Keynote speakers

Hon Nikki Kaye

Nikki Kaye was first elected as a Member of Parliament for the Auckland Central electorate in 2008. Since being elected, Nikki has been a vigorous advocate for environmental and local government issues and has helped deliver a number of projects locally in Auckland Central, including the recently announced Conservation Park on Great Barrier Island. She was an integral member of the Select Committee that reformed Auckland’s Local Government system.

In January 2013, Nikki was promoted to the National Government’s Cabinet and given responsibility for Ministerial portfolios of Food Safety, Civil Defence and Youth Affairs. She was also made Associate Minister of both Immigration and Education. After re-election in 2014, Nikki was promoted within Cabinet and given Ministerial responsibility for ACC, Civil Defence, and Youth. She was also made Minister of Education.

Rez Gardi

Winner of the Young New Zealander of the Year, Rez Gardi has a passion for human rights. In 2016 Rez represented New Zealand at the Global Refugee Youth Consultations, the UNHCR-NGO Consultations, and the High Commissioner’s Dialogue on Protection Challenges of Children on the Move, all in Geneva; the Asia Pacific Refugee Rights Conference in Bangkok; the Women Deliver Conference in Copenhagen and; the OECD Forum in Paris.

Rez is passionate about supporting young refugees through education and has resettled founded Empower, a charitable organisation, aimed at addressing the underrepresentation of refugee students in tertiary education. As the Deputy Chair of the New Zealand Red Cross National Youth Panel, Rez is currently working on projects for refugee youth in New Zealand’s main centres.
Symposium Presentations

Evaluation in the context of Aotearoa vulnerable children
*Julie Moore*  
*Graeme Dingle Foundation*

This presentation will share insights from a Graeme Dingle Foundation mixed methods evaluation that showed the MYND Sibling Programme can help the siblings of youth offenders to develop life skills and make positive changes in their lives. This evaluation used a resilience framework and incorporated various research methods, and triangulation to give an understanding of the lives of the young people and their families from a socio-ecological perspective. The mixed methods provided rich qualitative and quantitative data on the individual, the family, and the contextual risk and protective factors that affect the well-being of the young person. The presentation will share the challenges of collecting, integrating and reporting mixed methods data, and the next steps for the MYND Sibling programme evaluation.

Mentor Self-disclose in interpersonal relationships
*Hilary Dutton*  
*University of Auckland*

In many relationship contexts, self-disclosure has been theoretically and empirically identified as an essential part of interpersonal relationships. By sharing personal details, self-disclosure is thought to have a significant impact on relationships by promoting closeness and trust. Little research exists on self-disclosure in mentoring relationship, and therefore any effect it may have is also largely unknown. This presentation will focus on describing the nature of mentor self-disclosure, based on self-report data collected from a sample of mentors. The presentation is guided by three key questions: how prevalent is mentor self-disclosure; what types of personal information do mentors disclose; and to what extent do mentors self-disclose to their mentees? The quantitative results will be supplemented with in-depth mentor descriptions of their experiences disclosing to mentees.

Reintegration Matters: An Exploration of Youth Transition Experiences Following an Intensive, Residential Adventure-Based Program
*Mary Liya*  
*University of Auckland*

Contemporary theoretical frameworks of youth development emphasize that youth should not be studied in isolation; rather their development must be understood as resulting from the interaction between the individual and his or her environment. Residential adventure programs have been shown to promote growth for young people, but for these outcomes to be maintained, youth need to be surrounded by a supportive environment when they return. However, limited research focuses on the reintegration of youth into their home and community contexts following an adventure program. This presentation provides an overview of a research project that aimed to explore the reintegration experiences of participants involved in Project K following their return from the adventure-based component. The findings will be discussed in relation to the implications they offer to the broader youth development field about the factors that catalyse the transfer of learning after participating in an intensive residential youth development program. Recommendations for how to improve reintegration strategies to influence the longevity of youth development outcomes will also be outlined.
An Innovative Exploration of Engagement in a Youth Development Program through Immersive Participant Observation

*Kelsey Deane (on behalf of Freya Burnett)*

University of Auckland

Youth Development (YD) programs have been shown to be effective in nurturing a variety of positive outcomes with improvements found across multiple outcomes related to self-concept, social skills and risk behaviours. However, research has also demonstrated inconsistencies in program effectiveness with some evaluations revealing null or even damaging effects. Participant engagement is thought to be central to the overall effectiveness of YD programs but engagement is an elusive, emergent and multi-faceted concept which is difficult to measure. In part, this is due to participant-environment interactions which produce variability in how, when and why different individuals engage in YD programs. This presentation describes how immersive participant observation, a method rarely used in YD research, enabled the researcher to capture the complexity of participant engagement in Project K’s Wilderness Adventure and discusses how individual and group engagement differs and the different factors that influence this engagement.

