



Evaluation of support work resources

Reach, impact, and what works

Acknowledgements

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Executive summary

Background

This evaluation assesses the reach, use, and impact of Te Pou's 2025–26 support worker resources, including a webpage, short films, podcasts, e-learning modules, and discussion tools, and explores the factors that enable successful uptake across organisations. It draws on web and platform analytics, e-learning feedback, and qualitative insights from managers and learning and development leads across a range of organisations.

Key findings

Reach and engagement

The resources indicate broad early reach, with over 9,000 pageviews and more than 6,000 unique users across multiple formats including e-learning, short films, podcasts, and practical tools. The diversity of formats supports flexible engagement across roles, organisations, and learning preferences. While engagement metrics indicate interest, these figures reflect initial uptake rather than depth of use or reach across the full workforce.

Impact on workforce capability and practice

- E-learning data indicates self-reported increases in knowledge and confidence following completion of the learning modules.
- 100 percent of respondents (n=124) reported intention to apply the learning and increased understanding in the data micro-learning, with knowledge levels approximately doubling.
- 98 percent of participants (n=43) in the note-taking e-learning indicated intention to apply learning in practice.

These findings are reinforced by qualitative insights, which highlight changes in documentation quality, increased confidence, and more intentional, culturally responsive, and person-centred approaches to the support that is provided.

Enablers of resource uptake and successful implementation

Relationship-based engagement plays a critical role in building awareness and encouraging uptake of resources. Effective engagement is strengthened through a combination of strategies, including targeted outreach to key organisations, ongoing follow-up and relationship-building, leveraging existing sector networks, and working with leaders to align resources with organisational priorities. Embedding resources into organisational systems such as onboarding, induction, and learning management systems drives consistent engagement. Where resources are integrated into structured pathways, learning becomes expected practice, resulting in stronger and more sustained impact.

Barriers and contextual factors

Resource uptake is influenced by workforce context, including competing training demands, existing internal programmes, and access challenges. Limited device access, reliance on mobile platforms, and login barriers can affect participation. Resources that are not embedded or prioritised are more likely to be overlooked.

Overall conclusions

The resources are valued, trusted, and aligned with sector needs, providing a strong foundation for workforce development. According to evaluation participants the effectiveness of the resources depends less on content alone and more on how they are positioned, prioritised, and integrated into organisational learning systems and workforce realities. To sustain and strengthen impact, focus needs to be placed on:

- strengthening visibility and access
- supporting structured implementation
- improving accessibility and reducing barriers
- aligning resources with organisational systems and workforce capacity.

Background

Support workers make up a significant proportion of the mental health and addiction workforce in Aotearoa New Zealand. They play a central role in delivering person-centred and whānau-centred support across community, residential, inpatient, and kaupapa Māori and Pacific services. Working under a range of job titles, they contribute relational, lived-experience-informed, and community-focused practice that supports tāngata whai ora to engage with services and strengthen their wellbeing (Health New Zealand | Te Whatu Ora, 2024).

Ongoing challenges related to recognition, role clarity, and equitable access to professional development highlight the need for targeted workforce support (Ravenswood, Douglas, & Ewertowska, 2021). In 2025, Te Pou developed a suite of practical, accessible resources designed to support everyday practice and ongoing professional growth. The multi-format resources include a webpage, short films, podcasts, e-learning modules, and discussion tools designed to support capability, reflection, and practice development. While this suite includes resources developed specifically for support workers, the support work webpage also brings together a range of Te Pou resources relevant to multiple workforce roles. This reflects the shared learning needs across roles, where some resources are designed to support practice in a range of contexts.

These resources have been shaped through sector engagement, including input from the Te Pou Support Worker Advisory Group. The support work project contributes to Action 4.3 of the Mental Health and Addiction Workforce Plan 2024–2027, which focuses on strengthening support worker capability through accessible learning and development resources (Health New Zealand | Te Whatu Ora, 2024).

This evaluation report brings together multiple sources of evidence to understand how these resources are being experienced in practice, the value they offer, and where there are opportunities to enhance their reach and impact. It combines engagement data, stakeholder insights, and feedback from learners to build a picture of early reach, use, and impact. In doing so, it highlights what is working well, where challenges remain, and where there are opportunities to strengthen implementation and uptake.

