

**CASE STUDY REPORT FOR
I HAVE A DREAM (IHAD) WESLEY COHORT
FOR THE
IHAD CHARITABLE TRUST**

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This report is confidential to the IHAD Charitable Trust

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Structure of This Report

This report captures the stories of eight of the 'Dreamers'. It describes not only their academic successes but also captures the impact of "I Have a Dream" (IHAD) on their lives from 2003 to 2014. The eight Dreamers represent a cross section of Dreamers which are defined later in this report. There are three males and five females. The eight stories clearly show the challenges and successes unique to each case but also provide insights into the challenges that were common across the group. This report is structured under the following headings:

Section One Background and methodology

Section Two Executive Summary (cross themes for IHAD case studies)

Section Three Individual stories of Dreamers

Section One: Background and Methodology

Background

The mission of the IHAD Project is to help children from low-income areas become productive citizens by providing a long-term programme of mentoring, tutoring and enrichment, with an assured opportunity for higher education. IHAD is an American-based programme which has run for over 30 years, with more than 200 programmes in operation in 60 cities and involving over 15,000 students.

A number of independent research studies associated with the American programmes demonstrate that IHAD can have a dramatic impact on helping students succeed in the following aspects of their lives:

- improvements in school attendance
- higher rates of attendance at university or tertiary study
- improved graduation rates and academic performance as indicated in grades and test scores.

There is also evidence of a wide range of attitudinal and behavioural benefits for students.

The IHAD Charitable Trust was established in New Zealand with a view to setting up IHAD programmes in low-income areas in New Zealand. In 2002 Wesley Primary School agreed to be the first school to participate and a Year 4 cohort was identified as an initial 'Dreamers' group. These initial Dreamers were given the promise to receive the programme's support right through into tertiary study and/or employment. A Project Coordinator was appointed and the programme got underway in 2003. The Project Coordinator was (and is) a full-time staff member who was called on to facilitate services which provided advice, guidance and resources to ensure a wraparound service was provided to the Dreamers and their families. Key services included:

- After-school tutoring: Students could access tutors to assist with both homework and aspects of learning that were challenging
- Mentor for each Dreamer: Mentors formed long term relationships with the Dreamers. They took Dreamers to places they would otherwise not have experienced and at times provided financial assistance for things such as school books. They also provided emotional support;

helped Dreamers to dream big, and kept them on track with their goals. Throughout high school Mentors were involved with academic goal setting and tertiary education planning

- School Holiday Camps and Outings: The camps provided Dreamers with the opportunity to experience different parts of New Zealand. The camps also provided the opportunity to develop skills for life including: health education, essay writing and job interviews. Dreamers were encouraged to reflect on their growth, what they were learning and their goals for the future.
- Guest speakers: Motivational speakers were invited to share their experiences and provide positive role models for the Dreamers.
- Interventions with Social Service and Government Agencies as required: At times the Dreamers needed the support of Social Service Agencies and the Project Coordinator was able to facilitate access.
- Interventions with the School to ensure continuity of quality education: Many of the Dreamers required direct support to advocate access to the appropriate courses to gain University Entrance qualifications. The Project Coordinator was able to provide this much needed support. The Project Coordinator intervened on behalf of Dreamers about school attendance, conduct and disciplinary matters, with the teachers, the Deans, the Principal and on some occasions even the Board of Trustees.
- Working alongside families: The families were a strong partner in the process. They often attended parent meetings at the Dreamer centre, or the Project Coordinator would meet them in their home to discuss topics relating to the programme and their child's schooling. At time families would be in crisis. This was often the result of financial stress or conflict within the families. IHAD provided counselling/advocacy services and on limited occasions intervened with financial support to families.
- The programme guaranteed to pay the tertiary fees for each Dreamer.
- Academic counselling: Making the right choice of subjects and course of study was essential if Dreamers were to access the tertiary studies that will lead them to their chosen career pathways. IHAD provided ongoing academic counselling to ensure Dreamers chose appropriate courses to achieve their dreams.
- Work place visits and work experience: This provided Dreamers with the opportunity to experience first-hand the possibilities of employment.
- Community service projects: In the early years Dreamers got involved in community service projects and giving back. These included things like beach clean-ups, running Christmas events for the community, and going back into their old primary/intermediate schools and other low-decile schools sharing their Dreamer stories to inspire their community peers, and the next generation of priority learners.

The IHAD Trust set up an after school Dreamers' Centre where Dreamers could come to study, hang out and meet with their tutors and mentors, and the Project Coordinator. As the Dreamers got older, the Dreamer Centre also became a focus of evening and weekend activities.

Over the period of the project a formative evaluation has been undertaken to affirm areas of good practice and to make improvements to the programme. The IHAD evaluation report of 2012 indicated that the project produced similar results as their American counterparts. That is, improved attendance at school, access to tertiary study and graduation rates. These improvements were dramatic when contrasted with the Comparison Group.

Today the Dreamers have graduated from secondary school and are pursuing various career pathways. Over the life of the project 15 Dreamers left New Zealand and went to live in Australia. Of the 38 New Zealand based Dreamers, 32 completed Year 13 (final year of secondary education). All of the Dreamers living in New Zealand are still in contact with the Project Coordinator.

Methodology: Case Study

The paradigm most associated with case study is the interpretive paradigm. Case study always involves “the study of an instance in action” (Adelman et al., 1980, cited in Bassey, 1999: 30). The single instance is of a bounded system, for example, it could be a child, a class, a school, or a community. It provides unique examples of people in real situations. This enables the reader to understand ideas more clearly than ideas being presented as abstract theories or principles (Adelman, 1980, cited in Cohen et al. 2000).

Adelman, Jenkins, and Kemmis (cited in Cohen & Manion, 1994; Cohen et al. 2000; Bassey, 1999) identify key advantages of case study as an approach to research. The strength relates to case studies being ‘down to earth’ and attention holding. They are often in harmony with the reader’s own experience and therefore provide a natural basis for generalisation. Case studies have a strength that lies in their attention to subtlety and complexity of the case within its own right. Case studies recognise the complexities of social truths by attending to social situations. This allows the case study to represent the discrepancies or conflict between viewpoints held by participants (Adelman et al, 1980).

The descriptive nature of case studies makes them more accessible to a variety of audiences because the language tends to be less esoteric and less dependent on specialist interpretation than conventional reports from research.

Narrative case study has been selected as the preferred methodology. Narrative inquiry is an umbrella term that captures personal and human dimensions of experience over time, and takes account of the relationship between individual experience and cultural context (Clandinin and Connelly, 2000).

Narrative inquiry is a means by which we systematically gather, analyse, and represent people’s stories as told by them, which challenges traditional and modernist views of truth, reality, knowledge and personhood.

Analysis (meaning making) occurs throughout the research process rather than being a separate activity carried out after data collection (Gehart et al 2007).

The emphasis is on co-construction of meaning between the researcher and participants. While being involved in/ listening to/reading the conversations, researchers take in what is being said and compare it with their personal understandings, without filling in any gaps in understanding with ‘grand narratives’, but rather inquiring about how pieces of the stories make sense together. The process of ‘data gathering’ and ‘analysis’ therefore becomes a single harmonious and organic process (Etherington, 2013)

Case Study in Action

The Dreamers were selected as case study participants based on gaining a cross section of Dreamers. The cross section included a balance of male and female Dreamers, a range of ethnicities and academic abilities. A preliminary list was established and Dreamers were approached to seek their consent to share their stories. All of the Dreamers that were approached participated willingly. Each Dreamer read a first draft of their story and was able to have their story amended. This ensured the researcher had captured an accurate account of their journey with IHAD.

Once each Dreamer was satisfied that their story was an accurate reflection of their journey with IHAD they signed a consent form that allows IHAD trust to use their anonymised stories to promote the work of IHAD and to encourage other agencies and communities to work together to strengthen educational opportunities for children who might not otherwise have access.

Data were gathered from:

- Eight Dreamers
- The Project Coordinator (Coach)
- The Project Sponsor

An interview schedule was used in all interviews to allow for analysis within each case and across cases (Appendix One). All interviews were taped and notes were taken. The qualitative data were analysed thematically using content analysis procedures.

The researcher also analysed a range of documents including:

- Student profiles
- Academic records (primary and high school)
- Previous evaluation reports
- Media reports: Metro Magazine, New Zealand Herald, Television Three
- Individual Dreamer records and notes stored by the Project Coordinator and Sponsor

Each case was written up as single cases and then themes were identified across all of the cases. These cross themes are presented as an executive summary contained in this report

Section Two: Executive Summary (*Cross Themes for IHAD Case Studies*)

Each case study story is unique and represents an individual's IHAD journey. However, there were common themes that became apparent as each Dreamer told their stories. This section describes the themes that have been elicited from the individual stories of each Dreamer's journey.

IHAD's aim is to help Dreamers succeed in the following aspects of their lives:

- improvements in school attendance
- higher rates of attendance at university or tertiary study
- improved high school completion and academic performance as indicated in grades and test scores.

To develop resilience, determination and to realise their potential it is clear from the evidence that IHAD has been highly successful in influencing the outcomes for these case study Dreamers across all of these aims. All of the case study Dreamers improved school attendance, graduated from high school and gained qualifications that allowed them to access tertiary study.

What is also clear is that there has been no one single factor but rather it was a suite of support services provided through the IHAD Trust that has led to the success for each Dreamer. Social change and educational change is not achieved through a quick fix model. IHAD has provided this consistent set of services for 12 years and continues to support Dreamers when there is a need.

Profile of the Case Study Dreamers

This section describes the Dreamers' family background, life experiences and academic achievement as they entered the IHAD project. Table One shows the ethnicity and size of each Dreamer's family.

Table One: Ethnicity and family size of the Dreamers

Dreamer	Ethnicity	Number of children in family	Living with one or two parents	Extended family members living in the home	Total number in household
A	Tongan	5	2	0	7
B	Tongan	8	2	0	10
C	Tongan	4	2	2	8
D	Tongan	4	2	1	7
E	Ethiopian	3	1	0	4
F	Samoa	4	1	0	6
G	Tongan	4	2	2	8
H	Tongan	8	2	1	11
Average household size					7.62

All but one of the case studies were Pasifika and six out of the eight case study Dreamers came from Tonga. All of the Dreamers came from large families. The average size of the case study families was 7.62 people in each household significantly higher to the average number of people living in households in New Zealand which is 2.65¹.

¹ Source: OECD Family Database

http://www.oecd.org/social/soc/SF1_1_Family_size_and_composition_Jan2013.pdf

All but two of the IHAD families were two parent families. In one case a parent lived for a time with a de facto partner. This compares with just 60% of New Zealand households having two parent families². In four case study families members of the extended family also lived in the household.

Poverty was a major issue in the lives of all of the case study Dreamers. In almost every case, parents worked one or more jobs in order to provide the necessities of life for their children. However, most parents worked in lowly paid jobs and so at times providing the necessities was a struggle.

Gang association was prevalent in the lives of five of the Dreamers. This included older siblings and extended family members being involved in gangs. In the case of two Dreamers, family members served time in jail.

At the time of entering the IHAD programme all of the Dreamers were assessed for their academic ability. Standardised Progressive Achievement Test (PAT) scores were collected. Table Two shows the Progressive Achievement Test³ (PAT) results from 2003 when IHAD started. The results are recorded as Stanine Scores. Stanine is a method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two. Stanine 1 represents 4% of the lowest scoring students and Stanine 9 represents the top 4% of students.

Table Two PAT Results for 2003

Dreamer	Listening	Reading	Vocabulary	Mathematics
A	5	3	3	4
B	4	5	3	4
C	3	3	2	1
D	5	4	4	3
E	6	4	5	5
F	3	1	1	4
G	4	5	5	4
H	5	6	4	6
Average scores	4.4	3.9	3.4	3.9

Only two of the Dreamers scored above the mean of 5. Dreamer E scored 6 in Listening and Dreamer H scored 6 in Reading and Mathematics.

² Source: OECD Family Database

http://www.oecd.org/social/soc/SF1_1_Family_size_and_composition_Jan2013.pdf

³ The Progressive Achievement Tests (PATs) assess students' Mathematics, Listening Comprehension, Punctuation and Grammar, Reading Comprehension, and Reading Vocabulary. PATs are a series of standardised tests developed specifically for use in New Zealand schools.

Engagement with IHAD

All of the Dreamers described their early memories of IHAD. Many remembered being called out of class to go to the Dreamer Centre. They all recall Scott, the project sponsor, talking to them about IHAD and the opportunity to go to university. They also recall having their photo taken. Whilst they did not fully understand the opportunity they were being offered they felt pleased to have been chosen for *‘something special’*.

Indicative of the Dreamers’ memories of their introduction to IHAD was the vivid memory of:

This millionaire pakeha⁴ guy asking ‘what is your dream?’ Later we knew it was our grandfather, Scott¹. That’s how we see him anyway (Dreamer D).

Coach talking to us about the future. He was nice to us brown kids not like all the other white folks we see every day (Dreamer B).

In almost every case the Dreamers’ parents were supportive of IHAD. As parents, they all wanted their children to have a better life than their own and education was seen as key to achieving this goal. Parents participated fully in the opening celebrations and were clearly proud that their children had been chosen to participate in IHAD. Nearly all of the parents attended the ongoing family events that were part of the IHAD project.

Dreamer E’s mother was initially hesitant as her experience of people wanting to work with her son had always been negative. To allay her fears Coach and Scott met with her in her home to explain what IHAD was really all about and the potential benefits of the project for her child. She was convinced by their argument and subsequently agreed to allow her child to participate.

All of the Dreamers attended the Dreamer Centre regularly. They would complete their homework at the centre and were also able to interact with friends. They all enjoyed the friendships they made and quickly saw the other Dreamers as a second family.

The sense of family developed and strengthened over time. The consistent presence of IHAD staff, the regular family events and the various community service events meant that strong bonds were formed between the Dreamers and the staff of the IHAD centre.

What I remember and what I enjoyed was how we started off as just kids going to the same primary school and we were put into this programme doing homework together, going to camps and we ended up as a family. We are like brothers and sisters (Dreamer B).

⁴ Pakeha, which is a Maori term for the white inhabitants of New Zealand

Improvements in School Attendance

Attending school regularly is a prerequisite for achieving success and graduating from high school with qualifications. All of the Dreamers had very good primary school attendance. The average attendance rate was 95%. Whilst this was very positive the trend of regular attendance was not to continue.

Attendance at high school was much more problematic than primary school. The Dreamers' life challenges and experiences of the high school they attended played a key role in many of them choosing to not to attend school regularly. Life challenges included:

- Family poverty – including overcrowding in homes
- Family and friends' associations with gangs and drugs
- Sexual abuse
- Physical abuse
- Having to care for siblings and extended family members

In my family I had no one to look up to. It felt like the easiest thing was for me to pull out of school and not worry about my dream or future (Dreamer B).

Only one of the Dreamers did not have an issue with school attendance at high school. Dreamer E's Mum made sure that at home he had a quiet space to study. She continually talked with him about making the best of the opportunities living in New Zealand had to offer. This had a huge influence on Dreamer E and her constant reminders to him of having aspirations and getting ahead in life resonated, especially during challenging times.

My Mum would tell me you are not stupid. Use everything you have (Dreamer E).

The Dreamers often had to walk between different worlds; the IHAD world, the world of home, the world of school and the world of their friends. IHAD provided the Dreamers with a world view that was about service to others, giving of your best and setting aspirational goals. At home Dreamers were often living in overcrowded conditions and at school they were expected to conform and achieve. The Dreamers' friends (who were not in the IHAD project) often expected them to do drugs, participate in gang activities and skip school. It is a gifted teenager that can walk those worlds and stay centred.

At first they [my mates] gave me a really hard time. Like, 'What's wrong with you?' I mean these people beat up people. I was just straight up with them. I had to study. In school I was this guy and away from school I was that guy (Dreamer E).

My friends would beat people up for things they didn't even need. I didn't want to be like them. My mates were bad people. I learned there was my school life and my not school life. My Mum and Coach helped me see that (Dreamer E).

As well as the challenges they faced in their home lives, some teachers' attitude to the Dreamers was a key contributor to the Dreamers' absentee rate. Some teachers did not respond well to the Dreamers. They would typically escalate conflict situations.

There were so many times when my Dean just screamed at me - like screamed at me. Coach was a mediator. He mediated all of my issues (Dreamer E).

Being judged by people such as teachers and students made me feel dumb and useless... not only being judged by the way I work but also the colour of my skin. It was already hard enough not having support from home but then having all the stress from school as well (Dreamer B).

Many of the Dreamers felt out of place in academic subjects. This was not because they felt out of their depth academically but rather because they would often be the only brown face in the class.

I didn't like it [being in top stream]. I was the only Pacific student in the class. I got teased by both non-Pacific kids and my own friends. My friends would tease me and say 'you are trying to be like them [palagi]⁵'. The non-Pacific kids would ask 'how did you get into this class?' I felt so embarrassed (Dreamer G).

A lot of times I wasn't feeling accepted. Students were not accepting of their peers [doing well]. Teachers sometimes used put down language. Teachers showed favouritism (Dreamer D).

The Dreamers felt judged by both their teachers and their peers.

One teacher asked me, 'D, what do you want to be?' I said, 'I want to be a politician Miss' and she said, 'You won't get there' so I said 'What will I do then Miss?'. And she said, 'There is always going to be a cleaning job'. That ripped me apart (Dreamer D).

[His] biggest challenge was that he had the tall poppy syndrome. He would put himself out there and other kids would try to chop him down. He took that on board (Coach).

When Dreamer A started her Physics class the first thing she noticed was that she was the only 'brown' face in the room. She also felt as though the class was full of nerds⁶ who were smarter than her. The teacher looked at her and then inquired "Are you sure you are in the right class? Did you make the criteria?" Dreamer A took this as a racist comment and it really knocked her confidence. Coach reflected *it is quite hard on them in mentally sticking with it and feeling like they fit in.*

Coach was a pivotal person in their lives, especially during these five years of High School. He would work with each Dreamer to convince them to stay on track and attend school. He set goals with them and supported them to work towards achieving their goals. He also advocated for the Dreamers with their teachers and the schools' Deans⁷. He showed the Dreamers he truly cared about them. He challenged them to stay in school.

Coach was like this adult you could talk to. You could tell him anything and he would help you. When I was in trouble in class he would talk to me about how I could behave. If the teacher talked I wouldn't take it but if Coach talked to me I would take it from him (Dreamer H).

⁵ Palagi is a Pacific word for white inhabitants of New Zealand.

⁶ **Nerd** (adjective: **nerdy**) is a descriptive term, indicating that a person is overly intellectual, obsessive, or socially impaired.

⁷ In [academic administrations](#) such as colleges or universities, a **dean** is the person with significant authority over a specific [academic](#) unit, or over a specific area of concern, or both.

Dreamer B described Coach as *being on her case*. She acknowledged that Coach helped her to see that she could break the cycle and live her dream. To do this she needed to go to school regularly and get her qualifications.

What did he see in me? He would ask me "Why don't you break the cycle? Pasifika people are looked down on. Make the most of the opportunities you have (Dreamer B).

We called it 'The Talk'. Coach would talk to us about what we had done wrong. We would just have to listen. He would tell us what we put him through and then tell us we were better than that. He was like our white daddy. I think he had a little 'brown' in him though (Dreamer C).

Coach consistently checked on the Dreamers' attendance. He would go to their houses to see why they were not at school. On many occasions the Dreamers would not open the door to him.

He knocked on the door but I wouldn't come out. Then he text me 'I am not leaving until you come out'. So I did. He said to me 'Why are you like this? This is not you. You will go to school tomorrow'. He even said he would go and sit in class with me. He showed he cared about me. I needed someone to do that. He pulled me close. The school should have done that too (Dreamer D).

One day he came knocking and I just sat there. I could hear my phone beep and it was a text message from him saying "I know you are inside". He waited for me until I put on my uniform and he drove me to school. Most of the time I thought he was harassing me. I didn't really know why he was doing this (Dreamer B).

Coach went the extra mile that these Dreamers so badly needed in order to stay at school. There is no doubt in each of the Dreamers' minds that if Coach had not been there for them they would have opted out of school well before graduation.

