



TE AKO – MANAAKI: A MODEL FOR SUPPORTING AT RISK YOUTH TO ENGAGE IN EDUCATION

Report March 2021

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I would like to acknowledge the significant contributions to the work over the last five years and this report by:

Scott Samson – Previous Director of Waitakere Alternative Education Consortium (WAEC) and current senior advisor for Ministry of Education

Scott co-founded the Collective Impact Initiative that provided the structure and framework under which we developed much of the work covered in this report. In 2016, when the idea was put to him to create the Collective Impact Initiative to help strengthen the work he had started in his role at AE, Scott took the brave step of not only agreeing, but being fully behind its development from day one. His in-depth knowledge of education from both a mainstream perspective (previously having taught in primary school) and Alternative Education ensured the development of the work stayed the course and aligned with the needs of schools, AE providers, teaching staff and tutors working on the ground. His approach, tenacity and passion for this work is evident in the outcomes we have been able to achieve over the last five years.

Philippa Millanta – Lead Managed Moves Coordinator

Philippa, or 'the fabulous Pip' as an entire community knows her now, began the unknown journey in 2017 when she moved into the position of our very first Managed Moves coordinator. The beginning of that journey came with incredible challenges, both created by the nature of developing a new body of work, and from those in the community that were cautious of what this new approach was about and why she was at their meeting. It was thanks to her ability to remain open, inviting and child focused at all times that even the most skeptical U-turned and became some of our biggest supporters. Pip has contributed significantly to the development of the Managed Moves programme, ensuring it kept to its core purpose, enabled strong relationships across the community and, most importantly, created better outcomes for some of our most at risk and vulnerable young people.

Frank Veacock – Previous Pedagogical Leader of WAEC and current Director of WAEC

Frank's contribution of creating robust systems and a comprehensive professional development programme for all staff has created a far stronger and more effective provision of education under WAEC. He was also heavily involved in the development of the teacher aide role into a much bigger and more effective role, which we've aptly named the kaitautoko role. His pragmatic approach has made a significant difference to the space and, importantly, the relationship and respect between WAEC and the mainstream schools involved. It is his approach that has seen the expertise that now exists in WAEC shared with mainstream schools via professional development, advice and consultation.

The **team at WAEC and Managed Moves** who continue to work tirelessly for our youth, and continue to contribute to the development of the work as it grows.

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(A@W Charitable Trust includes principals from: Green Bay High School, Massey High School, Rutherford College, Waitakere College, Liston College, St Dominic's Girls' Catholic College, Henderson High School, Hobsonville High School, ACG Sunderland, Kelston Boys' High School, Kelston Girls' College)

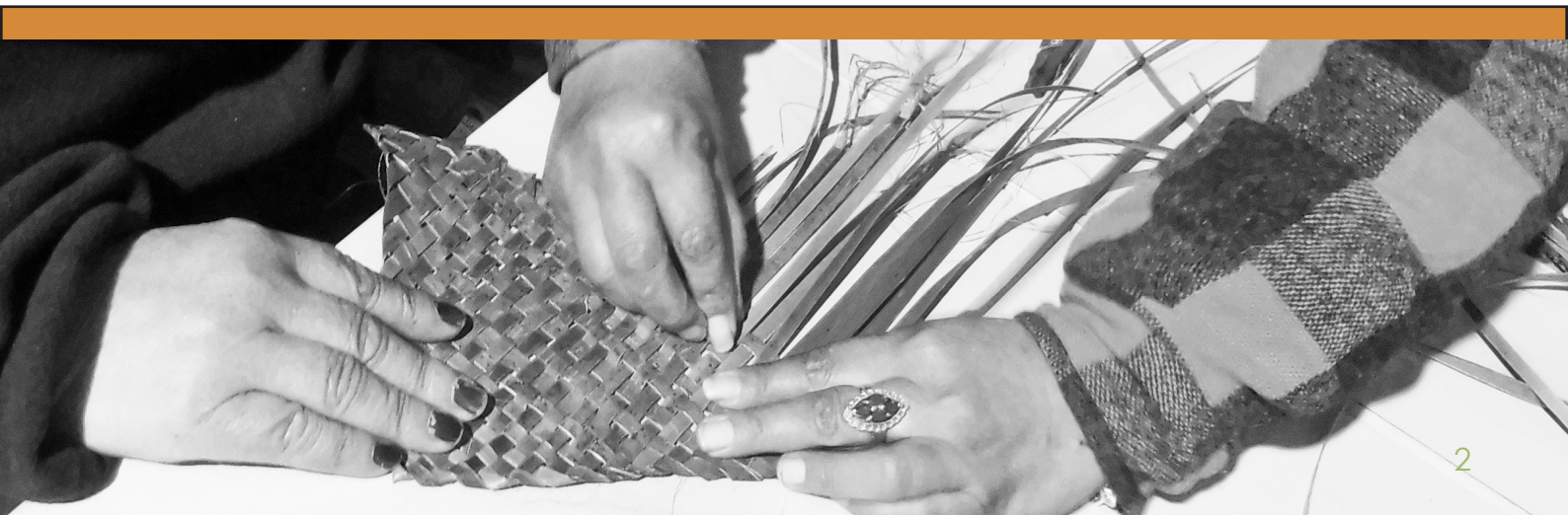


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INTRODUCTION

Te Ako Manaaki is a preventative model that is responsive to the needs of our most at risk and vulnerable tamariki. The Achieving at Waitakere Trust developed the model over a five-year period to help improve educational outcomes for young people in their community. Through their work with a variety of schools and interest from other communities, they have chosen to share their learning. Te Ako Manaaki works across the full spectrum of school ages and can be adapted to suit the context of different communities.

The purpose of this report is to provide a guide and tools for others who are interested in the model and how it might be adapted to suit the context of their own community. It uses the experience of West Auckland to demonstrate how one community has developed and used the model to improve outcomes for their children and young people. It then goes into the key success factors as they relate to the West Auckland Case Study. Finally, this report provides a range of tools and guides that can be used by others.