Purpose of the evaluation

This evaluation explores how the Te Pou support work resources are being accessed, used, and embedded within organisations. It focuses on early implementation and highlights:

- how resources are used across different service contexts
- the ways they support knowledge, confidence, and practice
- factors that enable successful uptake and integration
- opportunities to strengthen future design, delivery, and dissemination.

The findings offer a practical, forward-focused view that supports continuous improvement and ongoing workforce development. The evaluation is informed by a simple theory of change, which assumes that high-quality, accessible resources —when actively promoted and embedded within organisational systems —support improvements in knowledge, confidence, and practice, contributing over time to strengthened workforce capability and outcomes.

Method

This evaluation used a mixed method, utilisation-focused approach to understand how resources are used in real-world organisational settings. The focus was on early implementation and practical application rather than long-term workforce outcomes.

Multiple data sources were combined to assess reach, engagement, and perceived impact, allowing findings to be triangulated and strengthening confidence in the overall picture.

Web and platform analytics

Engagement data including:

- Te Pou webpage views
- downloads of resources
- e-learning completion data
- interactions metrics for webpages, e-learning modules, podcasts, short films, and visual resources.

Embedded feedback mechanisms

Survey links within e-learning modules provided ongoing feedback, with data collected since they were published as part of standard evaluation processes. E-learning feedback data represents early responses from participants who chose to complete surveys and should be interpreted as indicative rather than representative.

Key stakeholders feedback

Stakeholder feedback was purposefully gathered from a targeted group of managers, leaders, and learning and development staff across a small number of organisations who were engaged in sharing or using the resources. Rather than an open sector-wide invitation, participation was informed by existing engagement with organisations through the project, which has been active since October 2025 and focused on building awareness and supporting the use of resources through ongoing, relationship-based engagement. Qualitative insights were collected through short interviews with participants involved in introducing and using the resources within their organisations. Feedback focused on patterns of use, factors enabling or limiting uptake, and opportunities for improvement.

. Informed consent was obtained prior to participation (see Appendix A for the interview guide and participant information sheet).

Engagement with stakeholders was guided by the ADKAR (Awareness, Desire, Knowledge, Action, Reinforcement) model (Angtjan, 2019), providing a structured approach to supporting the implementation of the resources within organisations. This included a range of strategies, such as:

- engagement with key stakeholders and influencers
- providing knowledge around the value of the resource specific to their mahi
- ongoing support and follow-up
- monitoring of resource use
- adaptive reinforcement in response to feedback
- longer-term planning to support sustained use.

. Engagement was both a central component of the implementation approach and a source of data for this evaluation. Insights into effective implementation approaches were generated through ongoing interaction with organisations, including initial outreach, follow-up conversations, and discussions on how resources were introduced, shared, and used in practice. This enabled the evaluation to capture not only patterns of resource use, but also the processes and strategies that supported awareness, uptake, and integration within organisational contexts. Participating organisations were at different stages of implementation at the time of data collection, ranging from early awareness and exploration through to more established use within organisational learning and development systems.

A purposive sampling approach was used to ensure diversity across the sector and to reach a broad support worker population within the available timeframe, including large NGOs, professional associations and kaupapa Māori organisations. While this approach provided useful insight into early use and organisational experience, the sample represents a small proportion of organisations employing support workers, and findings should be interpreted as indicative rather than representative of the wider workforce. Qualitative data were analysed thematically using MAXQDA, with attention to patterns in how resources were accessed and used, common enablers and barriers to implementation, and the perceived impact of the resources across different organisational contexts.