I would have left school but Coach showed me if I left school I would not have lived to my full skill range. I realised school is for me. If I leave I hurt myself and she (teacher) will still get her pay check. I need a pay check. When I did awesome with my results I can look at the teacher and say 'I am here' (Dreamer E).

Without IHAD I would never have finished school. I would have been stuck at home without a job or a life. I am so glad to be a Dreamer (Dreamer C).

He showed he cared about me. I needed someone to do that (Dreamer D).

Improved Graduation Rates and Academic Performance As Indicated In Grades and Test Scores

There is no doubt that IHAD contributed significantly to the academic success of the case study Dreamers. The range of academic services provided ensured that Dreamers had every opportunity to achieve success.

Academic Counselling

Academic counselling played an important part in making sure that the Dreamers were able to reach for the dreams they held for their futures. Coach worked with each of the Dreamers to establish a clear vision of what is was each Dreamer wanted to achieve. Table three shows the dreams for each Dreamer and the way in which they changed overtime.

Table Three: Dreamers' Dreams Overtime

Dreamer	Initial dream (Primary school)	Emerging dream (High School)	Current dream (After graduation from High School)
A	University	Air Steward Medicine Fashion design	Fashion design
B	Doctor Nurse	Teacher	Social work
C	University	Policewoman	Policewoman
D	University Lawyer	Politician	First Pacific Island Prime Minister of New Zealand
E	University Animator	Doctor	Engineering
F	University	Policewoman	Youth work
G	University Doctor	Doctor	Doctor
H	University Artist	Artist Sportsman Historian	Historian

IHAD dared the Dreamers to have big dreams and to set lofty goals for achieving their dreams. Prior to IHAD only two of the Dreamers had their sights set on university. Coach worked closely with each of the Dreamers as they navigated high school and made choices about what courses to take. This was especially important as the Dreamers entered senior high school.

An example of this was when Dreamer G was entering her final year at high school. Dreamer G needed to consider her course selection carefully if she wanted to pursue her dream of being a doctor. She had studied English, Geography, Mathematics, Physical Education, Science and te Reo

Māori (Māori language) in her NCEA Level Two year. She wanted to keep up Māori and English. She needed to also take Physics, Chemistry, Biology and Mathematics which took the number of subjects to six. Unfortunately she was only allowed to take five subjects. Coach supported Dreamer G to seek advice from the universities as to whether it was imperative for her to take all three sciences. After taking advice Dreamer G decided to drop Physics.

For Dreamers with multiple goals it was important that they kept their academic options open. For example, Dreamer H had two talents that he was keen to advance. The first was in the Arts and the second was in History. During his NCEA Level One year Dreamer H developed and strengthened his passion for History. His passion did not go unnoticed by Coach and his mentor. Through IHAD, a historian from Auckland University made contact and offered to coach Dreamer H. This support was invaluable in allowing Dreamer H to see the opportunities that a career in History could offer. He was hooked.

Mentor for Each Dreamer

All of the Dreamers talked about the impact that their mentors had on their successes. The mentors exposed the Dreamers to activities that they would not otherwise have experienced. They also provided emotional support to keep the Dreamers 'dreaming big'. This included working with the Dreamers as they moved through high school, setting academic goals and planning for their tertiary studies.

In a number of cases the mentors provided academic support. This included helping Dreamers with their homework and assisting them to prepare for exams. Dreamer D's mentor would travel 15 kilometres to D's house and help him with homework.

Another mentor provided a home for Dreamer B. As Dreamer B was preparing to enter her final year of high school she found out that the school would not allow her entry into the university approved subjects she needed in order to enrol at university. Her poor attitude and frequent absences from school excluded her from these subjects.

It felt like I wasn't good enough for them [the school]. It felt like they were saying I wasn't smart enough to take the subjects (Dreamer B).

Despite Coach's advocacy for Dreamer B the school held its ground and would only offer her two out of the five university approved courses she needed. Coach approached two other schools but they also said 'no'. Dreamer B's mentor then offered Dreamer A the opportunity to move away from home and stay with her. Dreamer B could attend a school not far from her mentor's house. At first Dreamer A was not keen on the idea but the more she thought about it the keener she became. She wanted a fresh start and she wanted to achieve her dream. She agreed to move into her mentor's home and attend the local high school that accepted her into all of the university approved courses she needed.

My mentor put an offer on the table. She took a long shot and offered for me to move in with her and her husband and attend the school on the [North] Shore. I couldn't believe that someone was offering me a place in their home (Dreamer B).

Dreamer B worked hard at her new school. She had both her mentor and Coach to encourage her to complete assignments on time and to pass her exams. Her mentor put up a wall planner so that Dreamer B could map out her assignment dates and commitments. She also supported Dreamer B to stay on top of her assignments. Coach assisted by working with her to get assignments completed and to help her understand what was expected in the assignments.

Dreamer B succeeded in achieving Level Three NCEA and achieved University Entrance. She successfully passed four university entrance subjects. This would not have been possible without her mentor's and Coach's intervention.

Dreamer D's mentor provided much needed emotional support during his high school years. When Dreamer D suffered a depressive episode his mentor was there for him. Dreamer D's mentor played an influential role during this time and helped Dreamer D to understand that he did not have to say yes all of the time and act as though he had lots of money to splash around. His mentor taught Dreamer D to say 'No'.

My mentor taught me about budgeting. If we went somewhere and we saw something I wanted he would say 'Don't' buy it unless you need it. There is a big difference between wanting something and needing it' (Dreamer D).

Dreamer E's mentor provided a much needed male role model. He spent many hours talking with his mentor about life experiences. Dreamer E was the only male in his household and his father did not play a role in his life. Having an IHAD mentor contributed to him being able to seek advice and guidance from another man.

He was like a mate. I live most of my life with my mum and my sisters. He was like the man in my life (Dreamer E).

Each of these examples shows the significant importance of the mentors to the Dreamers. The long term relationships that were forged were critical to the ongoing success of the Dreamers as they strived to achieve academic and life success.

Camps

Camps provided the Dreamers with an opportunity to experience different parts of New Zealand and to develop life skills. These camps provided opportunities for things such as health education, essay writing and job interviews. Camps contributed to each Dreamers focus on success and were an important element of keeping Dreamers on track to achieve their goals.

Dreamers were encouraged to extend their thinking with regard to their dreams and were constantly encouraged to reflect on how they were going and what they might need to focus on for the future.

All of the Dreamers were unanimous in talking positively about the camps they attended. Camps would typically include a challenge course such as high ropes and the opportunity to explore leadership potential. The promise of a camp during the school holidays motivated the Dreamers to earn a place at each camp.

You had to earn your holiday retreat. We had a system called 'go for the peak'. You had a sheet that you took around your teachers and at the end of the day you got evaluated. You needed 50% to be at the middle of the mountain and 80-90% you go to the peak. I really liked that (Dreamer D).

All of the Dreamers talked about the strong friendships they developed at camp. The idea of belonging to a large family was a dominant theme expressed by the Dreamers.

Camps were all about bonding together, working in groups and having fun (Dreamer C).

Dreamer E also described the camps as a place where he made friends and enjoyed the company of other Dreamers.

Camp was really good. We stayed up all night talking. Scott would yell at us to go to sleep but I loved the talking all night (Dreamer E).

These experiences contributed significantly to the Dreamers' sense of self-worth and resilience. Dreamer E's success can be summed up by a conversation he had with Scott toward the end of his first year at University when he attended yet another Dreamer Camp. The Dreamers were off to Tongariro to complete the Tongariro Crossing⁸. Dreamer E was a passenger in Scott's car. As they drove along Dreamer E quizzed Scott about his entrepreneurial business ventures. He was really interested in the process of starting up a company, product development, marketing activities and getting investors. Dreamer E was excited by the idea of *doing it himself*. He also liked the idea that Scott was able to fund the IHAD project with the resources from the sale of a software company that he had co-founded while living in the United States. After a while Dreamer E softly said, "*You must be really proud of your accomplishments, Scott*". Scott's response was that he was not proud as much as appreciative of all he had been given, from both of his parents and growing up in New Zealand at a time when it was really a quite wealthy and progressive nation. In fact Scott replied: *If I couldn't become reasonably successful with all of these inbuilt advantages, then shame on me.*

Scott went on to tell Dreamer E that it was he that was proud of Dreamer E's accomplishments.

Here he was, successfully completing his first year at University and look at what he had overcome:

- *He was an immigrant*
- *Spoke no English when he arrived*
- *His father did not live with him*
- *No one else in his family had university qualifications*
- *His family survived on a very low income (Scott).*

Dreamer E's modest response was 'Yeah, that's what Mum says'. To which Scott quickly responded "You've got a damn fine Mum there!"

After-School Tutoring

All of the Dreamers needed support with their academic studies. Prior to attending IHAD they all achieved average to below average scores in PATs and if they were to graduate from college and move onto tertiary study their grades needed to improve.

The Dreamers all attended the Dreamer Centre regularly. At the Centre they completed homework and accessed tutors for subjects for which their required additional support. This directly led to the

⁸ The Tongariro Alpine Crossing in [Tongariro National Park](#) is one of [New Zealand's](#) most spectacular [tramping tracks](#), and is considered the most popular^[1] one-day tramp in New Zealand. The crossing takes about seven hours of steady walking to complete in good weather.

Dreamers improving their reading, writing and mathematics achievement, as well as their general study skills.

Academic tutoring was provided right through each Dreamer's schooling. Although the Dreamers had received a great deal of tutoring during their primary and intermediate education they became even more aware that they would need ongoing support at high school.

Starting college [high school] now was a big deal. I had no idea about writing an essay, doing creative writing and mathematics stuff that I was doing at school. It was so hard. The support that Coach constantly gave me was so helpful (Dreamer B).

There were times when the Dreamers faltered and wanted to give up on their studies. The ongoing support of Coach and the IHAD mentors and tutors made an enormous difference to the academic success of the Dreamers.

When I was at school Coach and I spent many days working hard on my assignments. We spent nights, school holidays and after school hours at the Dreamers Centre. It paid off. Having someone like Coach helping me with my assignments got me my first Excellence. It felt good to get a high mark and show that I could do it (Dreamer B).

Coach was there for me 24/7. It was like he had two families; the Dreamers and his own kids. He would chase me to do well at school. He made me believe in myself (Dreamer A).

One Dreamer exemplifies the role that the after school tutor played, especially in his last year at high school. As Dreamer H began to decide what courses he would take for his final year at high school he found himself in the Dean's office listening to information about an alternative education course for a small group of Pacific Island peers. Dreamer H felt angry and offended that he had been asked to attend the session. *Why was I there?* Dreamer H's academic achievements showed he had the intellect to achieve university entrance.

Coach believed that because of Dreamer H's previous poor behaviour and attitude teachers had not taken note of his academic record and therefore selected him as a potential candidate for an alternative education programme for his final year at school. Needless to say Dreamer H rejected any invitation to attend such a course. Coach subsequently worked with him to ensure he enrolled in university approved courses which included Statistics, History and Classics.

During his final year at high school Dreamer H racked up the highest amount of time spent with tutors at the Dreamer Centre. In one month alone he racked up 33 hours. This support and Dreamer H's positive attitude to his learning ensured that he gained University Entrance in five approved subjects.

Academic Success

The Dreamers all took full advantage of the academic services provided by IHAD and this directly contributed to the success experienced by all of the Dreamers. Table Four shows the Dreamers' National Certificate in Educational Achievement (NCEA)⁹ and University Entrance¹⁰ results. **Table Four: Dreamers' Academic Record for NCEA and University Entrance**

⁹The National Certificate of Educational Achievement (NCEA) is the official secondary school qualification in New Zealand. It was phased in between 2002 and 2004, replacing three older secondary school qualifications.

Dreamer	Level One	Level Two	Level Three	University Entrance
A	✓	✓	✓	✓
B	✓	✓	✓	✓
C	✓	✓		
D	✓	✓		✓
E	✓	✓	✓	✓
F				
G	✓	✓	✓	✓
H	✓	✓	✓	✓

All but one Dreamer achieved Level Two NCEA and six out of the eight Dreamers achieved the qualification necessary to give them entry to university.

Although Dreamer F did not achieve high school qualifications she is currently studying a diploma course in Youth Work. She is keen to give back to her community and make a difference for Youth. Dreamer F has suffered sexual abuse within her family and had moved to no fewer than four high schools before graduating.

Dreamer C was supported to map out a pathway to tertiary study. Coach met with Dreamer C to map out what she needed to do to get into Police College. She needed to build some experience, get a drivers' licence and keep up her physical fitness. It made sense for her to undertake some study that included a level of physical activity. Coach then took Dreamer C to Auckland University of Technology (AUT) and they met with a support person there who encouraged Dreamer C to enrol in a sport and recreation course. This would help her to gain a qualification and keep her active as part of the prerequisite required for application to Police College. Although Dreamer C has struggled with the academic rigour of study she has found employment in a café and is still pursuing her dream of being a policewoman.

Higher Rates of Attendance at University or Tertiary Study

All of the case study Dreamers were able to move towards tertiary study after their high school graduation.

Financial Support

Without exception all of the Dreamers were the first in their families to achieve the opportunity to go to university or to study at tertiary level.

The IHAD Trust promised all Dreamers financial support for tertiary study from the outset of the project. All of the families found it challenging to be able to support their children financially with the cost of tuition and materials for university. The financial support to undertake tertiary study was instrumental in allowing all of the Dreamers the opportunity to study at university.

¹⁰ The common educational standard established, after consultation with the universities and the New Zealand Vice-Chancellors' Committee, and maintained by the Qualifications Authority as a prerequisite for entrance to university for people who have not attained the age of 20 years

I would not be here (university) if it was not for IHAD. We are poor and without the scholarship I would have to work instead of study (Dreamer E).

I could not have gone to university if it wasn't for Scott. I am so grateful that they [IHAD] have paid for my education (Dreamer D).

Transition to Tertiary Study

For all of the Dreamers, transitioning to tertiary study was scary. They described feeling overwhelmed by the paperwork that was required. In all cases Coach worked with each Dreamer to determine the best course selection and to support each Dreamer undertake the enrolment process.

Coach was there for me. I didn't know what to do. He helped me apply for Whitecliff [School of Art and Design] and AUT [Auckland University of Technology]. He even said he would come with me to the interviews (Dreamer A).

Paperwork completed and the reality of attending university kicked in for all of the Dreamers. Once again they all faced challenges. The challenges included:

- **Overcrowded homes and a lack of access to the internet**

Dreamer B struggled to find a quiet place to work at home. There was no access to the Internet and on numerous occasions she missed important email communication from the University.

- **Balancing the demands on their time with university study**

Dreamer D has a role as a Youth Advisor on the Auckland City Council Youth Panel. This has meant juggling the competing demands of study with the demands of the Auckland City Council. Coach has maintained contact with Dreamer D to help Dreamer D with strategies to try and get the balance right. He has met with both Dreamer D and members of the Advisory Panel to negotiate the balance. This year Dreamer D has been more focussed on his studies and is currently doing well in his studies.

Dreamer G made the decision to attend a university that was a one and a half hour flight away in order to remove herself from the constant demands of her family. Scott wanted Dreamer G to develop her independence and was aware that it would be difficult for her to keep up the family commitments of delivering newspapers every morning as she had done through High School, church, band and youth group every week as well as put the time required into studying. Coach supported Dreamer G to complete the necessary enrolment forms and also attended the pre enrolment interview with Dreamer G.

- **Being overwhelmed by the university environment**

All of the Dreamers talked about how overwhelming it was to find their way around the universities. For some it was the physical environment which felt daunting, large universities spread over several streets made it hard to find their way around. For others it was being one of only a few 'brown' faces. Dreamer H found the first semester at university really challenging. He was of the few 'brown' kids in class and this made him feel uncomfortable. Whilst most of them overcame their sense of anxiety, for a few Coach needed to intervene.

I showed him [Dreamer H] how to use the library and his mentor gave him a space at his office for him to work between lectures (Coach).

- **Ill health**

For Dreamer G ill health struck during her second semester at university. She had infected legs from injuries sustained in rugby. She came back to Auckland but did not initially seek the medical attention she required. The cost of going to the doctor and paying for the medication required was difficult for Dreamer G's family. Dreamer G's family wanted to try some traditional Tongan methods for healing Dreamer G's infection. Coach became really concerned for Dreamer G and with her parents' permission took Dreamer G to hospital where she stayed for two weeks recovering from her infection. During this time Coach also kept in contact with a liaison person at Otago University to ensure she was not disadvantaged by being away for such a long period of time. Fortunately for Dreamer G she was able to catch up with missed work and return to her studies. Coach's support was instrumental in Dreamer G getting the medical treatment she required and the support to keep her dream alive.

- **Financial pressures at home**

Whilst studying and struggling with her studies Dreamer C's family was also going through a hard time financially. They had to move out of their rented accommodation and were paying more in rent at their new place. Dreamer C was no longer eligible for a student loan as she had failed her course. Her family were not in a position to assist her with the cost of study. Once again Coach worked with Dreamer C to set new goals and to prioritise her efforts. She could attend a Level Three Youth Guarantee Course which would at least give her a qualification but not necessarily to employment. Coach encouraged Dreamer C to take a year to regroup. The reality was that she needed to earn some money to help support her family and she needed to rethink her dream.

I needed to think about what was best for me and my family (Dreamer C).

The reality for all of the case study Dreamers is that having made it to university the presence of Coach as a guiding light was critical. He helped them to continue to navigate life's challenges and to stay on track to achieve their goals.

I sort of feel proud of myself a little bit, just a little. You [Coach] taught me right from wrong and exposed me to things I would never have known. You showed me there was a world outside my family and that I have a brighter future to look forward to (Dreamer B).

Table Five identifies the Dreamers current and future study goals.

Table Five: Dreamers' tertiary study foci

Dreamer	Tertiary Study Focus	Current Study Focus	Future Focus
A	Fashion and Design	Fashion and Design	Fashion and Design
B	Bachelor of Education (Teaching)	Volunteer IHAD project (America)	Complete her university studies in social work
C	Diploma in sport and recreation course	Gap year supporting her family	The New Zealand Sports Institute and the Police Force
D	Bachelor of Arts	Bachelor of Arts	Pacific studies Politics
E	Bachelor of Biomed	Bachelor of Engineering	Postgraduate study
F	Diploma in Youth Work	Diploma in Youth Work	Youth worker
G	Bachelor of Health Science	Bachelor of Medicine	Paediatrician
H	Bachelor of Arts	Bachelor of Arts	Historian

The success of IHAD is summed up by each of the case study Dreamers.

I want to be a fashion designer and own my own business. I am good at what I do and I love it. I just start sewing and I get these random ideas about how to make something more interesting. Dream big. Don't give up on your life. Dreams are like stars, so reach out for them (Dreamer A).

Life now is so much better for me. It is way more positive and more beautiful than I ever thought it would be for me (Dreamer B)

Without IHAD I would never have finished school. I would have been stuck at home without a job or a life. I am so glad to be a Dreamer (Dreamer C)

My biggest dream is to be a politician and [to] be the first Pacific Island Prime Minister of New Zealand (Dreamer D).

I lived in the warzone and I lived on the ground; I ate and slept on the ground. Then I came to New Zealand and now I have to make the most of everything I have. I have to use everything I have. Everything I have is a blessing (Dreamer E).

I dream now to help the world, change our community and pass my good learning to the next generation. I am a Dreamer. Once a Dreamer, forever a Dreamer. I carry this in my heart along with a strong saying, "I believe" (Dreamer F).

My life, my story, my dream went from wishing to hoping and now believing –all thanks to IHAD. I will always be proud to be a Dreamer and I will die proud being a Dreamer (Dreamer G)

It's kind of weird cos I was this PI [Pacific Island] kid and my area was all I knew. Dreamers taught me that I could go to university. For me it was university or bust (Dreamer H).

Section Three: Individual stories

CASE STUDY ONE: DREAMER A

I want to be a fashion designer and own my own business. I am good at what I do and I love it. I just start sewing and I get these random ideas about how to make something more interesting.

Dream big. Don't give up on your life. Dreams are like stars, so reach out for them.

Dreamer A's Life Before IHAD

Dreamer A is Tongan and the middle child in her family. Dreamer A has two older brothers and two younger sisters.

Dreamer A's Mum and Dad were very supportive of their children and wanted Dreamer A to do well at school and gain a good education.