The West Auckland pilot began in 2017 with the development of the Managed Moves programme. The focus of this was to improve the coordination and provision of supports and services around a young person so that they could more easily engage in education. The pilot was highly successful. As a result of showing how it achieved the outcomes of a Ministry of Education (MOE) contract, the programme was moved under MOE contract funding in a cost neutral way. This has enabled it to grow, both in size and scope.

Alongside the development of the Managed Moves programme, the Waitakere Alternative Education Consortium (WAEC) was focused on improving the provision of education in Alternative Education (AE) and strengthening relationships with mainstream education. They introduced: a new structure to their consortium; induction training and a professional development programme for staff; academic testing to determine learning needs for AE students; and more robust reporting processes. This has ensured that their quality management practice is robust, and further development needs are identified via an evidence base, which informs where to direct resources.

Throughout the first year of the pilot and development work, regular reflection and evaluation helped identify additional focus areas. Two of these became the focus for the following two years. The first was the role of the teacher aide/youth mentor – now called the kaitautoko. The team recognised the importance of this role in achieving outcomes for young people and the many flaws in the system supporting that role. The second was the need for a stronger relationship with the mainstream education system. This included developing

a stronger connection with the MOE Learning Support team, and alignment with the Learning Support Action Plan and the Learning Support coordinator¹ role. Alongside this broader MOE focus for relationships building was the development of stronger connection to mainstream schools. This was achieved by working with specific young people and by supporting the school to access the supports they as a school needed. The result of this included not only more positive outcomes for students, but a change in the way schools worked with their vulnerable students, promoting more supportive solutions.

The Managed Moves programme was informed by several local, national and international bodies of work. Internationally, the team looked to a programme of the same name in the United Kingdom that worked between mainstream schools, ensuring successful transitions between them. Nationally, they looked at the government's Social Sector Trials, and drew from the Youth at Risk Network born out of the Ranui Social Sector Trial. Locally, they took the work that had begun to be developed by the WAEC team at the time bringing services to young people in AE.

Learning has been an ongoing focus for the team. Over the course of the four years of development, some of the team have travelled to Australia to learn from similar initiatives in Queensland and New South Wales. They have also worked with Auckland University via the Campus Connections Aotearoa² programme, and by tapping into the University's research and evaluation expertise. In addition, they are at the time of writing, working with a research team from Auckland University of Technology on a project that aims to use the AE students' journey to develop a set of teacher focused professional development tools.

They have been recognised nationally for their success in achieving better outcomes for young people. In 2018 they were finalists in the NZI Sustainable Business Network Awards³ Partnering For Good category. They were asked to contribute to the government's strategy and policy review for Learning Support and Alternative Education in 2018 and 2019.

Frequent reflection and evaluation of the programme has highlighted key success factors important for any community interested in adapting the Te Ako Manaaki model. These success factors create the foundation upon which to build the

1. <https://conversation.education.govt.nz/conversations/learning-support-action-plan/learning-support-coordinators/>

2. <https://www.facebook.com/campusconnectionsatearoa/about/>

3. <https://sustainable.org.nz/sustainability-success-stories/the-achieving-at-waitakere-trust/>

model. They cover aspects of the model and the ecosystem required to ensure success – both are equally important.

This report provides several tools that can be used to determine a community's strengths and weaknesses in each of the focus areas. It provides valuable information that can be used to guide strategy in adapting and implementing the model appropriately. Aware that it is not enough to identify strengths and weaknesses, the report also provides information on how areas of weakness can be strengthened, and areas of strength leveraged to improve the likelihood of success.

One area in the West Auckland body of work that is acknowledged requires more work is the area of cultural appropriateness and competency. The general approach would benefit from a specific Māori lens, and having iwi involved in its conception. The Managed Moves team has engaged, at an activator level, with a variety of culturally focused organisations and groups. This ensures tailored plans are authentically and culturally responsive and included culturally appropriate services and supports.

The Te Ako Manaaki model has six distinct parts, which are discussed further in this report. They are interlinked, and each helps build and support the other. A@W used and adapted the Collective Impact Framework⁴ to guide the development of

the work. What developed is best described as a collective practice focused on achieving systems change and improving capacity and capability to drive improved outcomes for people, in this case young people in West Auckland. There are several key principles that can be used to increase the chance of success. These include a shared vision at the core of all work, maintaining strong and open lines of communication and being capable of the innovation and risk-taking required. The development of the Te Ako Manaaki model provides a number of examples that show collective practice in action and how the principles were used across the various sectors involved.

4. *Collective Impact, Stanford Social Innovation Review* https://ssir.org/articles/entry/collective_impact



TE AKO MANAAKI: THE MODEL

This preventative model involves education provided by a specialised team, supported by well-coordinated wrap-around supports that address barriers to education. The model aligns with both