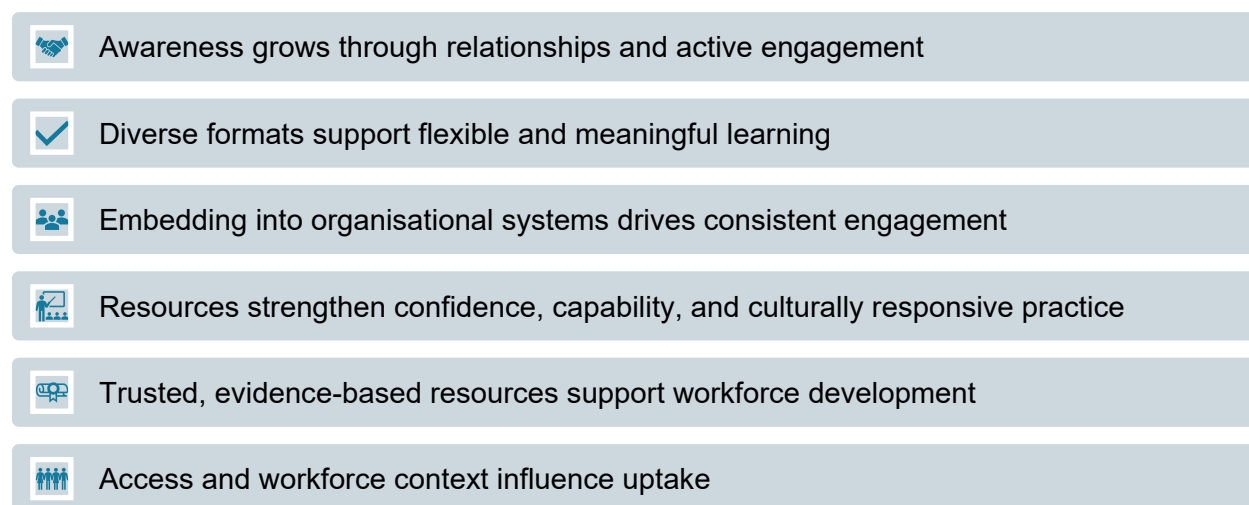
Results

Overview

The feedback draws on 170 e-learning respondents and in-depth insights from learning and development leads or managers across seven organisations. Additional perspectives were gathered through comments, emails, and feedback on resources such as podcasts and posters. Participants for in-depth qualitative feedback were purposively selected to ensure diversity across the sector, including large NGOs supporting a wide range of health, housing, and social services; residential and community-based support services;; a kaupapa Māori organisation; and sector bodies such as professional associations

Organisations were at different stages of implementation. Some were in the early stages of exploring and beginning to use the resources, while others had progressed to embedding them within organisational systems to support the professional development of their kaimahi. This range of engagement provides an understanding of how resources are experienced across varying levels of organisational readiness and integration. Thematic analysis identified six key themes, with survey findings integrated alongside qualitative insights to provide an understanding of reach, use, and early impact. See Figure 1.

Figure 1. Overview of key themes



Awareness grows through relationships and active engagement

Awareness of the resources was primarily generated through Te Pou communications, particularly the e-bulletin, alongside active engagement from the project lead. Regular check-ins and relationship-based engagement played a key role in introducing the resources and supporting their use. In contrast, there was limited evidence of stakeholders independently exploring the resources without this active prompting. Some examples are;

“Every time I see the Te Pou newsletter come through, I'm like, is there anything new that we can use” - interview participant

““It was more through those catch-ups that we became aware of what was available, rather than us going and looking for it ourselves.” - interview participant

“It wasn't something we would have gone searching for, but through those conversations we started to see what might be useful for our team.” - interview participant

Engagement data reflects a broad initial reach across the suite of resources. From July 2025 to April 2026, there were 9050 pageviews from 6368 unique users across the support work resources, including the main webpage, short films, podcasts, e-learning modules, and printable resources. Table 1. shows the snapshot of the engagement metrics of the resources.

Table 1. Engagement metrics for the resources between July 2025–April 2026

Resource type	Resource	Publication date	Primary purpose	Engagement
Webpage	Support work webpage	April 2025	Central access point for support workforce learning and tools	2170 pageviews (1441 users)
Short films	Understanding where we work	November 2025	Introduction to community and NGO support work	584 plays (255 users)
	Understanding what we do	November 2025	Overview of the support worker role	527 plays (234 users)
	Be a STAR	August 2025	Introducing how to support rainbow tāngata whai ora and whānau	1366 plays (607 users)
Podcast series	The Difference (Seasons 1–2)	Season 1: May-June 2025 Season 2: February-April 2026	Real-world kōrero on practice, wellbeing, ethics, leadership, and cultural approaches	Season one (4 episodes): 1717 streams Season two (six episodes): 778 streams

E-learning	Quality notetaking	March 2026	Supports workforce with strengthening the quality of documentation	84 Completions
	Why data matters – a micro-learning for support workers	July 2025	Understanding support work role in the national data collection	190 (Module 1), 176 (Module 2) completions
Poster set and discussion cards	Kaumtua older people posters and discission cards	July 2025	Set of five posters and discussion cards to support meaningful conversations among people who support older people experiencing mental health challenges and/or addiction.	265 hardcopy posters and 514 discussion cards sets sent out 137 posters and 25 discussion cards downloads

Note: Video metrics reflect the number of plays rather than completed views

Diverse formats support flexible and meaningful learning

Participants highlighted the value of having a range of resource formats, which enabled flexible use across different roles, organisational contexts, and learning preferences. The diversity of formats allowed organisations to tailor how resources were used, supporting both structured learning and more informal engagement approaches.

