

## **Learning Support and Mana Ake Key messages**

### **Collaboration**

- Collaboration between clusters of schools, kura, Kāhui Ako, early childhood education (ECE) me ngā kōhanga reo, and the wider network of learning and wellbeing support, is fundamental to the Learning Support delivery approach and the Mana Ake initiative.
- Both approaches promote collaboration that enables clusters of schools, kura and ECEs to work with support services to ensure that resources are targeted most effectively to those who need them.

### **Learning Support and Wellbeing Networks**

- For each cluster/Kahui Ako - School/Cluster leaders, School Special Education Needs Coordinators (SENCOs), and MOE Learning Support Service Managers, Resource Teacher Learning and Behaviour (RTL) Cluster Managers and Mana Ake Team Leaders form the foundation membership of each Learning Support and Wellbeing Network Team. Other services (eg Oranga Tamariki; Attendance Services; Social Workers in Schools (SWiS); Kaupapa Maori Services; School based Mental Health) will join this group as required to form the cluster-wide Learning Support and Wellbeing network.
- These Networks will respond to, and be informed by data from the schools, kura and ECEs, and their whānau.
- This data will help them to identify trends and gaps in service provision and to respond in flexible, collaborative ways to the particular identified needs of communities.

### **The Right Support at the Right Time**

- Teacher inquiry processes support the identification of students with additional learning and behavioural needs in schools, kura and early learning settings.
- MOE and RTL practitioners respond in flexible ways to such requests for support, providing services to individuals and groups as well as whole class or system-wide support.
- In the same way, teachers will identify students and families experiencing wellbeing issues, such as anxiety or low mood, who may benefit from support from a Mana Ake worker.
- Both MOE and the Mana Ake initiative prioritise opportunities for early intervention, aiming to provide timely support 'early in the life of a problem'.
- All support will be collaboratively determined and flexibly tailored to ensure that it is responsive to need and context. This support may be systemic, targeted or individualised.