

Position Description

Tūturu Lead - Waikato

Reports to Operations Manager – Youth INTact
Service/Team Tūturu

About Us

Since 1980, we have supported thousands of New Zealanders whose lives are affected by alcohol, drug or other addiction challenges. We provide effective, evidence-based services that support wellbeing. We do this in partnership with tāngata whai ora (people seeking wellness) and their whānau, working together to build the lives they want.

We wholeheartedly believe that everyone living in New Zealand should have the opportunity to live life to the fullest and feel hopeful about their future. Our services encourage stronger connections with friends and whānau and enable meaningful participation in the community.

Our pillars – trust, honesty, responsibility, concern and love – are the foundation of our work, guiding how we work together and with others.

Tō Tātou Matakitea | Our Vision

Poutia, Heretia

Tuia te muka tangata ki te pou tokomanawa

Ka tū mana motuhake, ka noho herekore i ngā waranga me ngā wero nui o te ao.

People, whānau and communities are connected and supported to live the lives they want, free from drug, alcohol and other addiction challenges.

Tō Tātou Aronga | Our Purpose

Ka hangaia e mātou he whare haumarū, he whare tūmanako hoki e tīni ai te tangata, he wāhi whakaaroaro, he wāhi ako, he wāhi tūhono anō hoki, mei kore e puta tātou ki te wheiao, ki te ao mārama.

We create hopeful and safe spaces for change with opportunities to reflect; learn and connect so that people can move towards a brighter future.

Background

Tūturu is a partnership programme between New Zealand Drug Foundation and Odyssey House, it is a uniquely Aotearoa approach that brings schools and health services together, so that students can learn, be well, and be prepared for a modern world. Tūturu exists to help schools and health services better support all students to learn and be well.

Tūturu uses the expertise of the education and health sectors to explore complex issues. It has focused on alcohol and other drugs (AOD) to help schools move towards approaches that prepare all students for modern life, shifting away from approaches that end up avoiding or reacting to issues.

This role will be part a national team of Tūturu Leads working within multiple organisations across New Zealand.

Tūturu Programme Objectives

- More students stay engaged at school, with schools relying less on exclusions and expulsions for AOD use.
- Young people are better prepared for the future and modern life because they have learnt how to make sense of what they see, hear, and experience.
- Māori and Pacific students experience equitable outcomes with their peers.
- Health services develop greater capacity to work with schools, whānau, and communities.

This will be achieved through an approach that:

- is strength-based, evidence-based, with student wellbeing central to the direction and decision making.
- focuses on equity and achieving equitable outcomes for Māori and Pacific students.
- empowers education and health services to collaborate to help students learn and stay well.
- supports schools to put systems in place to ensure AOD and other issues are identified earlier, and students receive access to support.
- involves whānau and the school community, strengthening the support provided to students in ways determined by and unique to each school community.
- is shared openly and widely with the support of a range of resources that are available nationwide.
- continues to learn, develop and improve.

Position Purpose

Work with schools, the New Zealand Drug Foundation, and AOD youth providers in the Waikato region to engage with a Tūturu approach. This includes:

- Working with new and existing schools that use a Tūturu approach.
- Strengthening relationships between education and AOD youth providers.
- Contributing to the development of Tūturu and Tūturu networks.

Key Areas of Responsibility

Area of Responsibility	Performance Measures
Service Delivery - Support the implementation of the Tūturu approach - Providing strengths and evidence-based approaches, with student wellbeing central to the direction of decision making. - Building and maintaining strong working relationships with school staff and school senior leadership teams. - Empowering relevant education and health service staff to work collaboratively to support the needs of students. - Supports the school to implement Tūturu approach. - Identifying and responding to professional learning and development (PLD) opportunities in schools and the community. - Developing and sharing resources for schools and other stakeholders on the Tūturu approach. - Maintaining up-to-date knowledge of developments in the youth, mental health, AOD and education sectors. Tūturu network - Establish and maintain networks to deliver the Tūturu approach within schools in the Waikato region. This includes: - Establishing and maintaining network relationships with school staff, AOD services, including Odyssey services, and other relevant stakeholders. - Coordinating and facilitating or attending Tūturu network hui. - Developing or providing relevant resources and training to support the development of Tūturu. - Developing and implementing an annual work plan Organisational commitments - Meet all organisational requirements which includes: - Adhering to relevant organisation policies and procedures.	- Shows leadership and provides appropriate support to school staff and other key stakeholders e.g. whānau, other AOD providers, youth services, cultural services - Māori and Pacific students experience equitable outcomes - PLD opportunities are presented to school staff and other relevant stakeholders - Develops appropriate resources with school staff and relevant stakeholders - Health services are effectively connected to schools, whānau, and communities to provide a holistic approach to complement Tūturu - Information provided to schools and other stakeholders is well-researched and up-to date - Attends educational events and/or training courses to stay updated in the fields of youth, mental health, AOD and education, in consultation with the line manager - Excellent working relationships are established with schools, AOD services, the Drugs Foundation, and other Tūturu Leads; satisfaction is expressed with the level of collaboration provided - Tūturu network hui are arranged, facilitated and/or regularly attended - Trainings and resources provided contribute to the development of the Tūturu network - Annual work plan is completed - Reports are provided in an accurate and timely manner - Engages in supervision with NZDF as agreed - All relevant Odyssey policies and procedures are understood and adhered to

Key Relationships

Internal	External
• Operations Manager – Youth INTact • Waikato Youth INTact Manager/team • Other Odyssey employees	• Other Tūturu Leads • NZ Drug Foundation staff • School education and health staff • School Senior Management • Youth providers • Cultural services