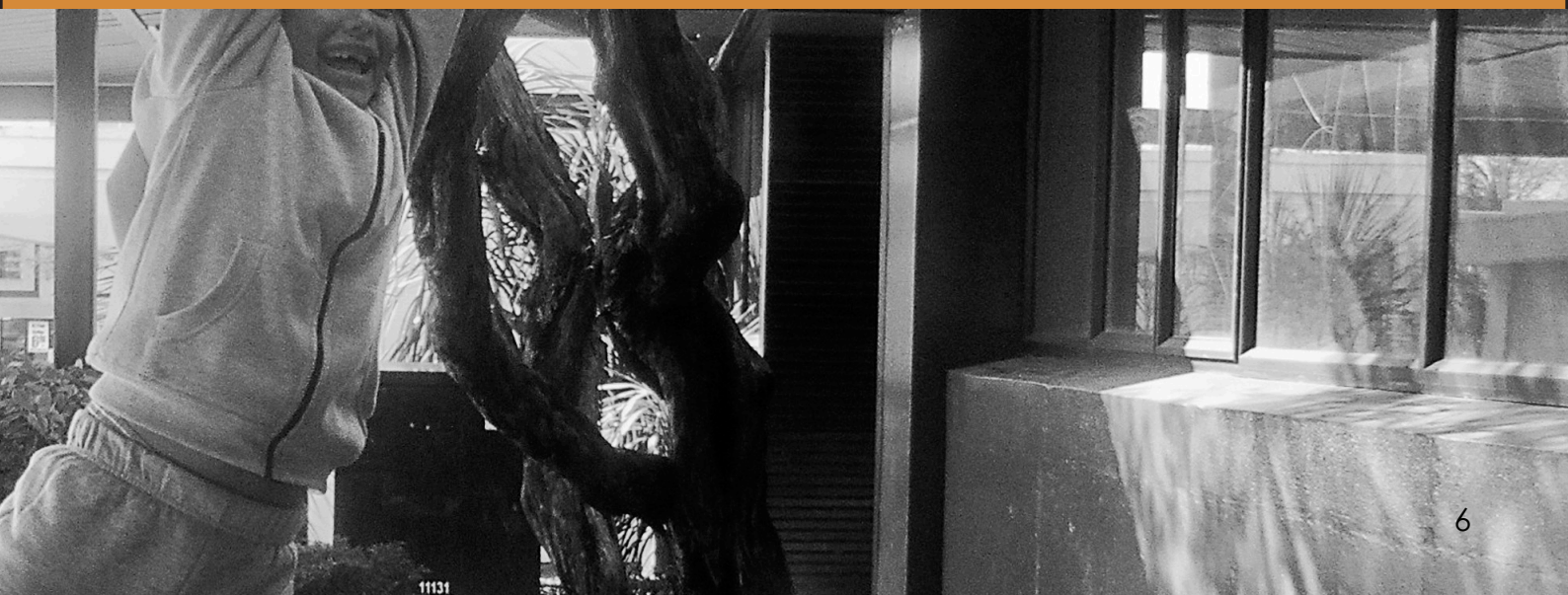
the Learning Support Action Plan⁵, the proposed changes to Alternative Education⁶, and the strategy of Oranga Tamariki⁷. Key elements of the model include:

Managed Moves Coordinator Team	Works with schools, service providers, young person, family and government agencies to ensure they feed into one plan of action. They provide access to community and other agency supports and services as needed. They track the progress of the child/young person/ākonga and keep everyone informed so that early intervention can be actioned where needed. Essentially they facilitate the development, implementation and tracking of the plan.
Onsite/Offsite Hubs	Provide a specialised learning environment with high pastoral care support.
Kaitautoko	Is a specialised youth mentor/teacher aide trained specifically to work with our most at risk and vulnerable children/young people/ ākonga. They are part of the Managed Moves team, and work closely with the child, classroom teacher or onsite/offsite teacher/tutor. They assist the child/young person to access their education and the supports they need to address barriers to their engagement in education.
MOE – Learning Support & RTLB	Works with the school and, where appropriate, the child to help them access the learning supports they need within the context of their education.
School/LSC/SENCO	Hold the enrolment of the child/young person (regardless of whether they are actively attending their school or are in offsite provision or at a different mainstream school.) They are responsible for their learning needs.
Support services via government agencies and community organisations	Across the community those government agencies and community organisations that provide support for the full array of 'barriers to education' are involved in the model. This includes but is not limited to: mental and physical health providers, family/whānau supports, counselling, social work, police, social services, cultural services and pathways, etc.

5 <https://conversation.education.govt.nz/conversations/learning-support-action-plan/>

6 <https://education.govt.nz/assets/Documents/Ministry/Information-releases/2019-releases/R-134-138-Redacted.pdf>

7 <https://www.orangatamariki.govt.nz/>



What Was it like Before Te Ako Manaaki?

Prior to the Collective Impact Initiative that brought about the Te Ako Manaaki model, the outcomes for children and young people in West Auckland were varied and often dire. For those able to remain in a mainstream school, there was some hope of getting the support they needed to potentially see them through. However, schools were not equipped, nor did they have the capacity to provide the levels of wrap-around support required to address the challenges and issues they were facing. This left them with little choice but to use the board of trustees and other mechanisms to address these issues. This saw exclusions, stand-downs and suspensions at a higher level than the community was comfortable with.

Alternative Education, established initially as a temporary respite, had become a destination for those students that mainstream schools couldn't cope with. The relationship between mainstream schools and the Alternative Education providers was often one way or non-existent. As a result, the Alternative Education roll was full to overflowing.

While good in many areas, the delivery of supports and services was not consistent, was difficult to coordinate and sometimes hard to access. Despite best efforts, it was difficult to track the progress of young people who had access to supports, as there was no one plan, or one place for coordination or tracking.

There were several very strong networked and coordinated programmes for young people and their families that met the criteria. The Youth at Risk Network, established by the Ranui Social Sector Trial⁸, achieved great outcomes for the young people tabled. Strengthening Families⁹ also created positive outcomes for families and their children. However, not all young people in need of support met their criteria or threshold, and neither had a focus specifically on engagement in education.