Different resource types served distinct purposes. E-learning modules were commonly incorporated into existing organisational learning and development programmes, while short films were used in induction, recruitment, and to introduce key practice concepts such as working alongside rainbow communities. Podcasts were primarily used to support awareness, reflection, and connection, helping to reinforce the values and purpose of support work. Posters and discussion cards were used to prompt team conversations and support values-based practice. Some examples shared include:

Podcasts

“People enjoy listening to it they can relate. They feel encouraged, they feel inspired. And that's really to just create awareness and inspire support workers to keep doing the good work” - interview participant

“It's always good to have, you know, new and interesting things that we think will be useful for members to share with them. It's good that it's been able to promote the work.” - interview participant

E-learning and micro-learning

“We currently access your e-learnings. So that is part of our core training mandatory training that our kaimahi are asked to do.” - interview participant

“The content of e-learning is really relevant to what our staff are doing day to day, so it fits well with the kind of learning we want to support.” - interview participant

Short films

“We are using the short films to give people a little bit of context to the industry. The feedback from those has been really good because they're so short, they're super palatable. - interview participant

Posters and discussion cards

“I have displayed so it is visible to support open discussions, how it all aligns to whānau core values, starting the conversation, embedding into practice and what is important to their journey vs clinical lens” - survey participant

Embedding into organisational systems drives consistent engagement

A consistent theme across stakeholder interviews was that resource use is most effective when embedded into formal organisational systems and processes. Participants described how resources were integrated into structured pathways such as onboarding, induction, and organisational learning systems, with some made mandatory components of training.

Resources were commonly embedded within learning management systems (LMS), organisations' intranet, or resource hubs, making them easier to access, track, and report on. This integration supported more consistent engagement across teams and reduced reliance on individual motivation.

While many organisations were embedding resources into structured learning systems, some described already having established internal training in areas such as note-taking and data. In these contexts, Te Pou resources were not always adopted immediately, not due to lack of relevance or quality, but because existing systems were already in place. As one participant noted, “we already had in-house,” highlighting the importance of alignment and integration with current organisational approaches.

Embedding resources in this way shifted engagement from optional to expected practice, resulting in stronger uptake and more sustained practice change. As participants noted:

“We're putting it in our onboarding, so it's not really even going to be an encouragement it's just going to be the way we do it.” - interview participant

“We've put it into our learning management system they work through induction, and they know they have to complete it as part of their role.” - interview participant

“Once it's part of a structured pathway, people actually engage with it properly rather than it just being something extra.” - interview participant

“We're using Be a star video as training. But what we've actually done is within our learning management system, and we've created questions throughout the video to ask kaimahi so that they're learning from it. So it's been really well received, our whole workforce to know how to engage with the rainbow community or anyone who identifies with that if they're accessing our services” - interview participant

Some organisations described more advanced and intentional approaches to embedding resources by aligning them with the Keeping it Real | Kia Pono te Tika framework. This included using the Real Skills assessment tool to identify capability gaps and guide resource selection, alongside Keeping it Real | Kia Pono te Tika resources such as Working with Māori and Working with whānau e-learning. This approach supported a more strategic and needs-based model of workforce development.

Participants explained how this framework provided structure and direction for embedding learning over time.

“We use Keeping it Real to plan our training across the year, so we'll focus on one Real Skill each month and then bring in resources that align with that.” - interview participant

“It gives us a structure to work from, so we're not just picking random topics, it helps us be intentional about what we're focusing on with our workforce.” - interview participant

Resources strengthen confidence, capability, and culturally responsive practice

Leads and managers consistently reported that the resources supported meaningful improvements in support work practice. Participants described increased confidence, strengthened cultural competence, and improved engagement with diverse communities, including rainbow communities. The resources were also valued for building broader

organisational understanding of the support worker role, particularly among non-clinical staff, contributing to a stronger and more accurate profile of the workforce across teams. Some participants shared:

“The HR team, who obviously are not frontline, I want them to get a better idea of what it actually looks like to work in this space. The resources help them understand the reality of the work, rather than just reading terminology like ‘trauma-informed’ or ‘community care.’” - interview participant

“It’s been useful for building understanding across the organisation, not just within the support worker role.” - interview participant