Dreamer A's Dad worked whilst her Mum stayed at home to care for the children. They both worked hard to provide for their children and to give them a safe and loving environment.

There were challenges with Dreamer A's two older brothers who were on the fringes of local gangs. Neither of Dreamer A's brothers completed their high school education and Dreamer A feared this would also be the case for her.

Space in the family home was limited. Dreamer A shared a room with her two sisters. This made it hard sometimes for Dreamer A to find a quiet space in order to do her homework.

Dreamer A's Mum was also quite tough on Dreamer A. She would sometimes put Dreamer A down and not acknowledge the talents that Dreamer A had. Dreamer A for her part was a very shy child and was incredibly timid when she started school. Her teacher described her as spending the first few days of school crying.

Primary School Attendance

Dreamer A's attendance at primary school was very good. For example, in 2003 Dreamer A attended 191 days out of a possible 199 days and in 2006 she attended 193 days out of a possible 199.

Academic Record at Primary School

Records of Dreamer A's academic progress and achievement were maintained throughout the IHAD project. Table Six shows her Progressive Achievement Test (PAT) results from 2003 to 2005. The results are recorded as Stanine Scores. Stanine is a method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two. Stanine 1 represents 4% of the lowest scoring students and Stanine 9 represents the top 4% of students.

Table Six: Dreamer A's PAT Results

Year of Assessment	Year of Schooling	Listening	Reading	Vocabulary	Mathematics
2003	Year 4	5	3	3	4
2004	Year 5	3	4	1	5
2005	Year 6	4	3	3	4

Table Six shows that Dreamer A's Stanine scores were typically below the mean score of five. The exception to this was her Listening score. Dreamer A's Vocabulary scores in 2003 and 2005 placed her in the bottom 23% of the population.

When Dreamer A was in Year Four her teacher described her as someone who hated reading and who found it really difficult. She was slow to finish work and lacked any confidence to share her work with others.

In Year Five Dreamer A continued to struggle with her school work although her reading did improve.

The teacher's expectation of Dreamer A was that she was unlikely to have an academic future but that she might follow in her Mum's footsteps and have a big family.

Early Memories of IHAD

Dreamer A's first memory of IHAD was sitting on the mat with her class listening to Scott and Ant talk about IHAD. She remembers Scott telling them all that they could achieve their dream and that they all needed to hold onto the dream of going to university.

He (Scott) told us we would all make our dreams and that we would all go to university if we worked hard. I held onto that dream all the way through (Dreamer A).

Dreamer A initially found going to the Dreamer Centre quite difficult. She was shy and did not make friends easily. Coach recalls speaking with Dreamer A and coaxing her to come to Dreamers.

If her friends didn't come then she would not come [to the Dreamer Centre]. I would go and talk with her and persuade her to come (Coach).

Dreamer A slowly built her confidence to go to the Dreamer Centre. She began to access the tutor support that was made available to her. Her reading scores slowly improved. Dreamer A's mentor also supported Dreamer A with her learning and homework and gave up much of her time to work alongside Dreamer A to improve her scores.

Dreamer A remembers her Mum and Dad being really supportive of IHAD. They attended many of the activities and functions that were held.

They were really supportive. They wanted me to go to university and they knew IHAD would help me get there (Dreamer A).

Dreamer A's Dreams

Dreamer A was clear from the outset that she wanted to go to university. Her two older brothers had not finished high school and she did not want that to be the same outcome for her.

She did not have any sense of what studies she would undertake at university but knew she would have to work hard to achieve her dream.

The ongoing access to academic support through the IHAD after school programmes led to her improving her Reading, Writing and Mathematics achievement. Her reading age improved and records show that by Year Six she was reading at her chronological age. Prior to that she had been reading six months to a year below her chronological age. According to her teachers she also improved her achievement in Writing and Mathematics and was achieving at an average level.

Intermediate School

Dreamer A continued to improve her academic achievements throughout intermediate school although she still struggled with exams and tests.

It was whilst she was at intermediate school that Dreamer A was introduced to sewing. As part of their technology curriculum the school offered clothing and textiles as a course. Dreamer A quickly found that she loved sewing.

I learned to sew at intermediate school. I started making clothes for all of my family and I really liked it. I made heaps of things (Dreamer A).

Academic Challenges

Dreamer A's greatest challenge was her academic achievement. She required a lot of support to be able to achieve well at school.

She was really determined to succeed and so she was open to the support provided by both Coach and her mentor.

Coach was there for me 24/7. It was like he had two families; the Dreamers and his own kids. He would chase me to do well at school. He made me believe in myself (Dreamer A).

Dreamer A took full advantage of the tutoring provided by IHAD and also continued to work closely with her mentor.

Transition to High School

When Dreamer A started high school she was placed in the C band¹¹. Dreamer A was really disappointed that she had been placed in this band. She knew she could do better. She knew she had to continue to improve her grades in order to get out of C band.

¹¹ The school operated three bands of classes: A Band for top achievers, B band for average achievers and C band for lower achievers.

In her first year at high school Dreamer A worked hard and according to her school report completed all work to a good standard. Her Mathematics teacher noted *I am generally pleased with her progress and I hope that she will continue to improve her overall mathematical knowledge.*

If Dreamer A was to achieve her dream of going to university then she would need to get herself out of C band and into a more academic stream. She knew this required more study and more support from her mentor and from Coach. She equally knew that both her mentor and Coach were right there with her encouraging her to achieve.

During her second year at high school the support for Dreamer A to achieve her goal of getting out of C band continued. Coach was unrelenting in his advocacy for Dreamer A to move into B band. He met with Dreamer A's Dean and also sent emails to ensure the school understood how hard Dreamer A was working and also how determined she was. In addition, Dreamer A's mentor spent time helping Dreamer A revise for her exams.

Dreamer A's efforts paid off. Her end of year exam results and her achievement throughout the year earned her a place in B band. Her end of year report in Mathematics stated:

Dreamer A is hardworking and friendly. She has made terrific progress. She revised well for the end of year exam with outstanding results and has also gained two credits in Level One Geometry (School Report, 2010).

Dreamer A's end of year Mathematics exam result was 91%. Her science results were similar with her teacher noting that Dreamer A was a conscientious class member and that her exam results had been pleasing. In three subjects Dreamer A had received an excellence score for effort and in another three subjects she scored merit for effort. Dreamer A was clear that it was the undying support of both Coach and her mentor that helped her to achieve success in a way she had not experienced before.

Emerging Dreams

Dreamer A continued to be determined to achieve her dream of going to university. The challenges she faced in her first two years at high school cemented this dream. During her first two years at high school, as she worked hard to get into B band, she began to consider her future and she had several ideas swirling around in her mind. They included a career in nursing or a medical field, being an air steward and also on her mind was the idea that she might do something with her sewing and design.

Course Selection

With such a wide range of dreams to consider Coach worked with Dreamer A to keep her options open as she moved into her third year of high school. Dreamer A was not keen to continue with Accounting but Coach explained to her that if she was going to start a business then she would need accounting knowledge. Dreamer A could see the sense in this. She decided to study English, Science, Mathematics, Accounting, Physical Education and Technology Fabric.

At the end of the year Dreamer A achieved Level One NCEA. Coach again assisted Dreamer A in making her subject selection for the following year. One of the changes Dreamer A made was to take Physics.

Teacher Attitude

She was a few days late in starting the Physics class as she had swapped from general Science to Physics after talking with Coach who encouraged her to consider Physics as an option.

On her first day of class in Physics Dreamer A was dealt a cruel blow. Dreamer A walked into class. The first thing she noticed was that she was the only 'brown' face in the room. She also felt as though the class was full of nerds¹² who were smarter than her. The teacher looked at Dreamer A and then inquired "Are you sure you are in the right class? Did you make the criteria?" Dreamer A took this as a racist comment and it really knocked her confidence. Coach reflected *it is quite hard on them in mentally sticking with it and feeling like they fit in.*

Solidifying Her Dream

As had always been the case Coach and Dreamer A's mentor provided encouragement and practical support.

During her NCEA Level Two year Dreamer A spent a lot of time studying at the Dreamer Centre. She also became clearer about her dream. She had narrowed it down to two possibilities. She wanted to be either a fashion designer or work in the travel industry. Fashion design became something she felt more drawn to.

In Fashion we had a project. I wanted to make something interesting. I saw this ruffle dress and I thought I would like to make it. The result was so good. I thought Fashion is the thing. I thought I can do this (Dreamer A).

At the end of the year Dreamer A achieved Level two NCEA.

Melbourne

At the end of her NCEA Level Two year Dreamer A had the opportunity to go and stay with her aunty and uncle in Melbourne. Her family had decided to visit their family in Melbourne during the summer break. Dreamer A's uncle was a businessman and her aunty a doctor.

The temptation to stay on in Melbourne and live with them was great. Dreamer A wrote to Coach to express her desire to stay in Melbourne.

Coach...What do you think about me staying here in auz [Australia]?? I haven't told anybody yet but I'm going to...just want you to be one of the first people to know...??(Dreamer A, Facebook, 2010).

Dreamer A explained to Coach that her uncle was a businessman and could help her to start her own clothing line. Coach was torn. On one hand he could see that she would have the support of her

¹² **Nerd** (adjective: **nerdy**) is a descriptive term, indicating that a person is overly intellectual, obsessive, or socially impaired.

family to finish school and perhaps enter into a business but on the other hand he was conscious that she would not be able to access funding for tertiary study in Australia in the way she could in New Zealand through IHAD. He was also concerned that having worked so hard to achieve Level Two NCEA and being on track to achieve University Entrance that Australia did not have the same qualification framework and this may have been detrimental to Dreamer A achieving her dream.

Coach shared his dilemma with Dreamer A. This caused Dreamer A to take more time to think about what she should do. Her Mom was supportive of her staying in Melbourne but her Dad was not so sure. Dreamer A was also torn. She was excited by the possibility of staying in Melbourne. Her cousins travelled the world and she wanted to have that life. At the same time Coach's words resonated with her. Initially she decided to stay in Melbourne. She wrote to Coach on Facebook to tell him.

Uhm...sorry coach...but uhm you gonna be a bit disappointed in me but I have chosen to stay here in auz... ☹️ (Dreamer A).

Coach's response was not of disappointment but an acknowledgement that he could never be disappointed in her. He described being proud of her growing up, becoming independent, making tough life decisions and spreading her wings. He did ask her to rest his worried mind by telling him what had made her come to her decision and what was her plan for the next year.

Dreamer A described finishing school in Melbourne. When she had finished school her uncle was going to help her with getting her business started. As the summer wore on Dreamer A thought deeply about IHAD and her family in New Zealand. Much to Coach's surprise she changed her mind about staying in Melbourne and returned home to complete her final year at school.

Final Year at High School

The key thing that her experience in Melbourne had achieved was to solidify Dreamer A's dream of being a fashion designer. She worked hard during her final year taking five university approved subjects and achieved Level Three NCEA and the University Entrance qualification. This success was incredible. Dreamer A is confident that she would not have finished school had it not been for Coach and her mentor. Dreamer A was now poised to achieve her dream of attending university.

Financial Support

Dreamer A had known from the outset that university was her goal. She also knew that if she got there that the IHAD Trust would provide the necessary financial support to allow her to complete her degree. Without this support Dreamer A's opportunity to attend university would have been lost.

Transition to University

Dreamer A recalls vividly the support from Coach to get enrolled.

Coach was there for me. I didn't know what to do. He helped me apply for Whitecliff [School of Art and Design] and AUT [Auckland University of Technology]. He even said he would come with me to the interviews (Dreamer A).

Dreamer A remembers how nervous she was going to her interviews. She sent a text to Coach telling him how she felt and he replied with a reassurance that gave her confidence. Coach also helped Dreamer A prepare for the interviews.

Dreamer A felt proud of herself when she went to the interviews. She believed she was ready to study and was passionate about her future career.

I am good at what I do and this is what I want to do (Dreamer A).

Dreamer A was duly accepted into AUT.

Pursuing Her Dreams

Dreamer A is currently attending AUT. She recalls how nervous she was when she first started the course. She realised she only knew a little about fashion and design and that she had much to learn. Coach has continued to take an active interest in her dream. He visited Dreamer A at AUT and was able to come into class to see her work. Dreamer A lovingly referred to Coach as her ‘white daddy’.

She has completed her first year and had passed all of her courses. Her first semester’s work of a cultural Tapa¹³ inspired blouse received some great marks. In 2014 she will complete the second year of her degree. She is well on the way to achieving her life goal of fashion design. She is confident that she will achieve her dream and is thankful to IHAD for allowing her to dare to dream and more importantly dare to achieve that dream.

I will get through my degree. I will have my own clothing line and I will open up my own shop. IHAD has helped to make that possible. Dream big. Don’t give up on your life. Dreams are like stars, so reach out for them (Dreamer A).

We hope to one day see Dreamer A's designer clothing walking down the runway. Then walking in front of it will be all her hard work and the pride of her family and culture, and walking behind will be all those who've helped push her along the way (IHAD newsletter, 2013).

¹³ **Tapa cloth** (or simply *tapa*) is a barkcloth made in the islands of the Pacific Ocean, primarily in Tonga, Samoa and Fiji

CASE STUDY TWO: DREAMER B

Life now is so much better for me. It is way more positive and more beautiful than I ever thought it would be for me.

Dreamer B's Life Before IHAD

Dreamer B is a Pasifika person whose family moved to New Zealand from the island of Tonga. Dreamer B has five brothers and two sisters and is the third eldest child in the family.

Her Dad was an alcoholic and became confined to a wheel chair after a car accident. Her Mum worked hard to keep the family together. Throughout her childhood Dreamer B was often expected to stay home and look after the younger siblings whilst Mum was at work or attending to other family commitments.

Dreamer B's older brother had strong gang affiliations. Visits from the police were not an unusual occurrence and violence was ever present.

I grew up in a community where I was surrounded by gang members and violence. My brother didn't have his life together and he brought trouble home. This became part of my childhood, having to watch gang members walk my street and mark their territory (Dreamer B).

Dreamer B often wondered if she would end up in a gang walking the streets.

Being surrounded by this kind of influence, it was hard not to think and wonder if I'd end up in a gang walking my streets with the other gang members growing up in the same community (Dreamer B).

Primary School Attendance

Dreamer B started school at her local primary school and stayed there for all of her primary schooling. Her attendance was very good with an average of 187 days out of a possible 199 days each year.

Academic Achievement at Primary School

Records of Dreamer B's academic progress and achievement were maintained throughout the IHAD project. Table Seven shows her Progressive Achievement Test¹⁴ (PAT) results from 2003 to 2006. The results are recorded as Stanine Scores. Stanine is a method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two. Stanine 1 represents 4% of the lowest scoring students and Stanine 9 represents the top 4% of students.

¹⁴ The Progressive Achievement Tests (PATs) assess students' Mathematics, Listening Comprehension, Punctuation and Grammar, Reading Comprehension, and Reading Vocabulary. PATs are a series of standardised tests developed specifically for use in New Zealand schools.

Table Seven: Dreamer B's PAT Results

Year of Assessment	Year of Schooling	Listening	Reading	Vocabulary	Mathematics
2003	Year 4	4	5	3	4
2004	Year 5	5	5	4	5
2005	Year 6	4	4	3	4

Table Seven shows that in Year Six Dreamer B's Stanine¹⁵ scores were below the mean of five. Her scores placed her in the bottom 23% of the population for vocabulary and the bottom 40% of the population for Mathematics, Reading and Listening.

Notwithstanding her low test scores, Dreamer B's teachers described her as an average all round achiever. The teachers' expectation of Dreamer B was that she should do well at school but may not go to University.

Dreamer B did not see herself as an achiever.

I was failing in school. I didn't know how to read as well as others (Dreamer B).

Early Memories of IHAD

When Dreamer B was in Year Four at primary school IHAD was initiated at her school. Dreamer B was just 8 years old when she was introduced to Scott and Coach.

When "I Have a Dream" was first introduced to us at Wesley Primary, I didn't take it seriously. I was thinking it was just another white person flashing his money around just for some attention from media (Dreamer B).

Dreamer B remembers going to the Dreamers' Centre and her parents having to sign papers. Dreamer B's Mum was really supportive of Dreamer B's involvement in IHAD and attended the launch of the IHAD project. She is described by Coach as a mum *who did her best with all that was going on in the home*.

From the outset Dreamer B engaged well. She soon found that Coach had her future at heart and genuinely cared about her.

Coach talked to us about the future. He was nice to us brown kids not like all the other white folks we see every day (Dreamer B).

¹⁵ Stanine is a method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two.

Dreamer B was able to access ongoing academic support through the IHAD after school programmes. She attended the Dreamers' Centre at least twice per week. During her time at the centre she received tutoring support to improve her academic success. This led to her improving her reading, writing and mathematics achievement. Although her PAT test results did not improve, her reading age improved and records show that in Year Seven she was reading 18 months above her chronological age. Prior to Year Seven she had been reading below her chronological age.

Dreamer B had a friend who was the daughter of the Deputy Principal of the primary school and her friend was also a participant in the IHAD project. This meant that Dreamer B had the additional support of the Deputy Principal for transport to after school activities and sports fixtures during the weekends.

Dreamer B participated in the IHAD community projects that were focused on *giving back* to the community. She helped in beach clean ups and community Christmas events.

Dreamer B also had access to a mentor. Her mentor was able to take Dreamer B to activities that she would not otherwise have experienced. Dreamer B initially gave her mentor a hard time.

She [Dreamer B] was testing her [mentor] (Coach).

Dreamer B did not engage with adults easily. She could allow people to get close to her but was also guarded. Dreamer B took time to establish relationships with adults and she needed time to develop trust in her mentor.

Dreamer B really enjoyed the IHAD camps. She described fond memories of the camps and she remembers asking for longer camps.

What I remember and what I enjoyed was how we started off as just kids going to the same primary school and we were put into this programme doing homework together, going to camps and we ended up as a family. We are like brothers and sisters (Dreamer B).

Dreamer B's Dreams

Although Dreamer B understood that the IHAD Trust would pay for her university education should she achieve university entrance Dreamer B did not have a particular dream or goal that she could articulate at the beginning of the project.

Before Dreamers and Coach Ant came into my life, I didn't have a clue about what I was going to do, or [what I] wanted to be in the future (Dreamer B)

Through Dreamer B's consistent attendance at the Dreamers' Centre and at the activities such as camp and community services she began to formulate a dream of becoming either a doctor or a nurse. As time went by she reviewed her dream and decided she wanted to become a teacher. She knew wanted to work with children.

Emerging Challenges

As Dreamer B completed intermediate school she developed a sense of hopelessness. She found the situation at home overwhelmingly challenging. She struggled to see the point in going to school.

I found it hard to motivate myself and go to school. To me it felt pointless. I didn't get the reason behind education (Dreamer B).

As time went on Dreamer B's own behaviour also became more challenging. Dreamer B found it hard to let people get too close to her. An example of this was when the IHAD Trust employed a new Pasifika staff member to work with the Dreamers. The new staff member set high expectations and firm boundaries. Dreamer B did not like this so she would test the staff member by being rude and dismissive. Coach recalls her 'hard exterior' but realised that he needed to look past that.

Underneath her hard exterior was a compassionate person who put others first. At weekend camp I noticed how she was with my one year old (daughter) (Coach).

Dreamer B's hard exterior and rude behaviour were her defensive response to her home life and the adults in her world that did not treat her well.

Transition to High School

Although Dreamer B had received a great deal of tutoring during her primary and intermediate education Dreamer B became well aware that she would need ongoing support at high school.

Starting college now was a big deal. I had no idea about writing an essay, doing creative writing and mathematics stuff that I was doing at school. It was so hard. The support that Coach constantly gave me was so helpful (Dreamer B).

Coach spent many hours helping Dreamer B develop her essay writing skills. This allowed Dreamer B to feel a little more confident as she began her high school education.

Being Accepted

From the outset Dreamer B did not feel accepted at high school. She describes some of the teachers as being *horrible*.

I had teachers tell me I was a waste of space. They saw no point in me being at school. I thought some of the teachers were like robots. They were not human. They didn't care about me (Dreamer B)¹⁶.