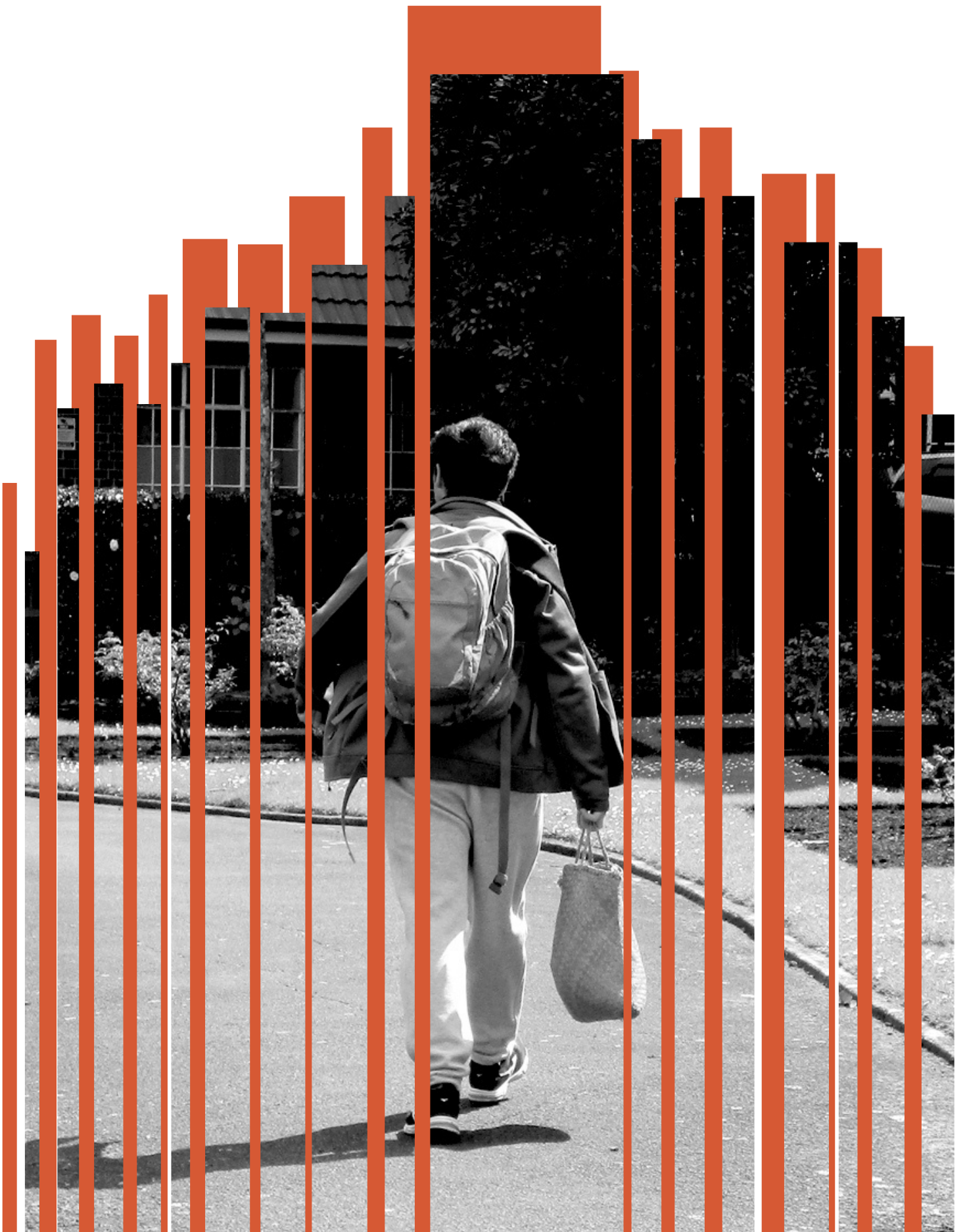
Overall, while there were pockets of great work in the community, there was no ability to bring that work together or create systems change that could impact positively on keeping young people engaged in education.

8 <https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/evaluation/social-sector-trials/final-evaluation-social-sector-trials.html>

9 <https://www.strengtheningfamilies.govt.nz/get-started/north-ern.html>



THE WEST AUCKLAND EXPERIENCE



Foundations for the Collective Impact Initiative

Following the completion of the Toi Ora research project that had used WAEC as a case study, the lead researcher on that project, Janette Searle, and Director of WAEC, Scott Samson, got together to discuss the possibility of using that research to inform a new more collective approach to the work Scott had started. They decided in early 2016 to explore the potential of establishing a Collective Impact Initiative to address the problems the youth of West Auckland were facing in engaging in education. They believed a more collaborative approach had the potential to create the systems change needed.

They took their idea to the community to introduce the concept for at risk and vulnerable young people. In the first community meeting held, the group collectively decided that their focus should be on all children and young people in the West Auckland community. This required the driving team to adapt their work to ensure the voice of the community was heard and reflected. As a result, the first body of work for this group would be the 13 to 16-year-olds at risk of disengaging, or who had disengaged, from education. This was the Managed Moves Programme.

This community group became the advisory board, which Scott and Janette used to inform strategy and ensure the plans and actions they carried out were on task and inline with the community's needs. Using the Collective Impact Framework, they created a scaffold for their work. They sought out the advisory board's advice on the preferred governance group, then shouldered those that the community had recommended. Fortunately, all agreed. In addition to the governance group, a formal

body was needed to hold funds and ensure good governance and management of the work. Morag Hutchinson, then principal of Green Bay High School, was instrumental in getting The Achieving at Waitakere Charitable Trust (A@W) on board. A@W was established in the early 2000s by the secondary school principals of West Auckland. Its purpose was to trial and test programmes and projects that could create better outcomes for youth at risk in West Auckland.

The Collective Impact Initiative was a good fit for their purpose, and with the first body of work focused on secondary age children, they agreed to umbrella the work and be the formal body that held responsibility for it. In addition, the Ministry of Education was in the process of changing policy that would see secondary schools keep students on their roll until they were enrolled with a new mainstream school. This meant that any student who was transitioned to Alternative Education (AE) remained on their school roll, as opposed to moving to the managing school (of the AE) roll. The impact for schools was to be significant. However, the board of A@W could see the benefit of the Managed Moves programme in ensuring students and schools were better supported, thus supporting them to meet the change in MOE policy.

The Collective Impact steering group comprised of government agency representatives (MOE, OT, Waitemata District Health Board, and Auckland Council), schools (principal and connect for the A@W board), business, and community.



The first body of work under the Collective Impact Initiative was the Managed Moves Programme. Funding was sourced from a number of different philanthropic organisations to cover the development of the programme and employ the first Managed Moves coordinator, Philippa Milanta (Pip). Together Janette, Scott and Philippa developed a framework for the programme and selected the first students that Pip would work with.

The first few months were incredibly challenging. While there was support for the work at senior manager or 'enabler' level, those on the ground or 'activator' level were yet to understand what the programme was about. To Pip's credit, her tenacity, diplomacy and perseverance paid off. Within six months, several of those that had openly objected to Pip's attendance at meetings did a complete U-turn, requesting that work could not go ahead without Pip's involvement. Schools, organisations and agencies sought Pip out for advice and input. Requests started to increase for the Managed Moves programme to work with students that had proven tricky to find positive pathways for.