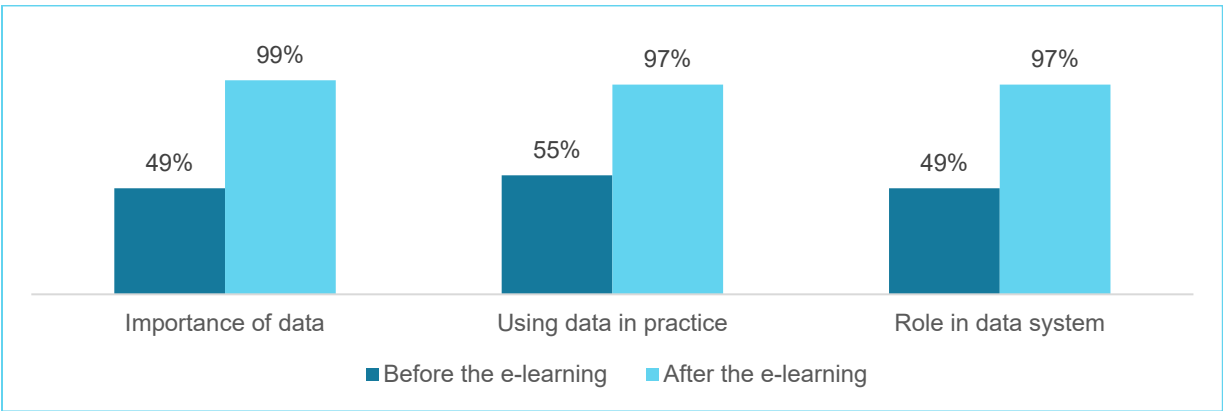
The resources also supported the development of culturally responsive practice. Participants described how they strengthened confidence in working with diverse communities and navigating complexity within teams. In particular, resources such as the rainbow-focused short film were used to support consistent and inclusive approaches to care. Participant shared,

“We’re using your rainbow video as training. But what we’ve actually done is within our learning management system, So it’s been well received. We’re starting to see more consistent practice and stronger understanding across the team.” - interview participant

These reflections highlight how accessible, values-based resources can support more confident and coordinated practice across organisations.

Findings from the e-learning evaluations further demonstrate improvements in knowledge, confidence, and intended practice change. All respondents (100 percent of 124) who completed the data micro-learning reported increased understanding across key data-related concepts, with self-reported knowledge approximately doubling across all areas following completion (see Figure 2).

Figure 2. Changes in participants’ understanding of data concepts before and after learning (124 respondents)



Participants described practical changes in their day-to-day work following micro-learning, particularly in relation to documentation and reflection. For example,

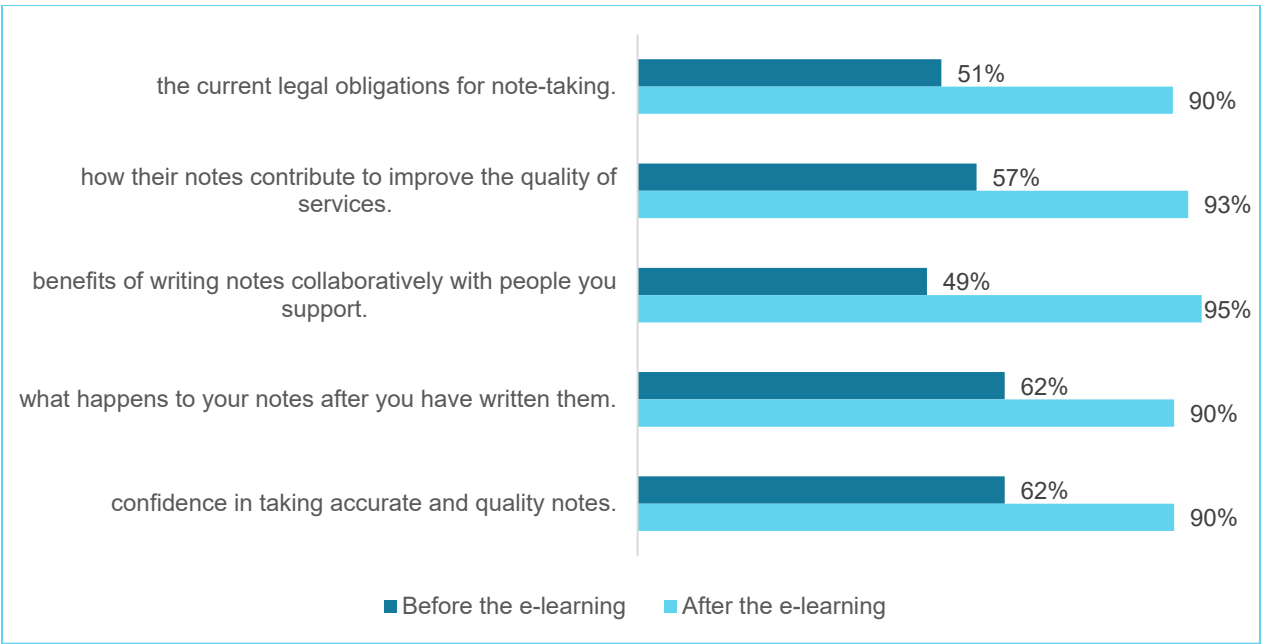
“I’m making sure I record my notes accurately at the end of the day rather than leaving it or missing things.” - e-learning participant