Dreamer B's behaviour at high school deteriorated. It became a vicious circle of Dreamer B being disrespectful to teachers and teachers, in turn, treating Dreamer B poorly. Coach worked with Dreamer B to set goals. Her goals included goals like: I will not be sent to the Dean's office: I will not get detention. Dreamer B struggled to meet her goals consistently. There would be weeks where she worked to achieve her goals and there were weeks where she did not achieve them.

¹⁶ Dreamer B became very distressed when being interviewed as she recalled her experience of teacher attitude toward her.

Gang Influence

During high school an almost overwhelming challenge for Dreamer B was the influence of her family and the gang culture that existed at home. Her brother was in a gang and she had contact with gang members constantly in her home and on the streets. This influence affected her motivation and her sense of worthlessness.

In my family I had no one to look up to. It felt like the easiest thing was for me to pull out of school and not worry about my dream or future (Dreamer B).

Truancy

With Dreamer B's attitude to school and life her attendance deteriorated. She missed almost a full term (three months) of school during her second year at high school. Two key factors affected Dreamer B's choice to stay away from school; her chaotic home life and the negative comments of her high school teachers towards her.

I'd miss school because I had to look after my niece. My older sister would go to work and leave her with us. I would look after her because I was the only person she would settle with (Dreamer B).

Being judged by people such as teachers and students made me feel dumb and useless... not only being judged by the way I work but also the colour of my skin. It was already hard enough not having support from home but then having all the stress from school as well (Dreamer B).

Coach consistently checked on Dreamer B's attendance. He would come to Dreamer B's house to see why she was not at school. On many occasions Dreamer B did not open the door to him.

It got to the point where Coach would come knocking on my door looking for me. Every time he knocked I wouldn't open the door so he would have to leave (Dreamer B).

Dreamer B's attendance finally reached crisis point. One day Coach decided he would not leave Dreamer B's doorstep until she agreed to go back to school.

One day he came knocking and I just sat there. I could hear my phone beep and it was a text message from him saying "I know you are inside". He waited for me until I put on my uniform and he drove me to school. Most of the time I thought he was harassing me. I didn't really know why he was doing this (Dreamer B).

Coach provided a challenge to Dreamer B. He asked her to step up and step out of her current situation. He did not give up on her. He constantly texted her and met with her in times when she wanted to give up and give in to the gang lifestyle.

I would give her space and I always found if you gave her space [she would come around]. The first few times I would build the bridge to help her understand the issue. Hearing her side of the story and give her opportunity to come back. [Her] Facebook page comment [was] often torrid so I would have to ask her to take it down. [It was] always about doing this through love – I would tell her I want you to do well (Coach).

Returning to High School

Although Dreamer B returned to high school her academic and life challenges continued. She faced abuse at home and academic struggle at school.

I felt uncomfortable talking to my mum and sisters because I wasn't used to talking about feelings to another person or people. Being abused for just little things like coming home one minute late or going to a friend's house pushed me away from my family. Even though all the beatings left bruises that would go away in weeks, it left lifelong scars of fear and distance towards my family, making me feel unloved and unwanted in my own home (Dreamer B)

Dreamer B continued to turn to Coach for support. Dreamer B described Coach as *being on her case*. She acknowledged that Coach helped her to see that she could break the cycle and live her dream.

What did he see in me? He would ask me "Why don't you break the cycle? Pasifika people are looked down on. Make the most of the opportunities you have (Dreamer B).

Coach provided emotional and practical support to ensure she passed her exams and completed assignments on time.

When I was at school Coach and I spent many days working hard on my assignments. We spent nights, school holidays and after school hours at the Dreamers' Centre. It paid off. Having someone like Coach helping me with my assignments got me my first Excellence. It felt good to get a high mark and show that I could do it (Dreamer B).

Dreamer B's Final Year

As Dreamer B was preparing to enter her final year of high school she found out that the school would not allow her entry into the university approved subjects she needed in order to enrol at university. Dreamer B's poor attitude and frequent absences from school excluded her from these subjects.

It felt like I wasn't good enough for them [the school]. It felt like they were saying I wasn't smart enough to take the subjects (Dreamer B).

Despite Coach's advocacy for Dreamer B the school held its ground and would only offer Dreamer B two out of the five university approved courses she needed. Coach approached two other schools but they also said 'no'. Dreamer B's mentor then offered Dreamer B the opportunity to move away from home and stay with her. Dreamer B could attend a school not far from her mentor's house. At first Dreamer B was not keen on the idea but the more she thought about the keener she became. She wanted a fresh start and she wanted to achieve her dream. She agreed to move into her mentor's home and attend the local high school that accepted her into all of the university approved courses she needed.

My mentor put an offer on the table. She took a long shot and offered for me to move in with her and her husband and attend the school on the [North] Shore. I couldn't believe that someone was offering me a place in their home (Dreamer B).

From the first day at her new school Dreamer B found that her new teachers were very different to those at her previous school. It didn't take long for Dreamer B to feel accepted and to feel as though her teachers believed in her.

They [the teachers] built a relationship with me. They knew me. They knew me academically and in my sports. They were interested in me. They talked to me almost like a friend. (Dreamer B).

Dreamer B worked hard at her new school. She had both her mentor and Coach to encourage her to complete assignments on time and to pass her exams. Her mentor put up a wall planner so that Dreamer B could map out her assignment dates and commitments. She also supported Dreamer B to stay on top of her assignments. Coach assisted by working with Dreamer B to get assignments completed and to help her understand what was expected in the assignments.

Dreamer B excelled at sports. She got into the top rugby and netball teams. Through her regular attendance and participation in sports Dreamer B forged new friendships.

Dreamer B succeeded in achieving Level Three NCEA and achieved University Entrance. This would not have been possible without Coach's intervention. Dreamer B had achieved Level Two NCEA and should have been allowed to enter university approved subjects at her old school. Her old school simply said 'no'. Coach and her mentor were instrumental in getting her enrolled at a new school that would make her achievements possible.

When Dreamer B had completed her final year of schooling she returned to live in her family home. She would live in her family home while she attended university.

Financial Support

Dreamer B was the first member of her family to contemplate going to university. The IHAD Trust provided the required financial support to Dreamer B so that she could go to university. The Trust paid for her course fees and materials. The financial support to undertake tertiary study was instrumental in allowing Dreamer B to pursue her dream of training as a teacher.

Transition to University

Coach supported Dreamer B to complete her application for admission to the School of Education at Auckland University. Part of the process to gain entry into the School of Education was an interview in front of a selection panel. Coach helped Dreamer B prepare for the interview. Dreamer B came out of the interview feeling 'stoked' because she had been able to answer the questions with confidence. Dreamer B was duly accepted and attended her orientation day.

Dreamer B's first semester went well. Although Coach was keen to see Dreamer B fly with her own wings he maintained contact with her and would often ask 'how *are things going?*' To which Dreamer B would reply '*good*'.

Going good was soon to change to *not so good*. Living back in the family home, Dreamer B struggled to find a quiet place to work. There was no access to the Internet at home and on numerous occasions she missed important email communication from the University. She fell further behind and she did not complete two essential papers.

When Dreamer B went back for the second semester she was not allowed to attend her first practicum. At this time Coach was overseas for several weeks. It was during this time that Dreamer B stopped going to university. On Coach's return Dreamer B avoided Coach. This was a low point for both Dreamer B and Coach. Dreamer B felt she had let Coach down and Coach was deeply disappointed that, having worked so hard to support Dreamer B into university Dreamer B had thrown away her opportunity.

Despite his disappointment Coach approached Dreamer B again and asked her to talk about her dream. What did she want to achieve? Dreamer B was very clear that she still wanted to work with children but not as a teacher. Dreamer B was also clear that she needed to get away from her home life and New Zealand.

New Dreams Emerge

Coach worked with Dreamer B to identify where her true dreams lay. Dreamer B was clear that she wanted to work with children. She was also clear that she wanted a close relationship with children and wanted to *give back to the world*.

I want to help kids like me (Dreamer B).

Coach talked with Dreamer B about the possibility of working with children in the IHAD project in America. The IHAD Trust supported Dreamer B to go to America and volunteer in the project in Boulder, Colorado.

The Trust arranged for Dreamer B to stay with the Director of the IHAD project in Boulder. Dreamer B would receive free lodgings including meals in exchange for volunteering for the IHAD project.

The Trust also supported Dreamer B to raise funds. Coach encouraged Dreamer B to seek sponsorship and Dreamer B wrote letters to a variety of organisations. The IHAD mentors also donated significant funding. Dreamer B held a celebration night at which she raised over \$1500. With the support of IHAD and with her own efforts the money needed to get her air ticket and visa was raised.

Once Dreamer B had raised enough funds Coach and Scott arranged Dreamer B's travel arrangements. Coach was concerned about Dreamer B travelling through America on her own and on his own trip to America he took videos of the airports that she would be travelling through. He showed these videos to Dreamer B.

Pursuing her Dreams

Dreamer B has been in America for six months. She has flourished in her new environment. She is an active member of the IHAD team working with children and she *loves it*.

Dreamer B is also fully engaged in her sporting interests. She is playing rugby and softball and is making good friends.

The ongoing and persistent support from the significant IHAD adults in Dreamer B's life and her experiences in IHAD have been influential in her gaining the attitude of *giving back*. Dreamer B is

clear that she wants to return to New Zealand. When Dreamer B returns to New Zealand she will look for the opportunity to work with children from her own community.

I want to run a Dreamer Classroom. I want to work with kids from my community who are in the same situation I was in (Dreamer B).

Dreamer B also wants to return to New Zealand to complete her university studies in social work.

I want to be educated on [subjects] like gender studies and race studies. Things that I would have never noticed back home but now I feel like I will understand and see because of what I've been exposed to here (Dreamer B).

In the meantime Dreamer B will continue her work with the IHAD children in Boulder and she will continue to grow her skills in working with young people.

Life now so much better. Way more positive and more beautiful than I ever thought it would be for me (Dreamer B).

Ongoing contact, through IHAD, with Coach, her mentor and Scott has been instrumental in supporting Dreamer B to see that she can break the poverty cycle and live her dream.

I sort of feel proud of myself a little bit, just a little. You [Coach] taught me right from wrong and exposed me to things I would never have known. You showed me there was a world outside my family and that I have a brighter future to look forward to.

I think I'm sort of ready to come back home now... MAYBE hahahahaha (Dreamer B).

CASE STUDY THREE: DREAMER C

Without IHAD I would never have finished school. I would have been stuck at home without a job or a life. I am so glad to be a Dreamer.

Dreamer C's Life Before IHAD

Dreamer C is a Tongan and the eldest daughter in her family. Dreamer C has two sisters and one brother. One sister has the same father as Dreamer C and the second sister and her brother are from a different father, Dreamer C's Stepdad.

In her early years Dreamer C lived with her Mum and Dad and her younger sister. Dreamer C's Mum separated from Dreamer C's Dad when Dreamer C was very young. Her Dad reportedly returned to Tonga and Dreamer C lost contact with him during her school years.

After the separation Dreamer C, her sister and her Mum lived with their grandparents. Her Mum went out to work to support the family and Dreamer C's grandparents looked after the two girls.

Dreamer C's Mum remarried when Dreamer C was about six years old. Dreamer C's Mum had two more children. Dreamer C's Mum and Stepdad wanted Dreamer C to do well at school. Dreamer C's Mum always attended the school interviews about Dreamer C's progress and achievement and sometimes Dreamer C's grandparents would also attend.

From the outset it was clear that Dreamer C struggled academically. Dreamer C was described as below average and struggling with her school work. Dreamer C was initially a quiet child in class who tried hard. She would complete her homework but needed her Mum's help to do so.

Primary School Attendance

Dreamer C's attendance at primary school was very good. In 2003 Dreamer C attended 193 days out of a possible 199 school days and in 2005 she attended 189 days out of a possible 199 days.

Academic Record at Primary School

Records of Dreamer C's academic progress and achievement were maintained throughout the IHAD project. Table Eight shows her Progressive Achievement Test (PAT) results from 2003 to 2005. The results are recorded as Stanine Scores. Stanine is a method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two. Stanine 1 represents 4% of the lowest scoring students and Stanine 9 represents the top 4% of students.

Table Eight: Dreamer C's PAT Results

Year of Assessment	Year of Schooling	Listening	Reading	Vocabulary	Mathematics
2003	Year 4	3	3	2	1
2004	Year 5	2	3	3	2
2005	Year 6	-	-	2	3

Table Eight shows that Dreamer C's Stanine scores were typically below or well below the mean score of five. In Year Six her Stanine score of two placed her in the bottom 11% of the population for

Vocabulary and her Stanine score of three placed her in the bottom 23% of the population for Mathematics.

When Dreamer C was in Year Four her teacher described her as a student being below average with no special talents. She was also described as a very social girl who would do anything others wanted her to do. She had a *sweet smile* and was able to laugh at herself. She reportedly enjoyed participating in sports.

In Year Five Dreamer C was placed on a Rainbow Reading programme¹⁷. She worked with a teacher aide for an hour and a half on literacy activities in a bid to improve her reading scores.

Although Dreamer C struggled with her schoolwork she excelled at sports. She played rugby, netball and softball regularly.

Early Memories of IHAD

Dreamer C's early memory of IHAD was one of feeling really nervous and wondering what it was all about. She wondered how it would all work.

It was so nerve racking. I know we all went to the same school but we didn't really all know each other (Dreamer C)

At the opening ceremony for IHAD Dreamer C remembers the celebration of cultures and everybody dressed in their traditional costumes.

Dreamer C regularly attended after school activities at the Dreamers Centre. She soon made friends with the other girls and loved the opportunity to interact with her friends at the Centre. She enjoyed her friendships and quickly saw the Dreamers as her second family.

Coach recalls Dreamer C as a bright and bubbly Dreamer. *She made everyone laugh and she could laugh at herself.*

Dreamer C remembers with fondness the camps and the friendships bonds that were formed.

Camps were all about bonding together, working in groups and having fun.

Dreamer C's mentor was an artist and this contrasted with Dreamer C's love of sport. Initially this troubled Dreamer C.

When your mentor is so different from you, I was scared of saying the wrong thing (Dreamer C).

Dreamer C soon overcame her worry and enjoyed spending time with her mentor. Her mentor took her art galleries; something Dreamer C would not have chosen to do. Dreamer C's mentor also taught her to cook and took her to swimming lessons. Although in the early days Dreamer C did not fully appreciate the importance of these experiences she came to understand how these experiences enriched her view of the world and helped her to see a life beyond her own community.

¹⁷ Rainbow Reading is a remedial programme for struggling readers

I would never have gone to an art gallery. It was kind of cool. She taught me to cook and I can cook good food now. I am glad she taught me those things (Dreamer C).

Dreamer C's Dream

IHAD opened Dreamer C's eyes to the possibility of going to university. For Dreamer C this was always going to be a challenge because of her academic struggles but she knew she had the support of Coach, her mentor and the tutors at the Dreamer Centre.

Beyond graduating from high school Dreamer C was uncertain what she wanted to do. She knew she wanted to do well and she knew she was good with people.

Dreamer C was an active person who loved sports. Her dream started to formulate around the possibility of working with people and doing something active.

The focus for Coach was ensuring Dreamer C had the support she needed to make steady progress throughout her schooling.

Intermediate School

Dreamer C continued to struggle academically at school. She was placed on the Rainbow Reading programme again and also accessed ongoing tutoring at the Dreamer Centre. Coach would work with Dreamer C to develop her writing skills so that she could complete tasks at school. Her intermediate teacher described her academic achievement as average to below average. Her test scores showed a very slight improvement in Vocabulary and Mathematics. Dreamer C was going to need ongoing support as she entered high school.

Transition to High School

Dreamer C did not find her transition to high school easy. She struggled with her self-esteem. School was hard work and she constantly struggled to make the grade. In fact she often fell short in her school work. She was described as talkative in class and would find herself in trouble with her teachers

Coach had to work hard with Dreamer C to try and keep her focussed on finishing school. Goals were set and her progress tracked towards meeting her goals. At the Dreamer Centre Coach spent a lot of time supporting Dreamer C with her writing skills. Whilst this was really helpful Dreamer C became disillusioned and found it hard to stay focussed on her schoolwork.

Going off the Rails

Dreamer C derived more fun from hanging out with her friends than being at school. She would often be truant from school with a group of friends. They would head into town and cause trouble.

On one occasion Dreamer C broke a bottle on the driveway of someone's home. When questioned, Dreamer C immediately confessed and was repentant. Coach gave Dreamer C a *talking to*.

We called it 'The Talk'. Coach would talk to us about what we had done wrong. We would just have to listen. He would tell us what we put him through and then tell us we were better than that. He was like our white daddy. I think he had a little 'brown' in him though (Dreamer C).

Coach saw Dreamer C as more of a follower than an instigator of trouble. When he held her to account she was typically remorseful and tearful. This pattern of behaviour continued throughout her first year at high school and played out strongly in her English class.

With her academic achievement already challenging her behaviour and attitude was really unhelpful.

English Teachers

During Dreamer C's first year at high school she had a total of three English teachers. To add to the mix she also had English last period three days a week. English was a subject that Dreamer C struggled with tremendously and the change of teachers and being last period of the school day made for fractious situations in class.

Constantly Challenging Behaviour

Dreamer C and her friends took the opportunity to misbehave in class and cause disruption. Coach had to intervene on more than one occasion. In one example Dreamer C came close to being stood down from school for a period of three days. Along with a group of friends she had been throwing a rugby ball around in class and confronted the teachers when reprimanded. Coach met with the Dean and Dreamer C to ensure Dreamer C could stay in school. Coach also met with Dreamer C's Mum. Dreamer C's Mum banned Dreamer C from playing any after school sports for the rest of the year. Coach then got Dreamer C to set her goals to improve her attitude and performance in English.

Dreamer C's goals were to improve her essay writing and essay structure skills. She agreed to work with Coach every Thursday at lunchtime at school until the end of year exams. She also agreed to work at the Dreamer Centre every Tuesday.

As Dreamer C moved into her second year at high school her behaviour continued to be a challenge both at school and increasingly at the Dreamer Centre. Dreamer C was involved in an incident where a Dreamer had their memory card stolen. Coach again gave Dreamer C *the talk* and he informed Dreamer C's Mum. Dreamer C's Mum told Dreamer C that she would not be able to go to the next IHAD camp. Dreamer C was really upset about not being able to go to camp but she also knew that the other girls were still cross with her so not going to camp might be a wise thing to do.

The challenging behaviour continued. Dreamer C and a group of Dreamers would tell their parents that they were at the Dreamer Centre in the evening but in reality they were hanging out and on one night they consumed alcohol resulting in one of the girls getting drunk.

Fronting the Challenging Behaviour

Coach was at the end of his rope. The ongoing challenging behaviour of Dreamer C and the girls caused Coach to take stronger action.

I ask them one thing; do not abuse the trust your parents have in attending here and do not abuse the trust I place in you and the little bit of space I give you to make the right decision for yourselves without having to get your parents involved. It's like I tell them when I sit them down and give them sound advice and a chance to correct their action. We warn them again and again... (Coach).

The ongoing challenging behaviour of Dreamer C and a few of the girls culminated in a meeting with all of the girls and their parents. At this meeting Coach laid it on the line. He expressed his frustration at the abuse of trust, the abuse of other Dreamers rights, the abuse of his own time which should be spent with his own family and most critically the abuse of themselves. Coach delivered his messages with conviction and Dreamer C and the girls were left in no doubt about how their behaviour had impacted on others and on themselves. Coach informed the girls that continuation in the IHAD project was contingent on each of them meeting with him to accept ownership of their behaviour and to map out how they could reengage with IHAD.

Dreamer C reflected on Coach's hard hitting message and on her own behaviour. She met with Coach and apologised for her actions. Coach then talked with her about her dreams and helped her to paint a picture of realising her dream.

Solidifying her Dreams

When Dreamer C met with Coach to apologise they talked about her desire to be a policewoman. Coach helped Dreamer C paint a picture in words of graduating from Police College. He described Dreamer C standing in her uniform, after completing all of the physical tests and her family and the IHAD staff sharing that success with her. Dreamer C appreciated that becoming a policewoman would be a great opportunity to give back to her community and to become a leader on her community.

Back on Track

Dreamer C got back on track both at the Dreamer Centre and at school. She completed her Level One NCEA and although she did not achieve Level One in her first attempt she achieved Level One in her fourth year. Dreamer C did not have the grades to achieve Level three NCEA or University Entrance but she did successfully complete Level Two NCEA and stayed at school for her final year and completed a Gateway programme that would still allow her access to vocational pathways including the police college.