There were several existing networks and collective 'cross agency' groups working together prior to the introduction of Managed Moves. To avoid unnecessary duplication, Managed Moves utilises these existing networks and groups. This approach also ensures a valuable connection to education for those networks. It also introduces a link between agencies, service providers and schools not already working together. For those young people that were both the focus of an existing network and involved in Managed Moves, the team provided the tracking of progress function not otherwise covered. The Managed Moves team also ensured young people were connected to authentic culturally appropriate services and supports.

Where there was no appropriate existing network, the Managed Moves programme called their own professionals meeting to ensure all relevant organisations and agencies were involved in creating and implementing a plan for a young person.

Alongside the development of the Managed Moves programme, Scott had a focus on improving the quality of Alternative Education in West Auckland and improving connections and relationships with mainstream schools. He employed a new pedagogical leader to work with the AE providers and their staff. Frank Veacock worked alongside the providers to support them to meet their contractual objectives. He provided fortnightly professional development for tutors and teacher aides. He

introduced testing (e.g. AsTTle) for all AE students to help determine what academic support they needed, and if progress was being made in their learning. He introduced supervision and support for his team of teacher aides, fondly known as 'the hit squad'. He introduced PB4L (Positive Behaviour for Learning)¹⁰ as an approach across the consortium of AE providers. He introduced UBRS¹¹ (Understanding Behaviour and Responding Safely) and MAPA (Management of Actual or Potential Aggression)¹² training for the WAEC team. It didn't take long for the changes to be noticed more broadly in the community, particularly in schools. Frank and his team's expertise began to be called upon to support mainstream schools to work more effectively with their more challenging students.

Working groups were established for the bodies of work under the Collective Impact Initiative. Their aim was to inform development and ensure it stayed true to the course. Working groups consisted of at least one person from the steering group, and a range of specialists relevant to the work.

Given the Collective Impact Initiative was focused on education, it was important to have key MOE staff actively participating in the steering group and the working groups. Having MOE involvement from the outset ensured that development was in line with the broader work happening both in the community and across the country.

The close connection between the work and the MOE also helped ensure the right measures and outcomes were included in the evaluation. This ensured the team could prove that the work being piloted met MOE objectives, increasing its potential to be contracted and sustainably funded. It's fair to say that this was a key contributing factor in how the Managed Moves Programme came to be funded as part of the AE contract under MOE. This allows it to be a cost neutral move, and more effective in achieving the desired outcomes for students under the AE contract.

The overall aim was to inform systems change and shift how the community supported young people to achieve in education. That could only happen if all levels of the system were on board. In the end, the majority of those involved across the board participated. They looked at how to improve the

¹⁰ <https://pb4l.tki.org.nz/>

¹¹ <https://pb4l.tki.org.nz/Media/Files/UBRS-Understanding-Behaviour-Responding-Safely-Minimising-the-use-of-physical-restraint-in-schools>

¹² <https://www.crisisprevention.com/en-NZ/Our-Programs/MAPA-Management-of-Actual-or-Potential-Aggression>

service they were delivering and, importantly, how they could work more collaboratively with others to collectively provide better outcomes for our most at risk and vulnerable young people/ākonga.

Throughout the first two years of the Collective, Impact Initiative quarterly and later twice yearly general public meetings were held. These were often hosted by Auckland Council. They were open to all interested and were a mix of presentation and workshopping for input/feedback. Out of these meetings, and via the closer connection between those in the community, other bodies of work were identified (e.g. Reducing Synthetic Drug Use by Youth in the West Auckland Community).

In addition to the public meetings, the team kept the community informed via a website and a quarterly newsletter. Presentations were also made at various network meetings, and to groups of professionals, or organisations (e.g. Community Action on Youth and Drugs (CAYAD), WAVES Trust, and HealthWEST in-school nurses group).

In 2017, CAYAD supported the development of a communications tool¹³ that the team could use to better explain the Managed Moves programme, why it existed, what it was trying to achieve, and how it was part of a bigger initiative.

Following the success of the Managed Moves programme for 13 to 16 year olds in the community, interest grew in expanding the age group that programme could be used for. This informed the development of the YESS pilot for those over the age of 16, and the Riroriro pilot for new entrants age 5 to 7.

13 Communications tool can be viewed in the appendices

Reducing Synthetic Drug Use by Youth:

This project was identified by the community as a high priority following the collapse of several young people, and death of several adults, in the community as a result of using synthetic cannabis. The Collective Impact Initiative team were able to support the police to lead a body of work by bringing together education, health, and community agencies and organisations.

In their first meeting they identified: what resources and connections to youth they had already and could leverage; what gaps they had in resource, knowledge and opportunity to engage with young people; what their short term, medium term and long term plan was to ensure they could work together to fill the gaps identified and to achieve the outcomes they collectively desired.

(See appendices for the report on this project.)





The Youth Employment Support Service (YESS) pilot was developed in response to the challenge that existed when a young person engaged in Alternative Education turned 16. For many, this meant the end of their education. They weren't engaged in a mainstream school which would see them through till they were 18. They lacked the financial resources and capability to work through the student loan or allowance system to see them into any tertiary education. They had the same barriers to education they had in secondary, but no support to guide them through and help them achieve success. It was a gaping hole.

The YESS programme supported young people: into employment; into their chosen tertiary course; provided pastoral care and mentorship; and complemented their own financial savings to enable them to engage in tertiary level education or trade training.

The pilot saw ten young people through the programme. While only a few were able to gain employment to supplement their income, all were able to access the new fees free scheme, or obtain a Māori and Pacific Trades Training Scholarship. They were also supported to access a student allowance that enabled them to pay for living and key education costs not already covered. It was in this programme that the role of the kaitautoko was developed. This role was more than a teacher aide and more than a mentor or a counsellor. This role essentially walked beside the young person, providing them with whatever it was they needed. For some young people the touch was light, as they had high levels of independence and capability. For others it was a far more intensive kind of support which included:

- Academic support
- Transport and guidance to physically get to their training programme
- Budgeting and financial literacy support
- Life skills like shopping for food, preparing meals
- Working with the tertiary education provider to give guidance and context to the student's situation, in some cases preventing them from being dropped from the programme, and enabling an alternative system (e.g. of storing equipment at school) to be introduced, which had a significant impact on the student's outcomes.
- Providing access to services including health care and mental health support.
- Court and justice support – from talking with lawyers and judges, to providing support in court.