“I now make sure that I include all interactions, like phone calls or follow-ups, not just face-to-face time.” - e-learning participant

“I’m being more intentional in my day-to-day work with tāngata whai ora, thinking about what I’m recording and why.” - e-learning participant

The quality note-taking e-learning was released in March 2026, and the findings reflect early feedback collected during its first two months (to May 2026). During this period, 98 percent of respondents (n=43) reported intentions to apply their learning in practice and reported higher levels of knowledge and confidence following completion (see Figure 3).

Figure 3. Changes in participants’ understanding of note-taking before and after the learning (42 respondents)



Participants emphasised the importance of collaboration, dignity, and cultural responsibility in their approach to documentation. Some of the examples of intention to use the learning from the e-learning are;

“It will allow me to streamline my notes and to be more effective with creating successful plans with my rangatahi. Working more collaboratively with the rangatahi to capture their voice better.” - e-learning participant

“I learned that note-taking must uphold the mana of the person and reflect their story with dignity. I am more aware that privacy is not just a legal requirement but a wairua based responsibility to protect the person’s narrative, whakapapa, and tapu. I will now ensure my notes avoid judgement, labels, or assumptions, and instead reflect respect, intention, and care.” - e-learning participant

Together, these findings indicate that the resources are not only increasing knowledge and confidence, but are suggestive of early shifts in practice, including more intentional, culturally responsive, and person-centred approaches to care.

Trusted, evidence-based resources support workforce development

The resources were consistently valued as high-quality, evidence-based, and well aligned with sector frameworks. Participants described how these resources supported workforce capability by reducing the need to develop internal training, strengthening alignment with best practice, and providing confidence in the quality and relevance of the content. Participants shared:

“we know that it’s evidence-based, we know that you’ve worked with subject matter experts, and that it’s really strong practice-related,” - interview participant

“It saves us having to create something ourselves, because we trust that what’s there is evidence-based and relevant,” - interview participant

Participants also highlighted use of a wider range of Te Pou resources beyond the support work suite, including Youth Mental Health First Aid training, workshops on managing substance use and intoxication, and e-learning such as Working with Māori, Working with whānau, and the Mental Health Act guidelines e-learning. One participant shared:

“We’re implementing or getting up and running Youth Mental Health First Aid, which is also Te Pou, the quality of the programme is amazing and is getting really good feedback” - interview participant

“We currently access your Working with whānau and Working with Māori e-learning that is part of our core training” - interview participant

Participants reflected a high level of trust in the resources. This trust enabled organisations to confidently adopt and integrate the resources into their workforce development approaches, particularly within structured learning systems where credibility and alignment with sector standards are critical.

“Te Pou have been brilliant they’ve provided us the content and whenever you update your training, we just update it in our system, which makes it really easy for us.” - interview participant

Access and workforce context influence uptake

Engagement with resources is strongly shaped by workforce context, including competing demands, existing systems, and access considerations. Participants described environments with significant training requirements and limited capacity, where:

“there’s so much learning already, things can easily get missed unless they’re clearly prioritised or built into existing learning pathways.”

Resources that were embedded and aligned with organisational priorities were more likely to be used, while optional resources were more easily overlooked. Some organisations also had established internal training:

“I like your e-learning but we already had in-house resources around data and internal note writing one”

This influenced the adoption of new resources, not due to lack of value but due to existing systems meeting similar needs.

