



MANA AKE
STRONGER FOR TOMORROW

Presentation to CPPPA Breakfast Meeting





What is Mana Ake

The focus of Mana Ake is on early intervention – promoting wellbeing and supporting positive mental health – for students in years 1-8. It provides:

- additional workers who can support children and families when concerns are raised about wellbeing or when mental health concerns have been noticed.
- an opportunity to enhance existing resources in school communities as well as support schools to build capability and build sustainable networks to support early intervention
- a web-based tool – Leading Lights – that will support consistent navigation through the pathway of support for a child or young person.

****It will be co – designed to ensure best fit for each community and decrease the bottleneck for high need resources***



Intent of Mana Ake

To build on the good things that are in place and enhance them by:

- strengthening collaboration across the support network;
- working together to understand where the need is and how best to use the resources we have to address it;
- being clear about available support pathways and when to use them, so that we minimise wait times;
- providing additional mental health workers to support children and families early, when mental health concerns arise;
- learning where there are gaps in the system and highlighting these so that they can be addressed;
- working together across health, education and social services.....
- being flexible and agile to respond to cluster needs



What does it mean for clusters

- We hope that, by understanding trends and need across the cluster, children and whānau across the community will be better supported by the resources available.
- We hope that, by working together, we can support children and their whānau early in the life of the problem, so that the areas of concern are addressed before they escalate and become ingrained.
- We know that some children and whānau will always need higher levels of support -so we want to make sure that high end services are available to them when they need them.



What does it mean for cluster

There are some things we suggest might help:

- having pastoral support/SENCo's from across the cluster meet to understand trends, what resources are available across the community, including resources, services, skills and knowledge.
- Use the W@S tool to understand how the schools across the cluster are doing – and how the Mana Ake and/or pastoral support network can support you.
- Bring your leadership teams and pastoral support leads together – with RTLB, MoE –LS, Public Health Nurse, SWiS etc and start to think about how the Mana Ake team might fit into the network, what their priorities might be.



Selection of School for next Phases

- From a survey to principals(30% participation)

Five Areas used to make decisions on next cluster to enter the project

- Number of referrals to CAF
- Engagement with School based mental health
- Referrals to RTLB
- Referrals to MoE behaviour Support
- Requests for IRF

We realise this is subjective and not a perfect science but its the best tool we have



Phased Introduction

Phase One - currently getting underway

Tamai(Linwood) and Uru Manuka (Hornby)

Phase Two - begin Term 3

Te Ara Tuhuru (NE CHCH)

Katote (Kaiapoi)

Totaranui (Papanui)

Phase 3 - Term 4

Will be informed early July



Mana Ake Kaimahi

Initially in the setup up phase it won't feel like it but the Mana Ake initiative had the potential to reduce the work of principals and teachers

Mana Ake kaimahi are employed by NGO's,(just like now) they are an extra resource.

Some are social workers but not all. They may be currently in your school already but have extra time allocated.

It is up to clusters on how to use them within the Mana Ake scope of practice

Mana Ake operate under a practice framework and receive training and supervision against the framework.



Mana Ake Kaimahi can:

- Assess for risk
- Engage families to address parenting challenges and build positive relationships between parents and children
- Provide interventions that address anxiety, low mood, lack of resilience
- Support families to access community support to enhance their wellbeing
- Support children of parents with mental illness



Mana Ake kaimahi can

- work with your community to understand trends and opportunities for support
- offer a range of information for parents and teachers, through advice and guidance, training or group work
- work with groups of children or individual children and their whānau
- support whānau to implement changes that promote wellbeing for their tamariki.



How will the Mana Ake team structure work?

Each cluster of schools will have Mana Ake kaimahi assigned.

They will come from a range of providers to ensure clusters have a mix of skills available.

Mana Ake workers from up to 4 clusters will form larger teams under a team leader. This means that a wider range of skills will be available to each cluster than those of the small team they work with regularly.