What became apparent via this programme was that for a young person like those in the original cohort to be successful in tertiary education or employment, it was vital that they have both an advocate who could support them, and an education provider or employer who was open enough to accommodate their need for support, and accept guidance from the advocate. This openness includes understanding the unconscious bias that exists in their environment, and how that impacts the achievements of the young people involved.

(See the report in the appendices for more)



LOOK BEYOND THE 'COVER'

Janette Searle works with at-risk youth. She challenges employers to look beyond the obvious and get to know the strengths they have.

We all know that there is a big focus on diversity in the workplace. According to McKinsey's *Delivering Diversity* report, "Gender, ethnic, and cultural diversity, particularly within executive teams, continue to be correlated to financial performance across multiple countries worldwide." But the question is: how do you engage

and retain that diversity so that it can one day become your executive team? We've been told many times that employers are finding it challenging to engage with young people and get them into the jobs they have available. And that even if you do get them through the door, they just don't seem interested. What we've learned over the past 18 months of piloting the Youth

Employment Support Service (YESS) for West Auckland's most at risk youth, however, is that you can't judge a book by its cover. What comes across to employers as disinterest often has a raft of really valid reasons behind it if we just take a minute to open that 'book' and check out a few of the pages inside.

First a bit of context. YESS is a programme for 16- to 24-year-olds who want to get into trade or tertiary level training that is being piloted in West Auckland by the Achieving @ Waitakere Trust. The programme supports these young people to help remove the barriers that exist for them in engaging in education and employment. It walks alongside them, tailoring its support to what the young person needs so that they have the greatest chance of success.

The young people we have been working with are diverse in terms of age, race and gender. They have had some pretty major barriers to their ability to succeed. They have often come from low income families and from poor neighbourhoods. Often they have little support from home—for a variety of reasons. Sometimes their parents have been working all the hours god sends to make ends meet, and sometimes there are genuine issues at home that have had a ripple effect into other areas of the young person's life.

More often than not they have disengaged from education, normally for similar reasons to those which are now preventing them from engaging in work successfully. Despite the challenges, they are bright, have dreams and goals, and want to achieve in life. But like all of us, they need the right support.

TAKE THE TIME TO FIND THE RIGHT FIT FROM THE OUTSET

So here's where to start. We very rarely pick anything to 'invest in' by just looking at the 'cover'. Yet that has sometimes been the experience for our young people. On the face of it, they can look a little 'rough' around the edges. Sometimes English is their second language, and it's been learned on the street.

It's not often that people outside of their inner circle have taken an interest in them—and because they've never

been asked by anyone to 'tell me about yourself', they tend to freeze. This means that making a good impression through a 20-minute interview is almost impossible. We've had the most success in placements when the employer has taken some time to really get to know the young person. Whether that has happened through a trial period, or some casual work first, we've found that those employers who take the time generally have a far better chance of a successful outcome for both parties.

When setting up YESS, we were lucky to be able to observe and use lessons from a programme piloted by Mainfreight and Destination Trades, a social purposes organisation that works to recruit, train and support under-employed and unemployed women into trades jobs. Together the two organisations put on a week-long training for eight women. Mainfreight's head of HR said that, without this help, they would have been unlikely to have made it past the first interview. After a week of the programme, all the women were offered positions. This is because those involved took the time to get past the front 'cover' and discover the true strengths that lay behind the downward looking eyes, or the street slang the women spoke.

OFTEN WHAT YOU THINK IT MEANS IS NOT WHAT IT MEANS

Behaviours can be challenging to decipher at the best of times. But what many of us don't realise is that we are operating from a position of unconscious bias—those ingrained subconscious attitudes that we have toward gender, appearance, race, age, wealth and more. This unconscious bias extends to our interpretation of behaviours. For example, we had one employer who complained that the young person was often late, never had his gear, and in the afternoon just didn't seem to care. He was almost going to be sent on his way. The true story, however, was that this young man had family violence issues at home and hadn't slept in the same house for more than a few weeks at a time. It turned out that his gear was spread across the various places he'd been staying. With little money coming in and

his transient lifestyle, he didn't have breakfast and didn't have lunch, which is why he was tired in the afternoon and appeared disinterested. The truth was, he was hungry.

With all of this going on, he also suffered anxiety around catching an overcrowded bus into work and it took him several attempts to get on a bus. With a little support, he was able to keep his gear at work, and was taught how to shop and prepare food so he wasn't hungry—which helped with the anxiety and improved his sense of belonging. For him, this was the tipping point he needed to move him into a place where he could succeed—and he has done exactly that.

Essentially, the two main lessons outlined above stem from the same place and have the same solution. We encourage employers to understand the impact that their unconscious bias might be having on their staff, and through that their business. We also encourage employers to stop and take some time, whether that be in the recruitment process to get past the 'cover' or, once employed, to better understand what might be behind some of the behaviours of staff.

This is relevant not just to the kinds of young people we work with, but to all staff. We think you'll find a workforce that is not only ready, but very willing to work and work hard.

FURTHER READING

- Here are some great articles on unconscious bias and the impact it has on not just staff but many areas of your business:
 - www.forbes.com/sites/forbescoachescount/2018/03/23/unconscious-bias-in-the-workplace-you-cant-afford-to-ignore-it/#21e998607660
 - www.mckinsey.com/business-functions/organization/our-insights/delivering-through-diversity
 - www.entrepreneur.com/article/270617



JANETTE SEARLE
A 10Y Entrepreneurial Award Winner
Entrepreneurial Leadership
Entrepreneurial Inspiration

Support for the Riroriro Pilot – 2019

In 2019, Fruitvale School was faced with a number of new entrants that had significant behavioural and developmental challenges. Two of the staff involved in a Kāhui Ako research project attended a presentation by Scott Samson (WAEC) about the pathway of students who entered into AE and the work underway under the Collective Impact Initiative with Managed Moves. He also explained how WAEC's model of education provision worked, and provided the levels of pastoral care the students required. He covered his focus on improving the quality of education provision in AE to ensure, that with Managed Moves, students could transition back into mainstream education. This sparked a desire to trial a new way of supporting this much younger challenging cohort of new entrants, and the birth of Riroriro at Fruitvale School.