Home Interaction Programme for Parents and Youngsters (HIPPY)

*Dina Dosmukhambetova*

Great Potentials

Home Interaction Programme for Parents and Youngsters (HIPPY) is a 2-year home visitation programme designed to help parents from low-income communities prepare their preschool children for successful transition to school. In 2016, Dina led a school-based evaluation of the programme. The evaluation was designed to assess whether HIPPY graduates perform better than their demographically-matched peers from the same school on standardised assessments of numeracy and literacy in the first three years of schooling. In this presentation Dina will talk about the design and results of the study, and about future plans for the evaluation of HIPPY.

Southside Rise: Growing Polycultural creative leaders for South Auckland

*Michelle Johansson*

Teach First NZ

South Auckland based theatre troupe the Black Friars was formed to challenge the dominant stereotypes surrounding Pasifika people and to re-story the Aotearoa we live in. They are educators and counsellors, facilitators and enablers, theatre-makers and storytellers. Embracing these multiple identities constitutes the fabric of the company. They are proud to be pan-Polynesian, poly-vocal performers invested in the construction of identity for Pasifika people. They work in communities to encourage young people to tell stories that matter to them. Michelle will talanoa about the Black Friars theatre company’s latest project - Southside Rise. This creative research project has brought together 60 young brown leaders from 10 South Auckland schools to develop a culturally embedded and responsive understanding of leadership. Through talanoa, fono, workshops, rehearsals, experience days and lots of pizza, they’ve have shared their stories drawing on creative processes from hula, hip-hop, siva, tau’olunga, spoken word, fagogo, social media, design, rap and song. The end product is a collaborative, all-singing, all-dancing theatre production in which the students perform leadership. We know that the best leader for South Auckland is not the pakeha guy at the board table. These brave young people tell us that leadership is bravery, creativity, alofa, reciprocity and above all, service.
Dina Dosmukhambetova

Dina Dosmukhambetova is a social researcher with a background in scientific social research. Originally from Kazakhstan, Dina received her bachelor’s degree from an Ivy League university in the US and her doctorate in social psychology from a Russell Group university in the UK. After completing her doctorate work in 2011, Dina worked as a Research Associate at a social research consultancy in Wales, where she gained experience in evaluation research and other aspects of applied social research. In 2014, Dina and her family relocated to New Zealand, and in January 2016, after a maternity-related career break, Dina commenced employment with Great Potentials Foundation as Research and Evaluation Manager. In this role Dina designs and implements research and evaluation studies for the three programmes that Great Potential operates: Home Interaction Programme for Parents and Youngsters (HIPPY), Mentoring and Tutoring Education Scheme (MATES) and Family Service Centres (FSCs).

Freya Burnett

Freya Burnett is a doctoral candidate in the Faculty of Education and Social Work at the University of Auckland. Freya worked for a number of years with adolescents in the mental health field after completing her degree in Psychology in England. Following the completion of her Master’s degree which focused on evaluating an intervention for adolescent depression, and working in the pro-sociality and well-being Laboratory at Cambridge University, she developed a keen interest in positive youth psychology. Freya is currently overseas, her research will be presented by supervisor Kelsey Deane.

Hilary Dutton

Hilary Dutton is a doctoral candidate and researcher in the Faculty of Education and Social Work at the University of Auckland. Her experience as a youth mentor sparked an interest in how mentoring relationships can promote youth thriving and well-being. Following on from her MA on mentoring relationship quality, Hilary’s doctoral studies are focused on mentor self-disclosure, and the effect it has on relationship quality. She is also working as a research co-ordinator for a longitudinal project examining adult-youth partnerships.

Julie Moore

Julie Moore, MA (Hons) is the Research & Evaluation Manager for the Graeme Dingle Foundation. She received her Master’s degree in Psychology from the University of Auckland. Her research interest include Positive Child and Youth Development and youth mentoring, and the sharing of evidenced-based knowledge to support the delivery of effective programmes.
Mary Liya

Mary Liya is a PhD candidate at the University of Auckland, originates from India. She has several years’ experience in development sector especially with international NGOs. She is passionate about youth development practice and research. Currently carrying out research on reintegration experiences of young people after a positive youth development programme.

Dr Michelle Johansson

Michelle is one of the Associate Directors of the Teacher Preparation and Support team at Teach First NZ. She is an academic and a theatre-maker and a staunch advocate for the breaking down of stereotypes through performance. Her experience includes teaching both at secondary and tertiary levels, and she serves on the NZ Youth Mentoring Network trust board. Michelle is passionate about South Auckland, Pasifika Education and Theatre for Change and is proud to be the Creative Director of Polynesian theatre company- the Black Friars.