Cluster lead the process and work collaboratively with Mana Ake



Outcome and Evaluation Framework

There will be a number of tools to help measure the success of the project

- Clusters will have their own tools eg attendance, stand down, suspension numbers, referrals etc. Clusters will decide on their own data
- The project will use wellbeing@school tool as one of its measures of success. We will be working with NZCER to help clusters to analyse their data. Other measures will be fewer children in specialist service as well as wait list/time
- Mana Ake kaimahi will use a pre and post intervention tool called Tu Taurira when they work with individuals
- We will look at system level data too across health and education



Leading Lights

- Leading Lights is a web-based tool to provide ideas and strategies of how to support children within schools
- For use by teachers, other education and health professionals
- It will give ideas for identification, strategies at class and school level
- It will also help navigate to appropriate health services as needs.
- It will be a live site so when services change the site will be updated to reflect this.
- Parents can gain information through another health portal - healthinfo



How Do We Prepare

How do you want to work together and prioritize the work of the Mana Ake Kaimahi?

Some things to ponder in your preparation



How Do We Prepare

How do you want to work together and prioritize the work of the Mana Ake Kaimahi?

Meeting of SENCO's and Principals

It might be helpful to discuss the issue of equity. Some clusters are formed across deciles. Will some schools have more need? How will you recognise need across the cluster? If you find some schools and their communities need more Mana Ake time than others how do you feel about that and how will this impact your decisions?



How Do We Prepare How do you want to work together

Meet as a group of SENCO's and Principals

Decide

How do we want to work ?

- Many of you currently have pastoral care committees
- Do you want to add another bureaucratic layer in with a cluster pastoral care committee ? How often will they meet? Mana Ake will need to part of any Pastoral Care meetings (is this bureaucratic or potentially strategic?)



How Do We Prepare How do you want to work together

Meet as a group of SENCO's and Principals

When deciding if forming a Cluster PCC

- What happens if you sit in two different RTLB clusters have have different health nurses etc
- How will the individual school pastoral care committee interface with the cluster committee, what is the purpose of each and what information does each collect/ use to inform decisions?



How Do We Prepare How do we work with Mana Ake

As well as considering a cluster PCC

Will you have a triage system? Eg Schools prioritise and then refer onto cluster PCC - Or is the cluster PCC there to identify and prioritise focus on trends/opportunities across schools and develop a cross school approach which Mana Ake contributes to?

Mini triage team might consist of MA, SENCO and principal representative who meet face to face or meet virtually through googlehangups or zoomonce a week to prioritise immediate referrals .They will know the current capacity of the MA

How might the Cluster PCC work with the triage team??



How Do We Prepare How do we work with Mana Ake

Summary

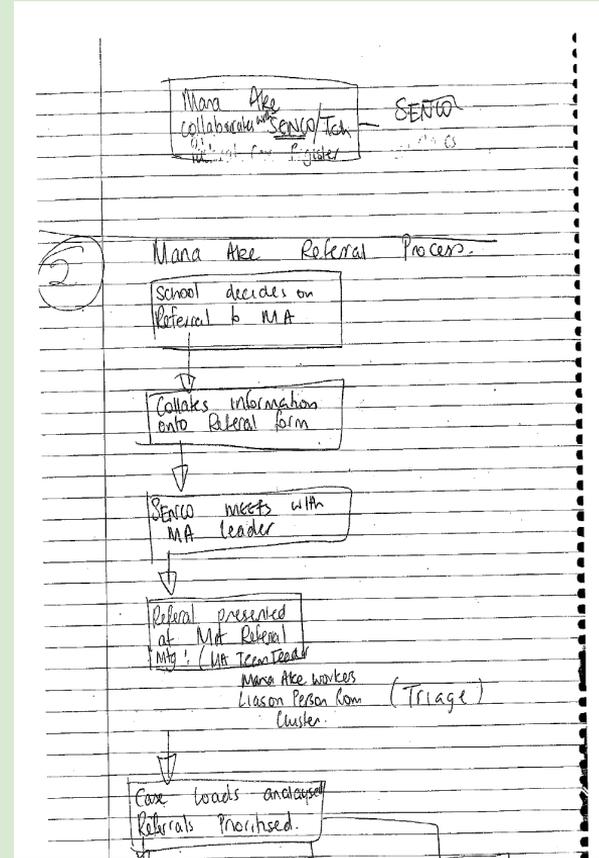
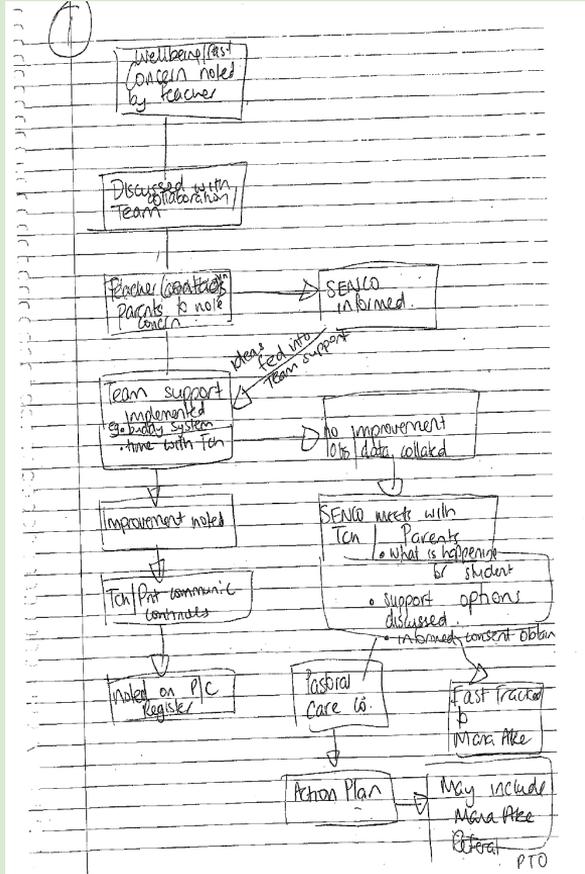
School pastoral care committee