With the full support and involvement of their principal, Fruitvale School had begun trialling a school wide approach to trauma sensitive schooling. As part of that they had established the Riroriro hub, a classroom that was specifically set up and staffed to work with a small number of high and complex needs new entrants who, as a result of experiencing trauma, were struggling to engage in education. The first cohort included seven boys aged between five and seven.

The Managed Moves team worked with two of the most complex children and their parent/caregiver. The aim was to help connect them, and the school, with the supports needed to work through several major areas of need. The approach used was the same as that for the older age groups, however the range of services and the added complexities of

consent and approvals provided an added learning area for the Managed Moves team. The success with this age group showed that the programme could in fact be expanded across the age groups. The flexibility and responsiveness embedded in the work made that possible.

Additionally, the team learned that the level of independence Managed Moves had, both practically and figuratively, provided a level of security and confidence for the family or caregiver of a child. They understood that the Managed Moves team was there to get the best outcomes for the child. They were not part of the school, or any of the other agencies that the family had experience with. As a result, they were able to provide support that would otherwise have been refused, and ensure the child and family stayed engaged.

The Riroriro pilot was highly successful, with all seven children transitioning into mainstream classes where they remain. The second phase of this work is a multi-school action research project looking at different methods of trauma sensitive schooling. The aim is to build series of tools and information that can be used by other schools and communities to guide school wide approaches to trauma sensitive schooling, regardless of the context of the school.

Informing National Reviews and Development

Across 2018 and 2019 the MOE, under the guidance of Associate Minister for Education Tracey Martin, looked at a national change in how they might better work with at risk and vulnerable young people. Minister Martin introduced the Learning Support Action Plan¹⁴, the Learning Support coordinators¹⁵, and started a process for developing a new model for Alternative Education (also known as Intensive Provision)¹⁶.

Given the close relationship with the MOE throughout the development phase of both the Collective Impact Initiative and the Managed Moves programme, the team was involved in the various hui and discussions about these three major bodies of work. They also presented the West Auckland Managed Moves programme at one of the national hui hosted by the learning support policy team and Minister Martin in Wellington in 2019.

The benefit of the close relationship with the MOE meant that the work being designed and trialled aligned with the broader Ministry plans and changes. In addition, evaluation measures were able to capture key information relevant to the outcomes the Ministry was trying to achieve with its changes.

¹⁴ Learning Support Action Plan MOE <https://conversation.education.govt.nz/conversations/learning-support-action-plan/>

¹⁵ Learning Support coordinator role discussion MOE <https://www.education.govt.nz/our-work/information-releases/issue-specific-releases/lsp-lsc/>

¹⁶ Cabinet Paper on the new model of Alternative Education <https://www.education.govt.nz/assets/Documents/Ministry/Information-releases/2019-releases/R-134-138-Redacted.pdf>

MANAGED MOVES: ADDRESSING BARRIERS TO EDUCATION THROUGH COLLECTIVE PRACTICE



Managed Moves is a preventative model that is responsive to the needs of the most at risk and vulnerable young people, who are commonly referred to as 'priority learners'. It does this by bringing together various government agencies, community organisations, and schools to collectively design and implement a tailored plan for each young person referred to the programme. Each plan includes both an 'education pathway' and a 'care plan' that seeks to address whatever education, health, wellbeing, or social challenges the young person is experiencing. The Managed Moves coordinator acts as the facilitator ensuring the right connection to the right services are made, and that any plan is executed effectively. Their core purpose is driven by answering the questions, 'What is best for the young person?' or 'Is this action in the best interests of the ākongā?'.

A pilot in 2017 aimed to test the model with a view of finding a more collective, connected, cohesive and supported model that both addresses barriers to education and ensures a successful education pathway for this group of young people. As well as creating better outcomes for young people, the programme also aimed to create a more effective and efficient system for the schools, agencies and community organisations to deliver support for young people, reducing overlaps and gaps in service delivery. The pilot was a success.

Within the first six months of operation, the Managed Moves programme achieved (with just one Managed Moves coordinator):

- 43 young people referred to the programme
- 6 avoided exclusion and were able to remain in mainstream education and not come into the AE space at all
- 12 were returned to mainstream school, including two that had been excluded already
- 12 had review dates to return to mainstream education

Based on these outcomes and projected further success in the second six months of the programme, a proposal was put to MOE to move the programme under Alternative Education contract funding. This was based on the rationale that the programme was:

- Meeting the outcomes and objectives of the Alternative Education contract at the time in improving engagement and attendance in education for those young people aged 13 to 16 who were at risk of disengaging or being alienated from mainstream schools.
- Evidence showed that the Managed Moves programme could support a greater number of young people back into education more effectively, therefore achieving a far higher outcome measure than existing use of the funding.
- The request was for only a relatively small portion (16%) of the Alternative Education contract

funding to be reallocated to the Managed Moves programme. This was equivalent to '10 places of the 120 available', but would achieve positive outcomes for over 180 young people across the course of the year.