Transition to Tertiary Study

IHAD Trust made good on their promise to Dreamer C to cover her fees for tertiary study. As with many Dreamers this was pivotal to her being able to access tertiary qualifications.

Although her pathway to tertiary study had been challenging she was now ready and keen to start getting the qualifications and experience she needed to become a policewoman. Dreamer C was too young to enrol at Police College. Coach met with Dreamer C to map out what she needed to do to get into Police College. She needed to build some experience, get a drivers' licence and keep up her physical fitness. It made sense for Dreamer C to undertake some study that included a level of physical activity.

Initially Dreamer C wanted to go to a private tertiary establishment. Coach was able to show her that the courses on offer would not help her to achieve her dream. Coach then took Dreamer C to AUT and they met with a support person there who encouraged Dreamer C to enrol in a sport and recreation course. This would help Dreamer C gain a qualification and keep her active as part of the prerequisite required for application to Police College.

Academic Challenges Resurface

Dreamer C started the semester with enthusiasm. It was clear that she would need help with the assignment and written aspects of her course if she was to succeed. Coach organised for Dreamer C to attend a two day writing workshop. Even with this support Dreamer C struggled.

I found her in the corner in tears. She was really struggling to form sentences – response to reading. It reinforced her own academic challenges and that hurt. Her self-esteem was really low (Coach).

Although Coach organised a support person for Dreamer C she continued to struggle and eventually failed her first semester.

Dreamer C showed her determination when she told Coach she wanted to give the course another go. She took out a student loan to pay for her course and gave it another shot. She showed she was more than capable with the practical aspect of the course but simply could not do the written work. She failed again. Failing her course twice was a bitter blow for Dreamer C. Where to next?

Taking Stock and Rebuilding the Dream

During this time her family was also going through a hard time financially. They had to move out of their rented accommodation and were paying more in rent at their new place. Dreamer C was no longer eligible for a student loan as she had failed her course. Her family were not in a position to assist her with the cost of study.

Once again Coach worked with Dreamer C to set new goals and to prioritise her efforts. She could attend a Level Three Youth Guarantee Course which would at least give her a qualification but not necessarily to employment. Coach encouraged Dreamer C to take a year to regroup. The reality was that she needed to earn some money to help support her family and she needed to rethink her dream; *I needed to think about what was best for me and my family (Dreamer C).*

New Directions and Keeping Her Dream Alive

An opportunity came up at the community café for someone to assist in the baking side of the business. Dreamer C took on the job. She excelled at her job. It was not long before the managers gave her a shot at fronting the counter and serving customers. Dreamer C was a hit with everyone she met. Her bubbly personality and her ability to make great coffee soon had her firmly established at the café as a vital staff member.

Dreamer C describes this year as her gap year. Her sights are still firmly set on becoming a Policewoman.

I will get into the police force. I will get there somehow. Right now I love what I am doing [at the café]. I have energy now and customers kind of love me. (Dreamer C).

Dreamer C has continued to investigate her options. She has attended the orientation day for the New Zealand Sports Institute and may enrol there in 2015. In the meantime she is loving her work and looking forward to a bright and exciting future.

Without IHAD I would never have finished school. I would have been stuck at home without a job or a life. I am so glad to be a Dreamer (Dreamer C).

CASE STUDY FOUR: DREAMER D

My biggest dream is to be a politician and be the first Pacific Island Prime Minister of New Zealand.

Dreamer D's Life Before IHAD

Dreamer D is a Pasifika person whose family comes from the island of Tonga. His parents moved to New Zealand in the 1980s. Growing up Dreamer D lived with his parents, grandmother and three siblings; two sisters and one brother. Dreamer D was the eldest child and his parents expected him to do well at school and had high hopes for him.

I want to give what I didn't complete to my children. Even though I find life is hard, and I don't have enough money, I still want my children to see I'm happy to support them at school (Dreamer D's Dad cited in Metro Magazine, 2008).

Both of Dreamer D's parents worked in low paid jobs but managed to budget well and provide for their family. This meant getting up at 5am every day, getting the children ready for school and leaving the house by 6.15am in order to get to work and get the children to school. As well as working long hours Dreamer D's Dad found time to be on the Wesley Primary School Board of Trustees¹⁸.

Dreamer D's parents also held strong spiritual beliefs and attended church with the children every week. Each day commenced with prayers.

Dreamer D's parents worked hard and were eventually able to save enough to buy a home of their own and moved out of the Mount Roskill area to Mangere East. Although Mangere East was 10 kilometres from the children's school in Mount Roskill, Dreamer D's parents decided they would travel each day to take the children to school. They did not want to disrupt their children's education by moving them to a new school. They also had the support of extended family that lived in Mount Roskill which meant the children could be cared for before and after school.

Although Dreamer D's immediate family were working hard to make a better life for the children Dreamer D's extended family had challenges and a gang culture was evident.

I belong to a family that has a huge gang heritage. My cousin was leader of a gang of young boys and they burned down the first community centre in Wesley. They smashed things and destroyed things (Dreamer D).

Two of Dreamer D's uncles served jail time. This gang culture had a profound influence on the dreams that Dreamer D set for himself. *I had seen my uncles. That was not the lifestyle I wanted – being in the gangs (Dreamer D).*

Primary School Attendance

¹⁸ The board is entrusted to work on behalf of all stakeholders and is accountable for the school's performance. It emphasises strategic leadership, sets the vision for the school and ensures that it complies with legal and policy requirements. Policies are at a governance level and outline clear delegations to the Principal (NZSTA <http://www.nzsta.org.nz/board-responsibilities/what-is-governance/>)

Although during Dreamer D's primary school years his family moved away from Mount Roskill, his parents ensured that he was able to stay at Wesley Primary School. Dreamer D attended school regularly during his primary school years. Dreamer D attended an average of 194 days out of 199 days each year.

Academic Record at Primary School

Records of Dreamer D's academic progress and achievement were maintained throughout the IHAD project. Table Nine shows his Progressive Achievement Test (PAT) results from 2003 to 2006. The results are recorded as Stanine Scores. Stanine is a method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two. Stanine 1 represents 4% of the lowest scoring students and Stanine 9 represents the top 4% of students.

Table Nine: Dreamer D's PAT Results

Year of assessment	Year of Schooling	Listening	Reading	Vocabulary	Mathematics
2003	Year 4	5	4	4	3
2004	Year 5	4	2	3	3
2005	Year 6	3	3	3	2

Table Nine shows that Dreamer D's Stanine scores were typically below the mean of five. In 2005 when Dreamer D was in his final year of primary school he was significantly below the mean score for Mathematics, Reading, Vocabulary and Listening.

During primary school years Dreamer D loved to do homework. One teacher reported that he even wanted to take homework home on Fridays. He was described as someone who didn't waste time and produced work on time.

Dreamer D also loved to sing. He sang in the school choir and learned to play the piano. From an early age Dreamer D enjoyed performing in front of an audience (a passion that stayed with him throughout his school life).

According to documented comments recorded by teachers, Dreamer D was seen as a natural leader. He was someone that other children respected. He was reportedly also a very confident speaker and could speak in all sorts of situations including impromptu.

Early Memories of IHAD

Dreamer D's parents recognised from the outset that they needed and wanted the support that IHAD could offer their family. They wanted Dreamer D to have a different life from his uncles and cousins. They believed that IHAD would help to fulfil his parents' dream of a better life for Dreamer D.

He quickly became the star of the IHAD concept. [At the] opening celebration he had so many lolly leis¹⁹ and money laid on him. [He had] huge family support (Coach).

Dreamer D's first memory of IHAD was of being called to a building, which he later learned was the Dreamers building and being told about the project. His vivid memory was of *this millionaire pakeha²⁰ guy asking 'what is your dream?'* Later we knew it was our grandfather, Scottⁱⁱ. That's how we see him anyway (Dreamer D).

Although Dreamer D's parents were clear about what IHAD could offer Dreamer D, Dreamer D did not think much of the project at the beginning. He did not really understand what the project was trying to achieve and its relevance to himself. It did not take very long for Dreamer D to become fully engaged with the project. This was due to his parents continued support and encouragement and also because he began to see how IHAD was helpful to him.

IHAD developed my leadership skills. IHAD always gave me an opportunity to lead. I went to leadership retreats and camps (Dreamer D).

Dreamer D regularly attended after school activities at the Dreamers Centre. He completed his homework at the centre and was able to interact with his friends. Dreamer D also described the Dreamers Centre as a place where he could get help when he needed it.

Dreamer D also had access to a mentor. His mentor was able to take him to activities that he would not otherwise have experienced. These included carting, minigolf and *lots of eating*. Dreamer D's mentor would also travel 15 kilometres to Dreamer D's house and help him with homework.

Dreamer D loved going to the IHAD camps that were held in each school holiday break. Camps would typically include a challenge course such as high ropes and the opportunity to explore leadership potential. The promise of a camp during the school holidays motivated Dreamer D to earn a place at each camp.

You had to earn your holiday retreat. We had a system called 'go for the peak'. You had a sheet that you took around your teachers and at the end of the day you got evaluated. You needed 50% to be at the middle of the mountain and 80-90% you go to the peak. I really liked that (Dreamer D).

Dreamer D expressed gratitude for these opportunities and being able to explore new things that he could never have experienced without IHAD.

A nine year old going to Motutapu Island and climbing high ropes. Who would have thought? (Dreamer D)

Dreamer D's parents attended all of the functions that were held to show their support for Dreamer D. These included barbecues, Christmas dinners and several parent meetings throughout each year. His parents were also always available to help with trips and camps.

¹⁹ Lei is a garland or wreath. More loosely defined, a lei is any series of objects strung together with the intent to be worn

²⁰ Pakeha, which is a Maori term for the white inhabitants of New Zealand

Dreamer D's Dreams

The IHAD Trust guaranteed to pay for Dreamer D's university education and Dreamer D and his parents were clear that he should go to university. Although Dreamer D's aspiration was to go to university, in the early days Dreamer D did not have a particular dream or goal that he could articulate.

I didn't know what my dream was and what I wanted to be. I only knew the gangs. I didn't know what was possible (Dreamer D).

What Dreamer D was very clear about was that he did not want the life of his cousins and uncles. However, he also loved his cousins and uncles and was not happy that his uncles were in jail. At the tender age of eight Dreamer D thought that his uncles had been unjustly put into jail. This led him to his first dream which was to become a lawyer. He thought that if he was a lawyer he could protect his uncles from jail but he soon began to have bigger dreams.

At first I wanted to be a lawyer and then I thought why dream small I should dream bigger. I want to be a judge. It came from me wanting to free my uncles from jail. I thought they were put behind bars because law is mean but I know that is not true (Dreamer D).

When the Dreamers graduated from their primary school the IHAD Trust held a graduation dinner. At the dinner Dreamer D won a special prize and was asked to make a speech. In true Dreamer D style he rose to the occasion thanking his parents, teacher and the IHAD project. He also reportedly told the audience to remember his dream of becoming a judge and if ever any of the audience did something wrong they should come into his courtroom because 'I will make you unguilty' (Project Sponsor's notes, 2006).

As time went on Dreamer D developed a deeper understanding of what it is to have a dream. He also developed the understanding that his uncles and cousins were in prison because of the crimes they had committed and the consequence of breaking the law is that sometimes you go to prison. He realised that he could not make people *unguilty*, rather he wanted to have influence over making the laws of the land.

As time went on I understood what a dream was. My dream came to me at fourth form. I was talking with Coach. I had been through struggles with the law. The law is not working for our people. I don't want to just abide by the law and I want to make the laws. I wanted to be a politician (Dreamer D).

Dreamer D had established a strong dream of becoming a politician, a person who helps to make the law.

Intermediate Years

Although Dreamer D's academic record showed that he was in the bottom 11% of students nationally for Mathematics and in the bottom 50% for Reading in Year Seven, Dreamer D was able to access ongoing academic support through the IHAD after school programmes. His mentor also provided homework support in his own home. This support enabled Dreamer D to improve his academic achievements.

Dreamer D fully engaged in school life and he remembers his intermediate years as being *the most great years for me* (Letter, April 2010). Dreamer D became a House Captain, A Librarian Assistant and a School Patrol. He also represented the school in Softball and soccer. He took a lead role in school productions. Dreamer D also sang at public events such as the Refugee Day at the local community centre. These roles led Dreamer D to become Head Boy. He felt really proud of himself and was pleased that his parents were also proud of him.

Emerging Challenges

Although Dreamer D enjoyed what appeared to be high levels of success culminating in becoming Head Boy he also struggled with his self-esteem. Dreamer D had the outward appearance of being a confident person. He could speak well and was always ready to step into a leadership role. The down side of this confidence was the way in which others perceived him and the impact this had on him.

During one IHAD camp a group of students told Dreamer D that they did not like him and that they had only pretended to like him. These insults stemmed from jealousy because Dreamer D was the one that would speak when there were media opportunities such as being on television or in magazine articles. The impact of this altercation at camp was that Dreamer D stopped coming to IHAD for a period of time. Coach played a crucial role in counselling Dreamer D and getting him active with IHAD again.

He showed he cared about me. I needed someone to do that (Dreamer D).

[His] biggest challenge was that he had the tall poppy syndrome. He would put himself out there and other kids would try to chop him down. He took that on board (Coach).

This sense of despair and being put down by others was to become a huge obstacle during his high school years.

Transition to High School

Dreamer D was really proud to go to high school. He believed there was a real tradition at the school. He had enjoyed success at Intermediate school and had high expectations of achieving well at high school.

Dreamer D worked hard in his first year at high school and this hard work was acknowledged in his Year Nine mid-year report. However, because he engaged in so many extra activities he struggled to maintain balance between his extra activities and his study.

Dreamer D has very good character and leadership qualities. He is active in many areas which, unfortunately, cause him to miss work at critical times. Dreamer D has good work ethics... Dreamer D is always punctual (School Report, 2008).

Balancing his time was also to become an ongoing battle for Dreamer D.

Being Accepted

Dreamer D believed that his high school had a reputation for being accepting of people. What he found was to the contrary. His peers continued to give him a hard time about being successful. He *was not one of them*.

A lot of times I wasn't feeling accepted. Students were not accepting of their peers [doing well]. Teachers sometimes used put down language. Teachers showed favouritism (Dreamer D).

There are no records of teachers' descriptions of Dreamer D at high school. However, his memory is clear about how some of the teachers at Mount Albert Grammar perceived him.

One teacher asked me, 'Dreamer D what do you want to be?' I said, 'I want to be a politician Miss' and she said, 'You won't get there' so I said 'What will I do then Miss?. And she said, 'There is always going to be a cleaning job'. That ripped me apart (Dreamer D).

During high school years the influence of gangs was significant. Dreamer D felt torn between participating in the gangs and staying focussing on his dream of being a politician. Dreamer D recalls *hanging out* with his cousins and being present when they set fire to the local community centre. He remembers being there while they lit the fire and then running away with his cousins. Dreamer D didn't like being there. He was confident that this was not the lifestyle he wanted but he also did not know how he could avoid it.

I didn't want the life style of my extended family. My parents didn't want us to have that life style. With the affiliation to gangs though I didn't know how to make it different (Dreamer D).

Although he had made moves away from his gang connections his friends gave him a hard time. In a speech he wrote in 2011 Dreamer D described his life as hyped, happy, sad and angry. He recalled taunts from his peers and how it made him feel. His peers included his cousins and his friends.

Truancy

As Dreamer D entered his fourth year of high school he began to lose his way. His attendance records show that by week two of the first term he had had his first absence and that every week through to August 2011 Dreamer D was absent at least one day a week and up to four days a week.

Dreamer D had purchased a car and it was not uncommon for him to play truant and go off to the movies with friends. He allowed his friends to use him by providing them with transport and giving monetary gifts to them. Dreamer D wanted to have friends and this was one way that he set about getting friendships.

Depression

During this phase of truancy Dreamer D became really despairing when his girlfriend dropped him. This incident along with his deep felt need to be accepted and loved drove him into severe depression. Dreamer D had suicidal thoughts and struggled to get out of bed and go to school. His parents found his phone with many hate texts on it. They took the phone away from Dreamer D.

Dreamer D wrote letters to his girlfriend that indicated that he might self-harm. This was deeply disturbing to the girl and she reported the letters to the Dean.

One day Dreamer D behaved in such a way as to alert teachers to his suicidal thoughts. Dreamer D was found in the toilets making a rope from materials and was hanging it over the beam and appeared to be intending to use it to harm himself. The school's response was to refer Dreamer D to

the Whirinaki Centre for Child and Adolescent Mental Health. Dreamer D was deeply worried about what his parents would think of him and they, in turn, struggled with the idea that Dreamer D could think about harming himself. He went for counselling at the Whirinaki Centre but Dreamer D did not engage well with the counselling. He saw Whirinaki as a *mental institution*; he did not want to be labelled as mental.

At this time Dreamer D also withdrew from school, the IHAD centre and stopped attending counselling altogether. It was during this challenging phase that Coach was instrumental in getting Dreamer D back on track. Dreamer D tells the story of Coach sending him messages non-stop telling him to get out of bed and go to school. Late one night after many unsuccessful text messages Coach turned up on Dreamer D's doorstep.

He knocked on the door but I wouldn't come out. Then he text me 'I am not leaving until you come out'. So I did. He said to me 'Why are you like this? This is not you. You will go to school tomorrow'. He even said he would go and sit in class with me. He showed he cared about me. I needed someone to do that. He pulled me close. The school should have done that too (Dreamer D).

Dreamer D's mentor also played an influential role during this time. He taught Dreamer D to say 'No'.

My mentor taught me about budgeting. If we went somewhere and we saw something I wanted he would say 'Don't buy it unless you need it. There is a big difference between wanting something and needing it' (Dreamer D).

Dreamer D's constant absence from school meant that his school work and grades suffered. Coach met with Dreamer D and Dreamer D's Dean to establish a plan to make sure Dreamer D attended school. Coach was determined that Dreamer D would attend school regularly and get back on track academically. Dreamer D remembers Coach peering through windows at school making sure he was in class.

He used to have a look in the window. If I wasn't there he would ask where we were (Dreamer D).

With Coach's emotional and practical support Dreamer D returned to school and focussed on his Level Two qualifications.

Dreamer D's Final Year

Dreamer D remembers strongly the role of Coach in advocating for his learning pathway in his final year of school. Coach met with the Deans and argued for Dreamer D to be able to study the courses he needed in order to gain university entrance. This was a real challenge because although Dreamer D achieved Level Two NCEA his marks were not sufficient to give him right of entry into core subjects in his final year. His previous frequent absences contributed to the school's reticence in allowing Dreamer D to be in core subject classes. Coach was successful in making sure that Dreamer D was able to study the courses he needed to gain the minimum requirements for university entrance.

Dreamer D was able to complete his final year gaining a University Entrance qualification and Level Two NCEA. In addition to these qualifications Dreamer D also achieved Dux Artium. Dreamer D had

studied music throughout his high school years and had become very involved in the music department.

At a Youth leadership summit Dreamer D was able to get up and speak about suicide and what a problem it is for young people. He went on to say '*I would not be alive today if it wasn't for Coach*'. This was an acknowledgement of how unwell he had been and also of the support that Coach provided in order for Dreamer D to return to school and gain a positive outlook on life.

It was clear that Coach's involvement in Dreamer D's life at critical stages had made a significant difference to Dreamer D's school and life experiences. Coach played advocate and parent at times when his parents have not been able to.

Dreamer D was inspired through his ongoing engagement with IHAD to make changes in his life.

[In the end] It was an easy decision to make. There is a good lifestyle and a bad lifestyle. I didn't want my lifestyle to be like my cousins (Dreamer D).

Financial Support

Dreamer D was the first member of his family to aspire to a university education. Dreamer D's family could not afford the tuition or materials fees. The IHAD Trust provided financial support to Dreamer D. The financial support to undertake tertiary study was instrumental in allowing Dreamer D to attend university and to pursue his dream of being a politician. In Dreamer D's words *I could not have gone to university if it wasn't for Scott. I am so grateful that they have paid for my education (Dreamer D).*

Transition to University

Having attained University Entrance Dreamer D set about enrolling at Auckland University. This was a tortuous process of finding out the entry level requirements, filling out the appropriate paperwork and turning up to orientation days. Coach was instrumental in providing a navigation guide to Dreamer D. This included checking what papers he needed to enrol for and making sure that Dreamer D accessed the Targeted Admission Scheme²¹.