Access and equity considerations were also highlighted, with some kaimahi relying on mobile devices and facing login or platform barriers:

“Some kaimahi don’t have access to laptops and are relying on their phones to complete training.” - interview participant

These findings reinforce that uptake is shaped not only by resource quality, but also by how well resources fit within organisational systems, workforce capacity, and access realities.

Interpretation and opportunities

Findings across data sources show that the resources are valued, trusted, and widely relevant to the support workforce. Participants consistently described the content as practical, evidence-based, and well aligned with sector frameworks, supporting improvements in confidence, capability, and day-to-day practice. The use of diverse formats further strengthened engagement by enabling flexible and meaningful learning across different roles, contexts, and learning preferences.

A clear pattern across the findings is that the impact of the resources is shaped less by content alone and more by how they are introduced, positioned, and embedded within organisational systems. Organisations that integrated resources into structured pathways, such as onboarding,

induction, and learning management systems, reported stronger and more consistent engagement. In these settings, learning shifted from being optional to becoming expected practice, supporting sustained use and reinforcing capability over time.

Engagement approaches were central to this process. Awareness and early uptake were largely driven through relationship-based engagement, with participants often encountering the resources through direct connections rather than independent exploration. This highlights the importance of active facilitation in making resources visible, relevant, and accessible to the sector.

Effective engagement was supported by a combination of complementary strategies. These included targeted engagement with key organisations employing large numbers of support workers, ongoing follow-up and relationship-building, leveraging existing sector networks and forums, and working closely with leaders and managers to align resources and communication with organisational priorities. Together, these approaches strengthened visibility, reinforced relevance, and supported uptake across diverse organisational contexts. This suggests that engagement is not a one-off activity, but an ongoing and multi-faceted process that enables awareness, builds trust, and supports integration into practice.

At the same time, workforce context strongly influences how resources are accessed and prioritised. Participants described environments with high training demands, competing organisational priorities, and limited capacity for additional learning. In these contexts, resources that are clearly prioritised, easy to access, and aligned with organisational needs are more likely to be used, while optional or standalone resources can be overlooked. Existing internal training systems also shape uptake, with organisations more likely to adopt resources that complement rather than duplicate current approaches.

Access and equity considerations further influence engagement. In some contexts, kaimahi rely on mobile devices and experience navigation or login barriers, highlighting the importance of ensuring resources are accessible, flexible, and responsive to real-world conditions.

These findings align with implementation research, which highlights that successful uptake depends on how well resources are embedded within organisational systems and adapted to local context (Nilsen, 2015; Braithwaite et al., 2020). Workforce capacity and competing priorities further shape engagement, reinforcing that learning must be prioritised and integrated into practice to be effective. The importance of trust and alignment with best practice is also well established, with credible, evidence-based resources more likely to be adopted (Greenhalgh et al., 2017). Improvements in culturally responsive practice also reflect evidence that contextually relevant and equity-focused learning approaches strengthen workforce capability (Curtis et al., 2019).

These findings need to be interpreted in the context of the evaluation design. Insights are based on a targeted sample of organisations and early feedback data and may not reflect the full

diversity of the support worker workforce or organisational contexts. Further data over time will strengthen understanding of sustained impact and applicability. Overall, the findings demonstrate that the resources provide a strong foundation for workforce development. Their continued impact will depend on how effectively they are embedded, supported through relationships, and aligned with organisational systems, workforce capacity, and access realities.

Opportunities for strengthening impact

Findings highlight a range of opportunities to further enhance the reach, uptake, and sustained impact of the support work resources. These opportunities reflect areas for refinement and ongoing development and may also inform the design and delivery of other resource initiatives.

Strengthen visibility and access

- Improve navigation and searchability of resources (e.g., better website layout, clearer categories, improved search functions)
- Continue and extend relationship-based engagement to support awareness and uptake.

Support implementation in practice

- Provide guidance for embedding resources into onboarding, induction, and learning management systems
- Align resources with existing frameworks and organisational training pathways
- Develop practical tools (e.g., activation guides) to support use in team settings.

Enhance accessibility and equity

- Optimise resources for mobile use and low-bandwidth environments
- Reduce login and access barriers where possible
- Provide downloadable or offline options to support flexible learning.

Strengthen alignment with organisational context

- Support integration with existing training systems to minimise duplication
- Ensure resources align with workforce capacity and service priorities.

Expand facilitated and team-based learning

- Provide discussion guides and tools for use in supervision and team meetings
- Encourage shared reflection to support embedding of practice.