Person Specification

Qualifications, Knowledge and Experience
• 2-3 years' relevant work experience gained in an educational, community development, public health and/or other relevant health setting • Understanding of and strong interest in Tūturu/whole schools approach • Relevant tertiary qualification (Level 7) e.g. Bachelor in Education, Health Science, Social Work, Addictions • Demonstrated knowledge of AOD challenges facing youth • Experience or good knowledge of the education, youth mental health and/or addiction sectors • Understanding of and interest in Odyssey's work and values • Understanding of Te Tiriti o Waitangi and inequities experienced by Māori in health and education • Experience and expertise in using Microsoft suite applications • Full current New Zealand Drivers Licence • Knowledge of Te Reo and/or Tikanga Māori is desirable • Experience of facilitating trainings is desirable
Skills and Abilities
• Able to influence systemic change within health and education • Able to motivate and promote positive change at a systems level • Able to work independently and co-operatively within a team and key stakeholders • Strong interpersonal and communication skills (written and oral) • Able to establish and maintain effective relationships and networks with a wide range of stakeholders • Demonstrated leadership skills, which includes the ability to motivate, engage, provide clear direction and adapt leadership style to fit system needs • Strong organisational and facilitation skills • Able to work under pressure, complete work on time and to a good standard • Able to work with limited supervision • Demonstrated cultural sensitivity and rainbow diversity awareness • Willingness to consider other viewpoints and adjust decisions as appropriate • Self-motivated, able to take the initiative and adapt to changing circumstances • Able to show discretion and tact • High regard for confidentiality and security, including client information • Fluency in English • Demonstrated IT/word-processing skills • Able to acknowledge own limitations and be proactive with own self-development

Ngā Poupou | Our Pillars

Our Pillars are the foundation of our work, guiding how we work together and with each other.

Whakawhirinaki Trust	Reliable and shows great integrity.
Pono Honesty	Transparency and openness underpins all actions.
Haepapa Responsibility	Achieves and surpasses goals.
Matapōpore Concern	Empathic and interested in the wellbeing of others.
Aroha Love	Genuinely collaborative, supportive and able to work as part of a close-knit team, including with tāngata whai ora and whānau.

‘Let’s Get Real’ Skills

The table below outlines the ‘Let’s Get Real’ framework skill level and competencies that are relevant to this role. Odyssey is committed to supporting employees to meet these competencies with the expectation that employees will be proactive in developing and demonstrating these skills.

Skill	Description	Competency Level (enhanced)
Working with people experiencing mental health and addictions	Is supportive of employees and clients/whai ora with mental health and addiction needs, focusing on their strengths	Builds and sustains trusting relationships with people accessing services. Works to support people to have hope for their recovery and wellbeing.
Working with Māori	Contributes to oranga and whānau ora for Maori employees and Māori clients/ whai ora with mental health and addiction needs	- Works to ensure whānau Māori people can communicate in ways that work for them - Demonstrates understanding that Māori people may use metaphors to describe their experiences Supports and participates in tikanga Māori practices, as consistent with the preferences of the whānau

Skill	Description	Competency Level (enhanced)
		Supports whānau Māori to access Māori-responsive services and have access to kaumātua, kaimahi Māori and cultural interventions (eg, assessment, therapy)
Working with whānau	Encourages and supports the wellbeing of whānau and ensures they have access to information, education and support including children	- Models effective whānau engagement. - Explains to whānau their choices and options for involvement and support Works alongside and in partnership with whānau in a manner that values their strengths and expertise, and fosters and promotes recovery and wellbeing. - Ensures whānau have access to relevant information, education and resources about wellbeing, mental health and addiction. - Facilitates whānau inclusion in a person's recovery and wellbeing plans Facilitates whānau meetings that build support and understanding between whānau members. - Provides support or therapy to whānau, or refers them to appropriate services and groups Collaborates with whānau services and others across all sectors to support whānau.
Working within communities	Recognises that people and whānau who experience mental health and addictions needs, are part of communities	- Contributes to communities to enhance their capacity to support the wellbeing of all people. - Works with people accessing services to support their access to good housing, education, employment, financial resources and community participation - Demonstrates knowledge of evidence-based approaches to enhancing community connection, social inclusion and access to housing, education, and employment. - Supports people to develop and maintain positive relationships and positive roles with their communities. - Demonstrates a comprehensive knowledge of community groups, services and resources Forms effective working relationships with key community groups and services.
Challenging discrimination	Challenges discrimination, & provides/ promotes a valued place for employees and clients/whai ora with mental health & addiction needs	- Promotes and models social inclusion and advocates for the elimination of discrimination relating to mental health and addictions. - Supports self-advocacy for people with experience of mental health and addiction needs. - Educates and supports others to recognise and address discrimination Promotes the positive aspects of working in mental health and addiction treatment services to external groups.
Applying law, policy and standards	Implements legislation, regulations, standards, codes and policies relevant to their role	- Informs and educates others about standards of practice that recognise the significance of te reo Māori, te ao Māori and Māori models of practice. - Applies legislation, regulations, standards, codes and policies in a way that protects and enhances the mana of people and whānau accessing services. - Informs and educates others to understand and adhere to legislation, regulations, standards, codes and policies.

Skill	Description	Competency Level (enhanced)
Maintaining professional & personal development	Participates in life-long learning, & personal and professional development, reflecting on & seeking ways to improve self/team/service	• Supports colleagues (including students) to achieve professional development goals and meet challenges • Models values-informed practice. • Keeps up to date with best practice and participates in lifelong learning. • Engages in ongoing professional development to ensure cultural responsiveness to the community.