This transitional time is a challenge for most young adults entering university. Coach being present and supporting Dreamer D enabled Dreamer D to transition into University successfully.

Pursuing His Dream

In Dreamer D's second year at high school his dream had become clear. He wanted to be a law maker and to become a politician. Dreamer D saw politics as being about *service*. Dreamer D is now following his dream of becoming a politician. He is doing this in two ways.

²¹ The University of Auckland has a range of admission schemes to improve access into higher education for equity groups. UTAS is the University's targeted admission schemes for Māori, Pacific and students who have a disability and reserves a number of places within undergraduate programmes for these students who have met the University Entrance (UE) standard but have not met the guaranteed entry score for the programme of their choice.

Firstly he is currently working as a Youth Advisor on the Auckland City Council Youth Panel and secondly he is studying Politics and Pacific Studies at university.

The Youth Advisory role requires a person to be voted onto the council by their own community. Dreamer D was determined to get onto this panel and went about seeking election in innovative ways. He made a number of YouTube clips, he campaigned in his community and he used social media to capture his community's support for him. Coach also helped him with ideas and practical support.

Last year Dreamer D revisited his high school and took pride in showing the teacher that had told him there was always a cleaning job the badge he wears for the Youth Advisory Panel for the Auckland Council. With pride he points out that it says 'politician'.

Dreamer D is driven by the notion of service and the need to *fix what my family broke*.

My uncle was gang leader. He was in it for four years. They burned the community centre. He [uncle] saw that I was a boy on the council. We put together an action plan. The boys have all stood up and now they are doing community service not gang stuff. My dream is for the gangs to die out (Dreamer D).

The notion of service is a strong driver for IHAD. Dreamers were expected to be involved in community projects that included cleaning up beaches, running events for the community and going back to their primary and intermediate schools to inspire other young people. There is no doubt that these experiences contributed to Dreamer D's strong sense of giving back and being of service to others. Dreamer D is paying it forward, and contributing back to the community from which he came.

Dreamer D is studying for his Bachelor of Arts with a double major in Politics and Pasifika Studies. The challenge for Dreamer D has been balancing the demanding role of the Auckland City Council Youth Advisory Board with his university study. Dreamer D's first semester grades show that he achieved passes in Pacific Studies and Academic English Writing. He was not successful in his New Zealand Politics course. Coach has maintained contact with Dreamer D to help Dreamer D with strategies to try and get the balance right. He has met with both Dreamer D and members of the Advisory Panel to negotiate the balance. This year Dreamer D has been more focussed on his studies and is currently doing well in his studies.

Dreamer D's dream is to become a Member of Parliament. He wants to be the Minister of Pasifika Affairs. He is also clear that for him IHAD will continue to be a part of his life and support team.

I wanted to be the first Minister of Pacific Affairs but I have been beaten to that job [said with laughter]. I still want to be in parliament and to make a difference for my people (Dreamer D).

In a recent Youth Council Conference Dreamer D was a guest speaker. During his speech he announced a revision to his dream.

My biggest dream is to be a politician and [to] be the first Pacific Island Prime Minister of New Zealand (Dreamer D).

CASE STUDY FIVE: DREAMER E

I lived in the warzone and I lived on the ground; I ate and slept on the ground. Then I came to New Zealand and now I have to make the most of everything I have. I have to use everything I have. Everything I have is a blessing.

Dreamer E's Life Before IHAD

Dreamer E is an Ethiopian boy who was born in a Kenyan refugee camp. Dreamer E spent about four years in the refugee camp before his Mum escaped to New Zealand with Dreamer E and his two older sisters. There are no records of Dreamer E's birth and so Dreamer E does not know when he was born. It is also unclear when Dreamer E's Mum and Dad separated but it was certainly before she escaped to New Zealand.

Dreamer E's retelling of his experiences in the refugee camp is deeply troubling. He remembers sleeping, playing and eating on the ground. He recalls a man putting a cigarette butt into his eye. Dreamer E has a scar on his eye as a reminder of this event. Dreamer E also remembers *bad things* happening to his Mum.

In the refugee camp Dreamer E and his family were one of the few Christian families. Most families were Muslim.

He used to follow the Muslim kids around and pretend to be Muslim and say prayers with them so that he could get food from them (Coach).

When Dreamer E's Mum first arrived in New Zealand she was frightened of other adults and was very protective of her children. Dreamer E recalls his Mum being really worried when the school wanted to meet with her to talk about Dreamer E's progress at school.

She saw this as a bad thing and was scared of what might happen (Coach).

Dreamer E struggled with his speech. He had developed a stutter that made him nervous to speak and his impediment became a focus for teasing by other children.

Dreamer E's Mum had high aspirations for all of her children. When Dreamer E showed an interest in art his Mum was concerned that he should focus on Mathematics and English.

I studied every day after school. If I didn't study I would get into big trouble with Mum (Dreamer E).

Dreamer E's Mum made sure that at home Dreamer E had a quiet space to study. She continually talked with Dreamer E about making the best of the opportunities living in New Zealand had to offer. This had a huge influence on Dreamer E and her constant reminders to him of having aspirations and getting ahead in life resonated with Dreamer E, especially during challenging times.

My Mum would tell me you are not stupid. Use everything you have (Dreamer E).

Primary School Attendance

Dreamer E attended school regular at primary school. His average attendance was 191 days out of a possible 199 days each year.

Academic Record at Primary School

Records of Dreamer E's academic progress and achievement were maintained throughout the IHAD project. Table Ten shows his Progressive Achievement Test (PAT) results from 2003 to 2005. The results are recorded as Stanine Scores. Stanine is a method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two. Stanine 1 represents 4% of the lowest scoring students and Stanine 9 represents the top 4% of students.

Table Ten: Dreamer E's PAT Results

Year of Assessment	Year of Schooling	Listening	Reading	Vocabulary	Mathematics
2003	Year 4	6	4	5	5
2004	Year 5	-	-	-	-
2005	Year 6	6	5	5	5

Table Ten shows that Dreamer E's Stanine scores were typically at or slightly above the mean score of five.

When Dreamer E was in Year Four his teacher described him as a lovely boy who was attentive and polite. He was also described as having difficulty with written communication. His teacher also acknowledged that Dreamer E had advanced perspective in Art.

In Year Six his teacher described Dreamer E as bright and *driven to achieve*. His teacher noted that his stammer was most obvious when speaking to adults but not at all obvious when he was speaking with his peers. In Year Six Dreamer E was put into an extension class. His teacher believed he had a *scientific approach to life*.

The teachers' expectation of Dreamer E was that he would make something of himself and go on to tertiary study.

Early Memories of IHAD

To begin with Dreamer E did not engage with IHAD. His Mum was anxious about a group of people wanting to work with her son. She saw it as a bad thing and something that she was afraid of. To allay her fears Coach and Scott met with Dreamer E's Mum in her home to discuss what IHAD was really all about and the potential benefits of the project for Dreamer E. She was convinced by their argument and subsequently agreed to allow Dreamer E to participate.

Whilst Dreamer E's Mum had agreed for Dreamer E to take part in IHAD at first Dreamer E did not want to participate at all. He did not want to hang back after school and attend the Dreamers Centre. However, as time went on Dreamer E started to make friends who were regular attendees at the Dreamers Centre. He started going to the Centre after school and found that he could get help with his English. He described his English at that time as being *really bad*.

I started using the help they (IHAD) offered. My Mum got enthusiastic. My tutors encouraged me and my marks started going up. I liked that (Dreamer E).

Dreamer E also valued going to the camps that IHAD offered. It was at these camps that he made friends and enjoyed the company of other Dreamers.

Camp was really good. We stayed up all night talking. Scott would yell at us to go to sleep but I loved the talking all night (Dreamer E).

Dreamer E always worked hard to earn the credits to be able to attend camp. In order to attend camp Dreamers had to earn credits. The system was called 'Go for the peak'. Dreamers would take a score sheet around their teachers to earn credit towards camp.

[Dreamer E had] a deep drive to do really well. He would always go for the peak... and he was always making the peak (Coach).

Dreamer E had a strong relationship with his IHAD mentor. He spent many hours talking with his mentor about life experiences. Dreamer E's mentor became a significant male role model for Dreamer E. Dreamer E was the only male in his household and his father did not play a role in his life. Having an IHAD mentor contributed to Dreamer E being able to seek advice and guidance from another man.

He was like a mate. I live most of my life with my mum and my sisters. He was like the man in my life (Dreamer E).

Dreamer E's Dreams

At the beginning of IHAD Dreamer E did not have a particular dream or goal that he could articulate. As Dreamer E progressed through primary school he realised he loved Art. He thought he might have a career creating animations. His Mum, Coach and his teachers also recognised that Dreamer E had real talent in drawing. Dreamer E spent many hours drawing sketches of creatures and people. His talent was obvious to anyone who looked at his drawings.

Intermediate School

Dreamer E's IHAD tutoring support gave him confidence to believe in himself. At school Dreamer E was described by his teachers as an inquisitive student. He gained confidence to ask questions in class and he applied himself to study.

He described going to intermediate school and finding himself in a top stream academic class.

The [IHAD] tutoring led me on a pathway. I learned that I wanted to study not that I had to study. When I started intermediate school I am in this top class. I am one of these guys. I am smart and I can do this (Dreamer E).

Emerging Challenges

Dreamer E walked between four worlds; the IHAD world, the world of home, the world of school and the world of his mates. IHAD provided Dreamer E with a world view that was about service to others, giving of your best and setting aspirational goals. At home Dreamer E was expected to study hard and at school he was expected to do well. With Dreamer E's mates he was also expected to do

drugs and participate in gang activities. It is a gifted teenager that can walk those worlds and stay centred.

Gang Influence

Dreamer E had the gift of being able to walk between the worlds of his mates and his IHAD, home and school. This was not without its challenges. He felt unaccepted in his mates' world at times and this was a real struggle for Dreamer E. Dreamer E's friends would put him down for studying and doing well at school.

At first they gave me a really hard time. Like, 'What's wrong with you?' I mean these people beat up people. I was just straight up with them. I had to study. In school I was this guy and away from school I was that guy (Dreamer E).

Dreamer E's gang friends continued to put pressure on him to participate in their acts of stealing from and violence towards others. A number of his friends were taking and dealing in drugs. Through his own resolve and the ongoing support of his Mum, Coach and his mentor, Dreamer E was able to navigate the worlds between the gangs and his aspiration to make the most of his opportunities.

My friends would beat people up for things they didn't even need. I didn't want to be like them. My mates were bad people. I learned there was my school life and my not school life. My Mum and Coach helped me see that (Dreamer E).

Although Dreamer E still hung out with his mates he did not participate in any of their activities. This was not an easy thing to achieve. One day when Dreamer E was walking to the gym he got into a fight with one of the local gang members. He simply accepted the hard time he got from his mates and stayed focused on study.

Coach and Dreamer E's mentor spent time with Dreamer E exploring options for a different life. Dreamer E credits his mentor with teaching him *how to act and not act in certain situations (Dreamer E)*. Dreamer E's Mum also constantly reminded him about how lucky he was to be in New Zealand and that he must always make the most of opportunities.

Receiving the ongoing love and support of his Mum and his mentor's and Coach's encouragement was a significant factor in helping Dreamer E. This support helped Dreamer E to be able to navigate through his challenges and to separate out his *in school* world from his *out of school world*.

Transition to High School

Dreamer E transitioned easily to high school life. He found himself in the top stream at high school. When Dreamer E started high school he met students who were different to the mates he had hung out with.

When I got to high school I made new mates. I got to interact with good people (Dreamer E).

Dreamer E's teachers described Dreamer E as:

Being a successful student. He has settled into school life well and gained recognition from his teachers. He has performed well in all subjects and his extraordinary talent in art has been an inspiration to his fellow students and his teachers alike (School Report, Year Nine Mid-Year, 2008).

The IHAD Trust provided support in Dreamer E's early days at high school to purchase a computer so that he could pursue his artistic interests. Dreamer E was also introduced to local artists who shared their experiences and wisdom with Dreamer E.

Developing Dreams

Although Dreamer E clearly had an artistic talent he also had a scientific brain. Dreamer E remembers with fondness the science tutor at the Dreamer Centre. Dreamer E and the tutor enjoyed many opportunities to explore '*how things work*'. Dreamer E was to maintain his relationship with his science tutor throughout high school.

Although Dreamer E held onto his dream to become an animator, his dream turned towards science and he thought that he might want to work in the medical field. Coach provided advice to Dreamer E about keeping his options open.

He was so talented with his drawing but he was also inquisitive and that inquisitiveness took him to science. It was about keeping his options open. He trusted me enough to take that advice (Coach).

Dreamer E's life dream was to make the best of everything and to be the best he could be. His work ethic was high and he wanted to get himself into a professional occupation that paid well.

Speech Impediment

From an early age Dreamer E had a speech impediment which resulted in him stuttering when he was nervous. This was particularly obvious when he was with adults or speaking in front of groups. Dreamer E's speech impediment was a particular challenge when it came to oral assessments at high school. Dreamer E was unsuccessful in achieving some of his credits in English for his oral assessments.

Coach encouraged Dreamer E and worked with him. Dreamer E gained support through a speech language therapist to try and gain control over his stutter. Whilst the stutter is still a problem for Dreamer E he learned to accept it and to develop strategies for when he was nervous.

Managing the Tension between Art and Science

By keeping his options open Dreamer E made a range of course choices. He studied Graphics, Science, Mathematics and English. Whilst Dreamer E managed the study well his Graphics teacher was not happy that he was not giving her subject as much attention as she felt he could.

Coach mediated many times as Dreamer E battled with his Graphics teacher over his split loyalties between the Arts and Science and Mathematics. Dreamer E believed that his Graphics teacher wanted him to focus more on graphics and not so much on Science and Mathematics.

I did not come to school for this (conflict with his Graphics teacher). It got to a point when I didn't want to do school anymore. My Graphics teacher she hated me. Coach he

was a mediator. He helped me stay at school when I thought I would give up (Dreamer E).

The conflict with his Graphics teacher led Dreamer E to believe a number of his teachers did not like him. He describes some of the teachers as hating him and that they felt like enemies.

There were so many times when my Dean just screamed at me - like screamed at me. Coach was a mediator. He mediated all of my issues (Coach).

He would get particularly upset if he thought teachers held racist views. This time was especially challenging for Dreamer E. He became despondent. Dreamer E had worked out that he did not need the graphics credits to gain NCEA level three. Dreamer E stopped handing in work and became turned off school.

Dreamer E's Mum became really anxious at this time. Coach played a pivotal role in keeping Dreamer E's Mum informed about what was happening to Dreamer E. She had become very worried about Dreamer E's attitude to school and his lack of commitment to handing work in. She was assured by Coach that Dreamer E would gain his qualifications.

Dreamer E described Coach as his 'net'. Dreamer E believes that if it had not been for Coach's support he would have dropped out of school due to the extreme conflict he felt with his Graphics teacher.

Final Year of High School

Dreamer E's Mum and Coach continued to encourage and support Dreamer E to focus on his study. Dreamer E continued to receive support from Coach, his tutor and from his mentor.

I would have left school but Coach showed me if I left school I would not have lived to my full skill range. I realised school is for me. If I leave I hurt myself and she (teacher) will still get her pay check. I need a pay check. When I did awesome with my results I can look at the teacher and say 'I am here' (Dreamer E).

Dreamer E's efforts paid off. He succeeded in achieving Level Three NCEA with an endorsement of Merit and achieved University Entrance with five university approved subjects. This would not have been possible without the support of his Mum, Coach, his mentor and his IHAD tutor.

Dreamer E was now able to pursue his dream of a career in science; a pathway into a professional occupation that paid well.

Financial Support

The IHAD Trust promised all Dreamers financial support from the outset of the project. Dreamer E's Mum found it challenging to be able to support Dreamer E financially with the cost of tuition and materials for university. The financial support to undertake tertiary study was instrumental in allowing Dreamer E the opportunity to study at university.

I would not be here (university) if it was not for IHAD. We are poor and without the scholarship I would have to work instead of study (Dreamer E).

Transition to University

Dreamer E had achieved the qualifications necessary to be able to enrol in at university and in the course of his choice. Dreamer E wanted to enrol in a biomed degree course. Dreamer E was proactive throughout the enrolment process and asked what he needed to do to enrol at university. Dreamer E was able to navigate his transition to university well. With Coach's and his Mentor's support Dreamer E made appropriate course selections. In his first year Dreamer E enrolled in Population Health, Essential Biology, Biology for Biomedical Science and Chemistry of the Living World.

Pursuing his Dreams

Dreamer E successfully completed the first year of university in biomed. His grades were B+ and A -. As his first year progressed Dreamer E reviewed his goals. When he had entered university his dream was to complete biomed and then pursue the opportunity to become a doctor.

By the end of his first year at university Dreamer E became clear that he did not want to continue with biomed. He set about exploring options with Coach. He looked at fields such as dentistry, physiotherapy and engineering. After much thought and consideration Dreamer E decided upon engineering. He is confident that he will be able to fulfil his dream of having a professional job that pays well if he studies engineering.

Dreamer E has enrolled at a different university for 2014 and has begun his engineering degree. His choice of subject specialisation will determine whether he can cross credit his first year of study. He is enjoying the course and can see that he has made a good decision to transfer to engineering.

Dreamer E's success can be summed up by a conversation he had with Scott toward the end of his first year at University when he attended yet another Dreamer Camp. The Dreamers were off to Tongariro to complete the Tongariro Crossing²². Dreamer E was passenger in Scott's car. As they drove along Dreamer E quizzed Scott about his entrepreneurial business ventures. He was really interested in the process of starting up a company, product development, marketing activities and getting investors. Dreamer E was excited by the idea of *doing it himself*. Dreamer E also liked the idea that Scott was able to fund the IHAD project with the resources from the sale of a software company that he had co-founded while living in the United States. After a while Dreamer E softly said, "You must be really proud of your accomplishments, Scott". Scott's response was that he was

²² The Tongariro Alpine Crossing in Tongariro National Park is one of New Zealand's most spectacular tramping tracks, and is considered the most popular^[1] one-day tramp in New Zealand. The crossing takes about seven hours of steady walking to complete in good weather.

not proud as much as appreciative of all he had been given, from both of his parents and growing up in New Zealand at a time when it was really a quite wealthy and progressive nation. In fact Scott replied: *If I couldn't become reasonably successful with all of these inbuilt advantages, then shame on me.*

Scott went on to tell Dreamer E that it was he that was proud of Dreamer E's accomplishments.

Here he was, successfully completing his first year at University and look at what he had overcome:

- *He was an immigrant*
- *Spoke no English when he arrived*
- *His father did not live with him*
- *No one else in his family had university qualifications*
- *His family survived on a very low income (Scott).*

Dreamer E's modest response was 'Yeah, that's what Mum says'. To which Scott quickly responded "You've got a damn fine Mum there!"

Dreamer E is a successful Dreamer who is multitalented. He has academic and artistic talent but more than that he has resilience and a wisdom that goes well beyond his age. Whatever dreams he pursues in his life are likely to become reality. Dreamer E knows he has the support of his Mum, his mentor, Coach and Scott.

CASE STUDY SIX: DREAMER F

I dream now to help the world, change our community and pass my good learning to the next generation. I am a Dreamer. Once a Dreamer, forever a Dreamer. I carry this in my heart along with a strong saying, "I believe".

Dreamer F's Life Before IHAD

Dreamer F is Samoan and the oldest child in her family. When Dreamer F was very young Dreamer F's Mum separated from her Dad and subsequently moved in with a new partner. When Dreamer F started school she lived with her Mum, her Mum's boyfriend and her three siblings. Dreamer F's birth Dad was reportedly living out of Auckland and she had no contact at all with her birth Dad. Most people at her school assumed that her Mum's boyfriend was her birth Dad.

Poverty was a key factor in Dreamer F's family. Times were really hard. Dreamer F's Mum stayed at home to look after the four children.