Build on existing strengths

- Maintain high-quality, evidence-informed design
- Continue to reflect diverse voices, lived experience, and culturally responsive practice
- Strengthen co-design approaches with the workforce.

Conclusion

This evaluation demonstrates that the support worker resources are making a meaningful contribution to workforce capability and practice across a range of organisational contexts. Participants consistently described the resources as relevant, practical, and aligned with sector needs, supporting improved confidence, deeper understanding, and more intentional approaches to care.

The findings reinforce that impact is not driven by resource quality alone, but also by how resources are introduced, supported, and embedded within organisations. Relationships, organisational readiness, and the way resources are implemented all play a critical role in shaping uptake and sustained use. Where there was active engagement with managers and learning and development leads, and where implementation was supported through structured approaches or ongoing conversations, the resources were more effectively integrated into everyday practice.

A key strength of the resource suite is its adaptability. The range of formats and content enables organisations to use resources in ways that suit their context, whether through structured learning pathways, team-based reflection, or informal engagement. The resources also contribute to a broader understanding of the support worker role, supporting greater recognition and consistency of practice across teams.

The evaluation provides a clear direction for future focus. Strengthening how resources are shared, supporting organisations to embed them into existing systems and workflows, and continuing to invest in relationship-based implementation approaches will further enhance their impact. Continued alignment with workforce needs, organisational contexts, and evolving sector priorities will be important to sustain momentum.

Overall, the resources are well positioned to support ongoing workforce development, with potential to contribute to strengthened practice, greater consistency, and improved outcomes for tāngata whai ora and whānau.

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Appendix A: Participant Information Sheet and interview guide

Evaluation of the Support Work Resource Suite

Purpose of the project

Te Pou is evaluating resources developed for support workers to understand how they are being used, what is working well, and where improvements can be made. This evaluation will help determine whether the resources are delivering value for the workforce and achieving their intended outcomes. Your feedback will directly inform the ongoing development of resources that support people working in mental health and addiction services.

What is involved?

As part of this evaluation Te Pou will hold interviews or seek feedback via email with people who have accessed the resources part of support work suite. The interviews will be held online over Teams by the project lead. The interview will last between half an hour to one hour. It will be recorded, and transcripts will be analysed and added to the analysis of feedback from other people interviewed. A detailed report will be developed, which will be shared with Health New Zealand | Te Whatu Ora and published on the Te Pou website.

What will happen with the information I provide?

All interviews will be recorded only with consent. Information will be stored securely and treated as confidential. A secure external transcription programme may be used.

Data collected will be used solely for the purposes of this evaluation. Paraphrased or direct quotes may be included in the final report; however, all quotes will be anonymous. Reasonable steps will be taken to remove information that could identify individuals, including references to specific workplaces or locations.

Benefits of participation

By taking part, you are contributing your voice to the ongoing improvement and development of resources that support the mental health and addiction workforce.

Who can I contact if I have any questions?

If you have any questions or concerns, please contact:

Katie Palmer du Preez

Manager – Evaluation and Monitoring, Te Pou

Katie.PalmerduPreez@tepou.co.nz; 09 261 3429

Alexia Black

Project Lead, Te Pou

Alexia.Black@tepou.co.nz

Participant Consent

I have read, or had read to me, the participant information sheet and I understand what it says.

- I have been given enough time to decide to participate or not in this interview.
- I have had the opportunity to ask questions, so I know what I am agreeing to.
- I understand that participating in the interview is voluntary (my choice) and that I may withdraw from the interview at any time without this affecting my relationship with any organisation involved.
- I understand that if I take part in this interview, my details will be kept anonymous, and all reasonable efforts will be made to remove information that could identify me in reporting.
- I agree to keep the information shared during the interview confidential.
- I know who to contact if I have any questions about the interview.
- I understand the interview will be audio recorded.
- By participating in this interview, I consent to the above points.

If you agree to take part

Your participation in the interview will be used as consent, and you can keep this emailed copy of the information sheet and the consent form.

Interview questions

- Resource use: Which resources have you accessed, and how have you supported kaimahi or yourself to use them in your work?
- Impact on practice: what has been the most significant impact of using these resources on your work or your team?
- Implementation: what approaches or strategies have you or your organisation used to encourage others to engage with these resources?

Challenges and improvements: what challenges have you faced in accessing or using the resources, and what would help make them more useful or easier to use?