Strongly disagree

○ Disagree

○ Neither disagree nor agree

○ Agree

○ Strongly agree

Please comment

[   ]

23. How strongly do you agree or disagree with the following statement?

The WAVE facilitator(s) were a trusted source of COVID-19 related information.

○ Strongly disagree

○ Disagree

○ Neither disagree nor agree

○ Agree

○ Strongly agree

Please comment

[   ]

WAVE evaluation survey 2023

WAVE support during the COVID-19 public health emergency

24. Please describe the most important way(s) that WAVE worked with your setting during the COVID-19 public health emergency.

[   ]

WAVE evaluation survey 2023

About you...

25. What is your role in your setting?

○ Teacher/Kaiako

○ Head Teacher/Kaiako

○ Manager/Kaiwhakahaere

○ Principal/Tumuaki

○ Other

○ Other (please specify)

[   ]

26. How long have you worked in a WAVE setting?

○ Less than one year

○ Between one and five years

○ Over five and less than 10 years

○ Ten years or over

27. Which ethnic group do you belong to? Mark the space or spaces which apply to you.

☐ New Zealand European

☐ Māori

☐ Samoan

☐ Cook Island Māori

☐ Tongan

☐ Chinese

☐ Other (please specify)

[   ]

WAVE evaluation survey 2023

Your education setting

28. What is the name of your education setting? (Any answers/quotes used in the final report will not be identified to your setting individually)

[   ]

Thank you for completing this survey. Your time is appreciated.

Appendix 2.

WAVE evaluation survey 2023 for WAVE facilitators

Kia ora

Thank you for agreeing to participate in the WAVE evaluation survey 2023 (for WAVE facilitators). This survey aims to capture your perspective of WAVE as a facilitator. Your views will help with the future planning of WAVE. The survey will take approximately 10 minutes to complete. Any answers used in the final survey report will not be identified to you personally, however, we can't guarantee your anonymity due to the small number of WAVE facilitators.

Working with settings

1. How strongly do you agree or disagree with the following statement?

My engagement with education settings has increased over time.

- ○ Strongly agree
- ○ Agree
- ○ Neither agree or disagree
- ○ Disagree
- ○ Strongly disagree

Please comment

[   ]

2. Please describe what you think WAVE is currently doing well.

[   ]

3. In what ways do you think WAVE can improve?

[   ]

Cultural responsiveness

4. Please provide examples of what you consider to be the most successful ways that you have supported settings to increase their cultural responsiveness in the previous 12 months.

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5. Do you think your work in settings to increase cultural responsiveness has made a difference over time?

○ Yes

○ No

Please expand

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WAVE evaluation survey 2023 (for WAVE facilitators)

Comparing WAVE with non-WAVE settings

6. What do you think are the key advantages of a WAVE education setting, compared to a non-WAVE education setting ?

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WAVE evaluation survey 2023 (for WAVE facilitators)

WAVE support during the COVID-19 public health emergency

7. Please comment on any key differences in your support of settings during the COVID-19 public health emergency compared with how you usually support your settings.

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8. Please provide general comment(s) on your current levels of engagement with your settings compared to pre-COVID levels of engagement.

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Thank you for completing this survey. Your time is appreciated.