Dreamer F's teacher described her Mum as being quite hard on Dreamer F. When Dreamer F was in Year Two at primary school she shared her class with her younger brother. The teacher noted that Dreamer F suffered at the hands of other boys in the class and was reportedly beaten up by a group of boys. The teacher noted that Dreamer F's Mum was not very sympathetic to Dreamer F or the issues she faced at school.

Primary School Attendance

Dreamer F's attendance at primary school was quite variable. For example, in 2003 Dreamer F only attended 169 days out of a possible 199 days and in 2006 she attended 181 days out of a possible 199.

Academic Record at Primary School

Records of Dreamer F's academic progress and achievement were maintained throughout the IHAD project. Table Eleven shows her Progressive Achievement Test²³ (PAT) results from 2003 to 2005. The results are recorded as Stanine Scores. Stanine is a method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two. Stanine 1 represents 4% of the lowest scoring students and Stanine 9 represents the top 4% of students.

Table Eleven: Dreamer F's PAT Results

Year of Assessment	Year of Schooling	Listening	Reading	Vocabulary	Mathematics
2003	Year 4	3	1	1	4
2004	Year 5	1	2	3	4
2005	Year 6	5	3	3	4

²³ The Progressive Achievement Tests (PATs) assess students' Mathematics, Listening Comprehension, Punctuation and Grammar, Reading Comprehension, and Reading Vocabulary. PATs are a series of standardised tests developed specifically for use in New Zealand schools.

Table Eleven shows that Dreamer F's Stanine scores were typically below the mean score of five. The exception to this was her Listening score in 2005.

When Dreamer F was in Year Four she was described as someone with a good attitude who really enjoyed helping others. She was diligent in finishing her learning tasks and contributed well to discussions.

In Year Five Dreamer F was described as a good leader who could work with a group of students and get the desired outcome achieved.

The teachers' expectation of Dreamer F was that she had qualities that would take her to university and into a profession.

Early Memories of IHAD

Dreamer F vividly remembers Coach taking her out of class with other students. She thought she was going on a trip. Instead Coach took her and the other students into the Dreamer Centre to tell the students all about IHAD. After the initial meeting with the students Coach visited Dreamer F's parents in their home.

The next thing you know he was at my house talking to my Mum about the project and yeah she got really excited about it (Dreamer F).

Her Mum and Mum's boyfriend attended the opening celebration for IHAD. Dreamer F was dressed in the traditional costume for Samoa and participated enthusiastically in a dance performance with other students. Coach remembers her Mum's boyfriend becoming really excited and picking Dreamer F up and throwing her over his shoulder and letting out a whoop.

I vividly remember her Mum's boyfriend picking Dreamer F up and throwing her over his shoulder and like wahoo. He was celebrating that she was part of this programme. They just seemed like this stable, together family that wanted Dreamer F to do well at school (Coach).

The reality for Dreamer F was that this was not the case. Her Mum's boyfriend was sexually assaulting her. This was a secret that Dreamer F kept in the early years of IHAD. When Dreamer F finally spoke out, IHAD was to play a significant role in providing ongoing love and support as she exposed the reality of what had happened to her.

Dreamer F was active in the project from the outset. Dreamer F's Mum was also supportive of IHAD and attended many of the trips as a helper. She attended the Dreamer Centre after school and participated in the camps. Dreamer F's memory of her first camp was going to a sleep over at Auckland zoo.

My first experience of a camp was pretty wild. We went to the zoo and slept in the old Elephant House. You wouldn't expect to do that. Us Pacific Islanders don't go camping much except at our own house (laughing). I also remember going to Microsoft in town. That was

really cool. It was when Xbox²⁴ was just being released. We got to see how it all worked (Dreamer F).

Dreamer F remembers with fondness the celebration ceremonies each term when the Dreamers would come together to recognise the achievement of individual Dreamers and the Dreamers as a group.

Dreamer F's Dreams

At the beginning of IHAD Dreamer F knew she wanted to go to university but she really did not know what she wanted to be in the future.

Dreamer F was a talented dancer and she, along with three other Dreamers were part of a successful Hip Hop group 'W-UNIT'. The group were placed third in a New Zealand National Schools Aerobic and Hip Hop Championship. Did she have a future in dancing?

Dancing was not her only talent. Dreamer F was a very capable sportswoman. She was selected to represent Samoa at a Pacific Island Netball Tournament. Her team was placed first in their grade and Dreamer F was player of the day. Did her future lie in sport?

For Dreamer F developing a dream was going to take time. The life challenges that evolved over her intermediate years were going to interfere with her being able to see into the future and would stop her from dreaming of a successful future.

Intermediate School

Unlike the other Dreamers Dreamer F went to an Intermediate school that was few kilometres out of her local community. Her Mum was keen for Dreamer F to attend a Catholic School. Coach supported Dreamer F's application to Marist by attending the interview for placement at the school. Coach explained to the school Dreamer F's involvement in IHAD and the desire to stay in touch with Dreamer F as she progressed through school. Dreamer F was successful in winning a place at the school.

Emerging Challenges

At Intermediate School Dreamer F started running away and not wanting to be at home. Dreamer F would often escape home and go to her aunties' house. Her teachers noticed that she had become withdrawn. She was not her happy self. At this time Dreamer F also stopped coming to the Dreamer Centre.

Abuse

Dreamer F eventually refused to go home. She told her Mum and aunty was happening to her. Dreamer F disclosed that she had been sexually abused by her Mum's boyfriend. The abuse had been happening since she was six years old. Her Mum was in denial about the abuse. The Mum's boyfriend continued to live in the family home. Dreamer F finally disclosed and sought help from Coach.

²⁴ The **Xbox** is a [video game console](#) developed by [Microsoft](#). It was released on November 15, 2001, in North America, followed by Australia and Europe in 2002

She was looking to us for help. She was quite tearful and didn't know what to do (Coach).

Coach knew he needed to inform Child, Youth and Family²⁵ (CYF). Coach spoke with Dreamer F's aunty and together, with CYF approval it was agreed that Dreamer F would stay with her aunty for the time being.

A condition of staying at the auntie's house was that Dreamer F was not to go back to the family home. Unfortunately Dreamer F's aunty did allow Dreamer F to go back into the family home at Dreamer F's mother's request and CYF immediately took Dreamer F from her aunty and placed her in a safe house. This was a particularly hard time for Dreamer F.

I finally came out with the sexual abuse. A lot goes through your head when that happens. (Dreamer F).

Dreamer F felt really let down by her Mum. When told that her Mum was really worried about her Dreamer F replied, '*but she let this happen to me*'. Dreamer F felt as though her Mum thought that Dreamer F was to blame for the abuse.

Coach also found the situation incredibly difficult. We felt like the third party. The school counsellor would not let Coach have contact with Dreamer F. While he understood she was in a safe house he also needed to let her know IHAD was there for her.

We wanted contact with Dreamer F at school but the counsellor wouldn't allow it. In the end I got so frustrated I went to the Principal. We finally got it sorted so that we could have access to Dreamer F at school. We could communicate with her so she knew we cared and were there to help and support her (Coach).

Being placed in a safe house was hard for Dreamer F. She felt punished for speaking out. The safe house manager would not allow Dreamer F to go to the Dreamer Centre and Dreamer F found this just too hard. One day she ran away from the safe house and got herself to the Dreamer Centre; her first words were: *Coach, can you help me?* Coach spent several hours just talking with Dreamer F, listening to her story and hearing her fears. As the Centre was closing up for the day he told her that he must contact CYF to let them know she was safe and that she was at the Centre. The safe house manager came for Dreamer F and took her back to the safe house.

A family group conference²⁶ was duly convened by CYF. Coach was invited to attend this meeting along with Dreamer F's Mum and aunty. Dreamer F's Mum's boyfriend was also invited but he did not attend. A plan was developed to send Dreamer F to Wellington to live with her great aunty and uncle. Coach remembers thinking *this might be the last time I ever see Dreamer F*. He set about writing a letter to her and compiling photos of her time at IHAD. Coach wrote in the letter that IHAD

²⁵ Child, Youth and Family "CYF" (in Māori, *Te Tari Awhina i te Tamaiti, te Rangatahi, tae atu ki te Whanau*), is the government agency that has legal powers to intervene to protect and help children who are being abused or neglected or who have problem behaviour.

²⁶ A family group conference is a meeting where a young person their family and other people like the police, a social worker or youth advocate, talk about how to help the young person.

would always be there for her, to stay strong and not to let the abuse bring her down. Dreamer F really appreciated Coach's kindness and love.

Living in Wellington

Dreamer F moved to Wellington and moved in with her great aunty and uncle and enrolling at a local high school.

Although she was nearly 500 kilometres from the Dreamer Centre Coach and Scott were determined to maintain contact and continue their support for Dreamer F. Scott and Dreamer F's mentor flew to Wellington to see Dreamer F. Scott went to Wellington on two separate occasions. On the first trip Scott took all of Dreamer F's family out to dinner. This was in the hope that the family would come to know Scott and that Dreamer F was safe with him. On the second trip Scott met with Dreamer F in the family home and spent the day with her. These visits meant a great deal to Dreamer F. She was blown away that people cared so deeply for her. These acts formed an even closer affinity to IHAD and the community of care that was wrapped around Dreamer F.

Scott and my mentor even came to see me in Wellington. It was so cool that they did that. We went out for dinner and it was so nice (Dreamer F).

Whilst Dreamer F was in Wellington Coach also maintained regular contact through emails with Dreamer F.

He sent me lots of emails. He told me what was happening at the Dreamer Centre and he kept telling me to stay strong. (Dreamer F)

Dreamer F was allowed to travel to Auckland twice a year to visit her family, particularly her younger brothers whom she missed. Her relationship with her Mum continued to be strained and she had limited visits with her.

Dreamer F returned to Auckland late in 2008 with her aunty to give evidence for her Mum's boyfriend's trial. He was duly convicted and sentenced to jail. This was a tough time for Dreamer F as she grappled with the memories of what had happened to her and also the impact on her family. The tension with her Mum continued.

Starting High School in Wellington

To Dreamer F's credit her Year Nine Dean reported that Dreamer F was tracking well in her studies. Dreamer F also continued to enjoy the sporting successes she had achieved at primary school. She participated in athletics winning her age group for 100 metres, 200 metres and discus.

During Dreamer F's first year at high school IHAD support continued not only through regular contact with Coach and Scott but also through Dreamer F's mentor. On one occasion Dreamer F's mentor flew to Wellington to see her at school. Dreamer F's mentor watched her playing netball and visited her home. Dreamer F felt so happy that people cared for her. Dreamer F had made some good friends. And she seemed to be settled and happy.

Dreamers' Camp

Coach and Scott decided that they would invite Dreamer F to a Dreamers' camp during her first year at high school. Dreamer F's aunty and uncle agreed that she could go. Dreamer F was really excited to be able to accept the invitation; *It was really emotional for me. I had missed all of the guys so much (Dreamer F).*

On her return to Wellington Dreamer F spoke with her CYF social worker. She shared with her some of her experiences from camp. Dreamer F talked about staying up most of the night catching up with her friends. She hardly got any sleep. Dreamer F also talked about the inspirational speakers at camp. The theme of perseverance resonated strongly with her.

Emerging Dreams

Prior to going to camp Dreamer F had talked about a career in the Army. She linked this dream to being able to pursue her love of sports. This dream changed after her experience at camp and listening to the motivational speakers. She started talking about wanting to be in the Peace Corps. She wanted to help people in third world countries.

Dreamer F also talked with Scott about joining the police force. Scott encouraged Dreamer F to pursue this dream. He told her that being in the police force would be an excellent opportunity to become a leader in her community, to show her strength and resilience, and to demonstrate how good people can overcome bad situations. Dreamer F's dreams were becoming clearer and clearer.

Missing her Auckland Family

Although Dreamer F had initially settled into school and family life in Wellington, as time went on she missed her Auckland based family more and more.

I missed my Mum. I wanted to reconnect to Auckland (Dreamer F).

With her Mum's boyfriend in jail it cleared a pathway for Dreamer F to be able to return home. Dreamer F was pleased to be back at home. On Dreamer F's return to Auckland she quickly re-established contact with the Dreamer Centre.

I just turned up one day. I was so happy to be back. (Dreamer F)

Dreamer F started visiting the centre regularly and was even confident enough to provide support to another Dreamer experiencing similar life challenges.

Although Coach advocated for Dreamer F to return to the school she had attended before leaving Auckland, the school had no place to offer Dreamer F and so declined her enrolment. However, she was able to enrol at another Catholic School. As things evolved at home Dreamer F found that she would soon be moving schools again.

Moving Around

Life at home became difficult again. Her Mum would be heard to say that Dreamer F's brothers missed their Dad. Dreamer F felt this was a criticism of her for disclosing the abuse. Mum also started seeing her boyfriend again and so it was Dreamer F's decision to move out of the family home again.

Dreamer F moved in with her aunty and enrolled at another state high school. She was only there a short time before moving with her aunty to another suburb of Auckland. She enrolled in her fourth high school halfway through her third year at high school.

Final Years of High School

Although Dreamer F settled into her new school, she struggled academically. All of the moves and the struggles at home had taken their toll on her being able to achieve academic success.

Coach worked diligently with Dreamer F to improve her grades. Although Dreamer F had not passed NCEA or university entrance she did achieve Level One literacy and numeracy. Dreamer F's academic results limited some of the choices she could make about her career pathway.

Pursuing Her Dreams

Dreamer F is a strong person with a great deal of resilience. Although Dreamer F had not achieved the academic success she had hoped for she was determined to pursue a career in helping others. She wanted to help other children in her own situation. Coach and Dreamer F's aunty worked with Dreamer F to find opportunities to work with children. After some investigation they found that Dreamer F could enrol in a diploma course in Youth Work. Coach wrote Dreamer F a referral and she was accepted. As promised to all Dreamers that achieve tertiary study the IHAD Trust paid for all of Dreamer F's tuition and course materials.

Spirit of Adventure

In addition to studying for her diploma Dreamer F started pursuing an additional dream. During her high school years she had heard about Spirit of Adventure and she was really excited about the possibility of going on the ship. However, the cost involved was prohibitive and with everything else happening in her life it never eventuated.

During her time studying for her diploma a business colleague of Scott's sent him an article about a Tall Ships festival and suggested he would be happy to contribute financially if IHAD had a Dreamer that wanted to go on the trip. Scott offered the opportunity to Dreamer F. Dreamer F immediately thought she would like to do this. With Coach's support Dreamer F wrote a letter and got sponsorship to go on the trip. The required funds came predominantly from the business colleague's contacts. Dreamer F was absolutely delighted to be accepted for the trip. In a letter to her sponsor she wrote:

*I just wanted to take this opportunity to say THANK YOU SOOOOOOOOOO MUCH!!!! Yes!
As you can guess, I am super excited (Letter dated 17th July, 2013).*

The day of departure finally arrived. The ship set sail and Dreamer F was immediately violently ill. She was unprepared for the sea and all that goes with sailing on a big ship. The sea was particularly rough and it took many days for Dreamer F to acclimatise to the sea.

As already stated many times in this story Dreamer F is strong and resilient. She endured the sailing and eventually found her sea legs. She was relieved to come around the top of New Zealand into the sheltered waters of the Bay of Islands. Dreamer F and Coach both agreed that this adventure was life defining for Dreamer F.

I am sure Dreamer F's stomach is probably in her mouth after a few rough days, but she has been through rougher waters in her own life so I am sure she will be pushing herself through the challenge (Coach).

It was like the trip was about my life. I had to sail through the rough waters but I made it. I know I can make it through anything now (Dreamer F).

Looking Forward

Dreamer F is continuing her studies. She continues to struggle with some of the academic writing but is persevering and is determined to complete her course. She continues to seek support from Coach with her assignments.

With the ongoing support of Coach and her commitment to completing her course Dreamer F will become a qualified Youth Worker. Dreamer F wants to give back to the children of her community. She wants to help children who have been through what she has experienced and be able to provide the love and support she received through IHAD.

I want to be there for those kinds of kids. You can see it in their eyes. Coach and Scott cared about me and I want other kids to know I will care about them (Dreamer F).

By the way i have a dream in Whangarei? I guess the change is good. Count me in! (Email to Coach, 9th June 2014).

CASE STUDY SEVEN: DREAMER G

My life, my story, my dream went from wishing to hoping and now believing –all thanks to IHAD. I will always be proud to be a Dreamer and I will die proud being a Dreamer.

Dreamer G's Life Before IHAD

Dreamer G is Tongan and one of four siblings. Dreamer G has two older sisters and one younger adopted brother.

Dreamer G's parents were dedicated to ensuring all of the children achieved well at school. They saw education as the children's ticket to a better life. Dreamer G's parents went to school interviews about their children's progress and achievement and ensured their children always completed their homework.

The family had a strong sense of Tongan pride and fully engaged in the Tongan community and church. Dreamer G's Dad held a leadership role in the church. All of the family, including Dreamer G speak fluent Tongan.

Dreamer G's parents worked hard to provide for their family. Her Dad worked as a labourer and Mum cared for the children. The family was supportive of their extended family and it was not unusual for members of the extended family to stay in the family home.

Dreamer G's two older sisters were encouraged to do well at school and provided strong role models for Dreamer G. Dreamer G's teachers described their expectation of Dreamer G's future as being successful in whatever she chooses as she has the support of a unified family.

Primary School Attendance

Dreamer G's attendance at primary school was very good. In 2003 Dreamer G attended 191 days out of a possible 199 school days and in 2005 she attended 193 days out of a possible 199 days.

Academic Record at Primary School

Records of Dreamer G's academic progress and achievement were maintained throughout the IHAD project. Table Twelve shows her Progressive Achievement Test (PAT) results from 2003 to 2005. The results are recorded as Stanine Scores. Stanine is a method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two. Stanine 1 represents 4% of the lowest scoring students and Stanine 9 represents the top 4% of students.

Table Twelve: Dreamer G's PAT Results

Year of Assessment	Year of Schooling	Listening	Reading	Vocabulary	Mathematics
2003	Year 4	4	5	5	4
2004	Year 5	4	6	5	5
2005	Year 6	5	5	4	6

Table Twelve shows that Dreamer G's Stanine scores were typically at or above the mean score of five. In Year Six her Stanine score of six placed her in the top 40% of the population for Mathematics.

When Dreamer G was in Year Four her teacher described her as a very good student who was reading slightly above her chronological age.

In Year Five Dreamer G was in the top Reading and Mathematics groups in her class. Dreamer G was described as a very positive student who was always on task and who enjoyed her learning tasks.

Dreamer G was also described as someone who was a confident speaker with both adults and other children. She was an honest student who was seen as reliable and trustworthy by her teacher.

Early Memories of IHAD

Dreamer G remembers hearing Scott talk about IHAD and the opportunity to go to university. She confessed that initially she did not really get what IHAD was all about. However, Dreamer G's family were supportive of IHAD from the outset and her parents ensured that Dreamer G participated in all of the activities.

At the opening ceremony for IHAD Dreamer G was dressed in full Tongan costume and performed cultural dances with confidence and style. Dreamer G's Dad also took a lead role in the ceremony and spoke to the audience in Tongan about the value of IHAD. From the outset Dreamer G was clear about how big her parents' dream was for her to succeed.

Dreamer G regularly attended after school activities at the Dreamers Centre. She completed her homework at the centre and was able to interact with her friends. She enjoyed her friendships and quickly saw the Dreamers as her second family.

Dreamer G remembers the trips that she participated in and how much they helped to open her eyes to what was possible. Dreamer G expressed gratitude for these opportunities and being able to explore new things.

One time we went to the Microsoft office. It was so cool. We were the only Pacific Islanders around (Dreamer G).

Dreamer G loved going to the IHAD camps that were held in each school holiday break. The promise of a camp during the school holidays motivated Dreamer G to earn a place at each camp. She worked hard and regularly earned herself a place at the 'top of the peak'²⁷. Dreamers were rewarded for reaching the peak. Dreamer G was able to enjoy a night at Snow Planet and other night going out for dinner with other Dreamers as her rewards for reaching the peak on more than one occasion.

Dreamer G's parents attended all of the functions that were held to show their support for Dreamer G. These included barbecues, Christmas dinners and several parent meetings throughout each year. It was not unusual for many of Dreamer G's extended family to also attend these events.