Cluster pastoral care committee

Triage system



How Do we prepare- Working with Mana Ake





How Do We Prepare What do you know about your joint cohort

Meet as a group of SENCO's and Principals

Decide

- what supports do we already have in place or available?
- what do we know about our cohort of children across the cluster.
- what data might we collect and why
- when do we collect the data so it to be current e.g beginning of each term



How Do We prepare

Excluded, suspended, stood down 2017/ 2018	RTLB referral for behaviour - current or past	MOE referrals	ORS/SLT/ICS/IEP	At risk - those referred to senior leaders- align with PB4 L referrals/IBP	Playground Support/ Attachment Attache	Pastoral care referral for issues at home impacting on school	Pastoral care referral for Physical or emotional care issues eg death in the family,	Pastoral care referral for Social worker referral	Pastoral care referral for Kids who are having counselling	Pastoral care referral for Police and other agency involved Vuln Child (CYF), Children's Team, Police, STOP, START	Diagnosis ADHD/ OCD/Anxiety/ASD	Diagnose Dyslexia/ Dyscalculia/ Learning Difficulties
0	8	2	4	6	2	9	1	2	0	1	2	
0	0	0	0	1	0	0	0	0	0	0	1	
2	2	1	1	6	6	8	2	3	3	4	1	
6	25	7	26	43	17	71	34	53	10	27	21	
1	8	1	0	5	3	3	8	0	0	2	4	
1	8	1	0	5	3	3	8	0	0	2	4	
4	15	8	10	12	7	32	7	11	1	13	15	
14	66	20	41	78	38	126	60	69	14	49	48	



How Do We Prepare How will you use your data

This information might give you themes and patterns that you can base your work with Mana Ake on, for example

Anxiety

Parent mentoring

Parent and teacher education

Groups for children - eg enhancing positive social interaction, addressing anxiety, building resilience

Mana Ake work with individuals and groups, whanau and teachers



School, cluster and system measurement How do we know its working?

Cluster- how will you manage success in your cluster?

Wellbeing@school data- we are currently investigating the best way to support schools on the analysis across cluster

Tu Taura - presence, engagement and learning and achievement- this tool will be use by Mana Ake Kaimahi

Reduction in referrals to outside agencies/ less wait time

Parent engagement



How Do we Prepare How do we work with Leading Lights

How will your schools and cluster work with Leading Lights?

Options of the way you can use Leading Lights

Teachers/ syndicates to help inform their classroom practice

SENCO's use with individual teachers when discussing a child

School PCC use when they are discussing individuals

Cluster PCC use when they are discussing individual



Things to remember

- It's not a silver bullet: long term, developmental, flexible and responsive.
- It will be responsive to each cluster
- Implementation doesn't need to be perfect – develop a road map. It will change and that's OK.
- There will be facilitator and teacher release time available to support.
- We can support with analysis and planning using W@S tool data.
- We can run facilitated meetings to inform clusters what's working, what's not and identify levers for change.

This is a new initiative and we don't have all the answers yet.