Dreamer G had a mentor that was really kind to her. Her mentor took her to places that she would otherwise not have gone such as the Auckland Art Gallery. Dreamer G struggled to relate to the

²⁷ Top of the peak was an incentive programme where Dreamers earned points through regular attendance at the Dreamer Centre, school attendance and an evaluation from their class teachers.

mentors 'posh' lifestyle. Dreamer G felt uncomfortable at times in the very different world of her mentor. This view in no way was about having disrespect for her mentor. Dreamer G was grateful to her mentor for the support provided. Dreamer G's mentor not only took Dreamer G to places of interest she also provided financial support for books Dreamer G required for study.

Dreamer G's Dreams

Dreamer G was never in doubt that she would aspire to go to university. At first she thought that being a teacher would be her dream but this soon turned to the dream of being a doctor.

Becoming a doctor would take a great deal of motivation and commitment from Dreamer G, her family and the IHAD team.

Intermediate School

Dreamer G continued to achieve well at school. She maintained her test scores and she was described as a lovely student who was independent and who worked to high standards. She also participated in netball and was a classroom librarian.

Emerging Challenges

As Dreamer G entered her teenage years she struggled with the expectations of her family and the expectations of her friends. She and her friends engaged in some antisocial behaviour towards one of the IHAD staff. The group of Dreamers had been impolite and challenging towards the new member of staff. Whilst Dreamer G did not openly participate in disrespectful behaviour she used Facebook and texting to share her thoughts. Coach exposed the inappropriate behaviour and Dreamer G initially was aggrieved that she had been blamed.

On another occasion she got into trouble with a group of friends at an IHAD camp. She and a group of girls had allowed a group of boys into their room. The girls' parents were rung including Dreamer G's parents and the girls were sent home from camp. It was Dreamer G's Dad that picked the girls up and dropped them home to their respective families.

These experiences of being held to account proved to be very valuable life lessons for Dreamer G.

Transition to High School

Dreamer G did not find her transition to high school easy. She was placed in the top stream at her high school but found that she was the only Pacific Island student in the class. This was an incredibly challenging time for Dreamer G. She felt bullied by some boys in the class who teased her about being a Pasifika student. She felt they laughed at her if she made mistakes.

I didn't like it [being in top stream]. I was the only Pacific student in the class. I got teased by both non-Pacific kids and my own friends. My friends would tease me and say 'you are trying to be like them [palagi]²⁸'. The non-Pacific kids would ask 'how did you get into this class?' I felt so embarrassed (Dreamer G).

²⁸ Palagi is a Pacific word for white inhabitants of New Zealand.

Dreamer G shared her issues with her Dad who met with the Deans to get support for Dreamer G. Coach also contacted Dreamer G's teachers to ensure they were able to support Dreamer G in class. Whilst Dreamer G learned to deal with the teasing she tended to work on her own in class and was therefore seen by teachers as a quiet student.

Dreamer G is a very quiet member of the form class who is always polite and respectful... Dreamer G is a very able student but needs to be more confident in her ability and involve herself more in team activities... Dreamer G is a very quiet student who prefers to work independently (Midyear report, 2009).

Tough Times for Dreamer G's Family

Dreamer G's Dad was made redundant from his job in her NCEA Level Two year. This put huge financial stress on the family. Her dad found himself having to take on two jobs to keep the family financially secure. He worked in a warehouse and he delivered local papers.

Delivering the newspaper meant getting up at 4am every morning. Dreamer G also got up and helped her Dad to do this job. Dreamer G's Mum was unwell and Dreamer G did not want her Mum to be out delivering papers while she was unwell.

Although Dreamer G was getting up incredibly early every morning she still turned up every day after school to the Dreamer Centre. At times she would have her baby nephew with her because she needed to look after him. Dreamer G knew she had to keep up her studies. Her dream of being a doctor meant that she had to achieve endorsements with her qualifications and this meant lots of study and hard work.

Generosity of Spirit

Dreamer G had a very busy year. She had to help out the family and she also needed to keep her grades up at school. With both of these challenges Dreamer G still made time to organise the Dreamers to help out at a Christmas party for the local children of Mount Roskill.

Dreamer G also described her motivation for becoming a doctor and the driver for Dreamer G was to be able to assist the sick, especially her extended family.

I aspire to be a doctor so I can help people, especially my family and extended relatives. I have a lot of relatives who get ill easily so becoming a doctor would be a great help for them and also people in need (Dreamer G).

Course Selection for Dreamer G's Final Year

Dreamer G needed to consider her course selection carefully if she wanted to pursue her dream of being a doctor. She had studied English, Geography, Mathematics, Physical Education, Science and Te Reo Māori (Māori language) in her NCEA Level Two year. She wanted to keep up Māori and English. She needed to also take Physics, Chemistry, Biology and Mathematics which took the number of subjects to six. Unfortunately she was only allowed to take five subjects. Coach supported Dreamer G to seek advice from the universities as to whether it was imperative for her to take all three sciences. After taking advice Dreamer G decided to drop Physics.

Academic Success

Dreamer G's hard work paid off. She went on in her final year to take 5 university approved subjects and achieve Level Three NCEA and the University Entrance qualification. At the end of the school year Dreamer G also received an award for top achieving Pacific students.

Scott encouraged Dreamer G to think about attending Otago University which was located in the South Island of New Zealand, a one and a half hour flight from Auckland. Scott wanted Dreamer G to develop her independence and was aware that it would be difficult for Dreamer G keep up the family commitments of church, band and youth group every week as well as put the time required into studying. Dreamer G agreed that Otago would be best for her. She could complete a pre-physics course over the summer and then go into a first year Health Science degree. Coach supported Dreamer G to complete the necessary enrolment forms and also attended the pre enrolment interview with Dreamer G.

Unfortunately incorrect advice the school's career counsellor had received from an Otago advisor about dropping physics in high school, along with the endorsements she failed to achieve in her other Sciences prevented her from going straight into a first year Health Science degree at Otago University. However, she had the required achievement to receive a Scholarship for the Otago Pacific Foundation Programme which IHAD helped advocate for her to receive. This was a one year programme in Otago that would lead to full enrolment in first year Health Science degree the following year, and if successful lead onto a medical degree.

Although Dreamer G had not achieved the endorsements she required she had the support of Coach and Scott in exploring options for keeping her dream of being a doctor alive.

Transition to University

As promised by the IHAD Trust Dreamer G's tuition fees were to be paid by the Trust. In addition to tuition costs the financial cost of Dreamer G's flights and accommodation in Dunedin were an overwhelming burden for the family to cover. This situation was critical when it was discovered that Dreamer G's family had booked her a flight that had her arriving in Dunedin after the start of the course as this was the cheapest flight they could find. It was agreed that IHAD would cover the cost of the flight changes given that she had received another scholarship for the first year. With this support Dreamer G was able to get to Dunedin and begin her course on time.

III Health

The first semester started well for Dreamer G. Although she was a little homesick she settled into student life in Dunedin. She played rugby and she enjoyed the social life of a small university town.

However, in her second semester Dreamer G became unwell. She had infected legs from injuries sustained in rugby. She came back to Auckland but did not initially seek the medical attention she required. The cost of going to the doctor and paying for the medication required was difficult for Dreamer G's family. Dreamer G's family wanted to try some traditional Tongan methods for healing Dreamer G's infection. Coach became really concerned for Dreamer G and with her parents' permission took Dreamer G to hospital where she stayed for two weeks recovering from her infection. During this time Coach also kept in contact with a liaison person at Otago University to ensure she was not disadvantaged by being away for such a long period of time. Fortunately for

Dreamer G she was able to catch up with missed work and return to her studies. Coach's support was instrumental in Dreamer G getting the medical treatment she required and the support to keep her dream alive.

Pursuing Her Dreams

Dreamer G fully recovered from her health scare and returned to university. She studied hard and completed her first year successfully. She achieved a grade point average of 8.1 which was well above the required 6.5 grade average.

Currently she is continuing her studies at Otago. She continues to have the support of both Scott and Coach who in her words *text me a lot*. She still has her eye on medicine and expects to complete a Bachelor of Medicine. At this stage her thoughts are that she would like to specialise as a paediatrician. Dreamer G knows she has a long way to go and that she must continue to work hard and study well. Dreamer G is also clear that without IHAD she would never have made it to university.

I'm glad I have the IHAD team to help me. Scott also has a daughter in Med school...All the help from IHAD makes me confident in reaching my dream and I know if they have my back I will never back down or give up but always push through (Dreamer G).

CASE STUDY EIGHT: DREAMER H

It's kind of weird cos I was this PI [Pacific Island] kid and my area was all I knew. Dreamers taught me that I could go to university. For me it was university or bust.

Dreamer H's Life before IHAD

Dreamer H is Tongan and one of eight siblings. Dreamer H lost his Mum when he was just four years old. His grandmother cared for him and his older brothers whilst his Dad earned a living driving a taxi. This was a difficult time for the family. Dreamer H's Dad would leave for work at 3pm and return from work just as Dreamer H was heading out to school.

Dreamer H's grandmother did her best to look after Dreamer H and his younger sister but she was elderly and had suffered a stroke. It was not unusual for Dreamer H to have no lunch at school and to wear the same clothing for days at a time.

Dreamer H's older teenage brothers were in gangs and were often in trouble with the law. One brother was sent to prison and was still in prison in 2013.

When Dreamer H started school his behaviour was a problem for his teachers. He did not listen well and did what he wanted to do. He responded to kindness and positive reinforcement rather than a stern word spoken by his teachers.

About the time IHAD started Dreamer H's Dad remarried and together they had another five children. Dreamer H grew to love his Step Mum as his own mother and despite the long hours that Dreamer H's Dad worked Dreamer H felt loved by his Dad. They shared a loving relationship.

Primary School Attendance

Dreamer H's attendance at primary school was excellent with an almost perfect record of attendance. In 2003 Dreamer H attended 197 days out of a possible 199 school days and in 2006 he attended every day.

Academic Record at Primary School

Records of Dreamer H's academic progress and achievement were maintained throughout the IHAD project. Table Thirteen shows his Progressive Achievement Test (PAT) results from 2003 to 2005. The results are recorded as Stanine Scores. Stanine is a method of scaling test scores on a nine-point standard scale with a mean of five and a standard deviation of two. Stanine 1 represents 4% of the lowest scoring students and Stanine 9 represents the top 4% of students.

Table Thirteen: Dreamer H's PAT Results

Year of Assessment	Year of Schooling	Listening	Reading	Vocabulary	Mathematics
2003	Year 4	6	-	-	-
2004	Year 5	5	6	4	4
2005	Year 6	6	6	4	6

Table Thirteen shows that Dreamer H's Stanine scores were typically at or above the mean score of five. In Year Six his Stanine score of six placed him in the top 40% of the population for Listening, Reading and Mathematics.

When Dreamer H was in Year Four his teacher described him as clever. He was quick at Mathematics and reading comprehension was a strength. His teachers also described Dreamer H as a brilliant artist.

Although Dreamer H continued to do well academically, in Year Five Dreamer H was described as aggressive and someone who had to have the last say or punch. When Dreamer H got angry it would take some time for him to calm down.

Early Memories of IHAD

Dreamer H's memory of his first moments of IHAD was being in class and being called out to the Dreamer Centre. He remembers getting his photo taken and he remembers Scott telling them they could go to university and if they got there then IHAD would pay for their tuition.

Dreamer H was a regular attendee at the Dreamer Centre. He had a love of learning and enjoyed the opportunities provided by the tutors. Dreamer H has a strong memory of going to the Dreamer Centre after school and reading with Scott's wife, Mary.

Dreamers helped me a lot. I remember Scott's wife, Mary and I read this book about five teenagers. She [Mary] told me to go home and finish the book. That book helped me a lot. It helped me to stay on track (Dreamer H).

Dreamer H formed a strong bond with his mentor and over time this bond was to prove invaluable to Dreamer H.

It was like we were the same person. He liked to joke around a bit and we would just talk (Dreamer H).

Dreamer H's parents supported him in attending the Dreamer Centre. They wanted him to do well at school and saw IHAD as a way of providing opportunities for Dreamer H that they could not provide. His Dad and Stepmum would attend the beginning of year events and when they were not busy with church would come to the barbecues and events during the year.

Dreamer H attended the camps and really enjoyed the opportunity to form strong relationships with other Dreamers.

Dreamer H's Dreams

Dreamer H was clear from the outset that he wanted to go to university. His older brothers had not finished high school and he did not want that to be the same outcome for him.

It was university or bust for me. I was this PI [Pacific Island] kid and my area was all I knew. Dreamers taught me that I could go to university. They made it seem easier for me to get there (Dreamer H).

Initially Dreamer H thought he might like to be an artist. He certainly had the talent and he enjoyed drawing and being creative.

Intermediate School

Dreamer H continued to achieve well at school. His test scores were maintained and he was described as achieving stunning improvements in Mathematics. He could also participate well in group discussions. Dreamer H's attendance was exemplary. He didn't miss a day of school.

Although he achieved well his attitude towards others continued to get him in trouble at school. He was seen as aggressive and unkind to others. He had a strong sense of justice and was not afraid to speak out.

In contrast Dreamer H also had a loving side which was reflected in his close and genuine relationship with his Mentor. On Father's Day his Mentor got a phone call from Dreamer H wishing him Happy Father's Day. His Mentor was deeply touched by this gesture and joked that not even his own sons had done that. Another example of Dreamer H's loving side was when his Mentor's child was in hospital. Dreamer H and his father came to the hospital to visit him. Although few words were spoken 'being there' demonstrated the act of love and support and Dreamer H's capacity to love others he respects.

Emerging Dreams

Dreamer H's love of Art continued and IHAD fostered that love. During 2007 Dreamer H and another Dreamer were able to visit Simon Dickey Creative/Managing Director for Front End, a company that focuses on rethinking the way the web looks and works. Simon was impressed by the talent that Dreamer H demonstrated.

It was very exciting for me to meet both Dreamer E and Dreamer H and see their passion for drawing and visualising. It is a talent that if you don't have it you can't get it (Simon Dickie, 2007).

This visit and Coach's encouragement started to solidify Dreamer H's dream of university. Dreamer H was forming some clear options about his dreams. He had a talent and passion for Art and he also had a passion for History.

To add to the mix Dreamer H also had a love of American football and harboured dreams of becoming a professional footballer in the United States.

Transition to High School

As already stated, Dreamer H was a bright student who from time to time would get angry and speak out about injustices he felt with his mouth, but often going about it the wrong way. His teachers found his attitude a real challenge and this made transition to high school difficult.

Coach played a critical role in setting goals with Dreamer H so that he could make the most of the opportunities high school had to offer and to get his anger under control.

Coach was like this adult you could talk to. You could tell him anything and he would help you. When I was in trouble in class he would talk to me about how I could behave. If the

teacher talked I wouldn't take it but if Coach talked to me I would take it from him (Dreamer H).

His midyear report reflected the progress Dreamer H had made in changing his attitude towards his teachers and school.

He [Dreamer H] generally has a positive attitude in all of his subjects, although this was improved from a very low base. He is encouraged to maintain the proper attitude in class as this leads him to realising his true potential of producing excellent results (Midyear report, 2009).

The support from Coach was really appreciated by Dreamer H and Dreamer H tried to achieve the goals he set.

Although Dreamer H worked on his goals and generally achieved better relationships with his teachers, from time to time he still struggled to engage with his Art teacher.

She wasn't helpful. She put me down a lot. I know I wasn't that great a student but she was the roughest teacher (Dreamer H).

Coach made contact with the Art teacher who agreed to change the way she spoke to Dreamer H and to give him space when he needed it. Coach also worked with Dreamer H to set new goals and ensure he was able to stay in class. Coach would then track Dreamer H's progress towards meeting his goals. *Questions were asked: Have you done your design work? Have you completed the tasks in class today?* Dreamer H felt totally supported by Coach and knew that Coach *had his back*.

Course Selection

Because Dreamer H had a range of dreams that he had not yet solidified he needed to make good choices of courses for his NCEA Level One year. Coach worked with him to keep his options open.

A challenge for Dreamer H was that his Dad was not keen for Dreamer H to focus on Art. He was worried that these courses would not lead to a good job. Dreamer H's mentor met with his Dad and talked with him about Dreamer H's future. Dreamer H's dad was very clear that *'he did not want Dreamer H working in the rain'*. This reference was due to the fact the Dreamer H's Dad has seen his older son working in the rain earlier in the week on a roading crew. He did not want the same for Dreamer H.

Dreamer H was able to convince his Dad that his choice of History and Art were his choices to make and that if he got to university then he could choose his own subjects. With Coach's support Dreamer H selected Mathematics, English, Science, Music, History and Art for his NCEA Level One year. Dreamer H achieved well in all of his subjects. He achieved Level One NCEA with an endorsement of Merit.

Letting Go Of Professional Football as a Dream

During his early high school years Dreamer H held onto the dream that perhaps he could go to America and play professional football. Dreamer H's mentor worked with Dreamer H to explore the possibility of realising this dream. The reality was that Dreamer H was most unlikely to win either an

academic or sporting scholarship. Neither his parents nor IHAD had the resources to fund him going to college in America. Dreamer H was accepting of this reality and moved on to thinking about his other dreams.

Developing a Love Of History

During his NCEA Level One year Dreamer H developed and strengthened his passion for History. His passion did not go unnoticed by Coach and his mentor. Through IHAD, a historian from Auckland University made contact and offered to coach Dreamer H. This support was invaluable in allowing Dreamer H to see the opportunities that a career in History could offer. Dreamer H was hooked.

Dreamer H went on to achieve Level Two NCEA with another endorsement of Merit. He was well on the way to achieving his dream of gaining the qualification to go to university.

Teacher Expectations

As Dreamer H began to decide what courses he would take for his final year at high school he found himself selected by the Dean to attend a meeting in the Principal's office listening to information about an alternative education course for a small group of Pacific Island peers. Dreamer H felt angry and offended that he had been asked to attend the session. *Why was I there?* Dreamer H's academic achievements showed he had the intellect to achieve university entrance.

Coach believed that because of Dreamer H's previous poor behaviour and attitude teachers had not taken note of his academic record and therefore selected him as a potential candidate for an alternative education programme for his final year at school. Needless to say Dreamer H rejected any invitation to attend such a course. Coach subsequently worked with Dreamer H to ensure he enrolled in university approved courses which included Statistics, History and Classics.

During his final year at high school Dreamer H racked up one of the highest amount of time spent with tutors at the Dreamer Centre. In one month alone he clocked up 33 hours. This support and Dreamer H's positive attitude to his learning ensured that Dreamer H was able to achieve in his five university approved subjects and gain the University Entrance qualification.

Transition to University

Dreamer H recalls the support from Coach to get enrolled at university. Dreamer H enrolled under the targeted admissions scheme (described in Case Study Two). Coach helped Dreamer H get all of the paperwork completed and to make appropriate course selection. As promised from the outset, the IHAD Trust paid for his tuition.

Dreamer H found the first semester at university really challenging. He was of the few 'brown' kids in class and this made him feel uncomfortable. With big gaps between lectures he would bus in and out of town between lectures. He didn't know how to use the systems.

Although the university provided mentors, Dreamer H did not feel strongly connected to the mentors. The mentors did not follow up if he did not show up and there was no one helping him navigate the systems. Dreamer H felt that he may have to give up. Two things stopped this from happening. The first was that Coach and Dreamer H's IHAD mentor stepped in.

I showed him how to use the library to study and his mentor gave him a space at his office for him to work between lectures (Coach).

The second was that Dreamer H received a letter from his brother who was in jail. This letter motivated Dreamer H to stay at university and to continue to pursue his dream.

At the end of his first semester Dreamer H passed three papers, Mind, Knowledge and Reality, English Writing for Academic Purpose and Global History. He also completed a summer paper to bring his completed papers up to four for the semester.

Pursuing His Dreams

Dreamer H wants to be a historian. He is still unsure what career pathway he will take but he knows he has many options open to him. He jokes about the possibility of becoming a history teacher. He recalls his attitude in class and wonders how he would relate to such students. Whatever career pathway Dreamer H finally chooses he is very clear that he would not be pursuing any pathway if it had not been for IHAD.

I was one of those naughty and annoying kids. If it hadn't been for IHAD I would not be at university. Dreamers has helped me a lot. I am the first person in my family to finish high school and I will be the first person to finish university (Dreamer H).