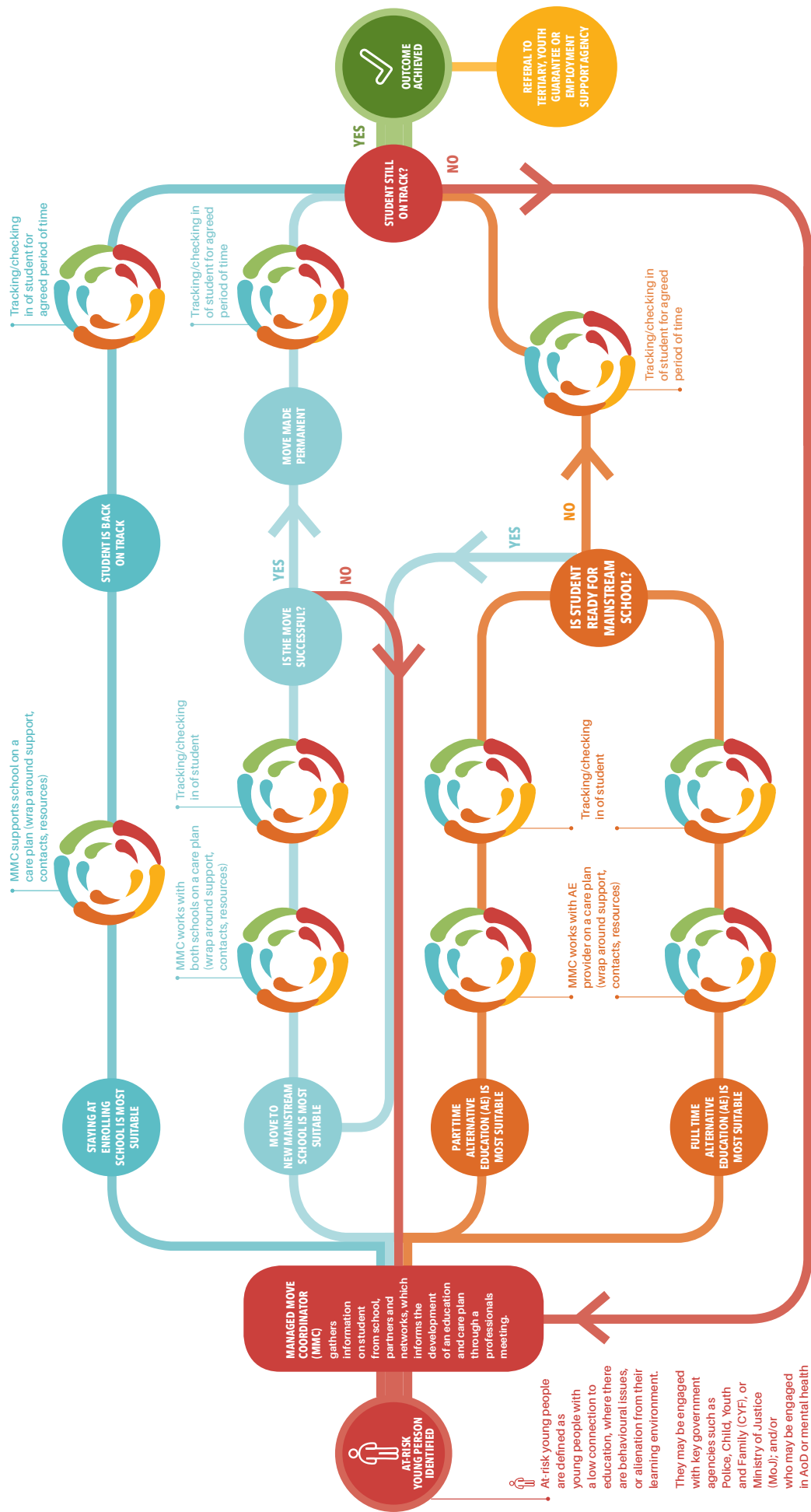
MOE Auckland agreed to reallocation and in 2018 the Managed Moves programme was moved under the Waitakere Alternative Education Consortium, and became part of the delivery model for Alternative Education in West Auckland. This ensured the programme was sustainably funded, supported by the expertise in the Alternative Education Consortium team, and provided an important link between mainstream schools and Alternative Education.

Since the programme started, the outcomes in West Auckland have been significant, both in terms of outcomes for youth at risk, but also for system improvements including:

- Driving some mainstream schools to change the way they worked with youth at risk. (See Massey High School case study in appendices)
- Assisting schools in an advisory capacity around priority learners (or youth at risk) to support and strengthen in school support systems.
- Improving quality of referrals to agencies and services, which then enabled those services to be more effective in their service delivery and the time taken between referral and service delivery.
- Encouraging greater connection between schools and services beyond their involvement in Managed Moves due to improved connection, communication and relationship building that occurred as a result of being involved in Managed Moves.
- Identification of 'gaps' in service which could then be filled, and or new combinations of services that could be more effective when working together than in isolation.
- More innovative and boundary bending solutions to keep a young person engaged and supported.

What was discovered through the pilot was that Managed Moves is more than a 'programme', but rather a 'way of working' that is supported through key roles, strong management practices and provision of opportunities for agencies, schools and services to work together through a facilitated process. This way of working is underpinned by key guiding principles or values (see below). The programme has been trialled with new entrants and intermediate age children, all with great success.

Managed Moves Educational Pathway, and Organisations Involved in Wrap-Around Supports





A@W YOUTH AT-RISK PILOT

WRAP AROUND SUPPORT

- Health and Wellbeing
- Justice and Safety
- Family Support
- Education
- Transitions

HEALTH AND WELLBEING	<ul style="list-style-type: none"> - CADS, Altered High - Sports Waitakere - Marimono Youth MH - Family Planning - Toi Ora Resiliency - Kiwisports - CAVAD - DHB - Health West - Odyssey
JUSTICE AND SAFETY	<ul style="list-style-type: none"> - RYOP - Community Policing Teams - Police - Humans of Hendo - Youth Justice - Youth Offending Team - Youth Aid - Blue light
FAMILY SUPPORT	<ul style="list-style-type: none"> - Multi-Systemic Therapy - Family First Therapy - Whanau Support Services - Healthy Families - RYOP - CYFS - Strengthening Families
EDUCATION	<ul style="list-style-type: none"> - Te Kura - IWS IRF - MOE Senior Advisors - Mainstream Schools - HCN - Learning Support - Alternative Education
TRANSITIONS	<ul style="list-style-type: none"> - Mainstream Schools - Youth Guarantee Programmes - YARN - Youth at Risk Network - Youth Services West - Aspire - Pre AE - Campus Connections - Mentoring - Transitions Waitakere - Youth Connections

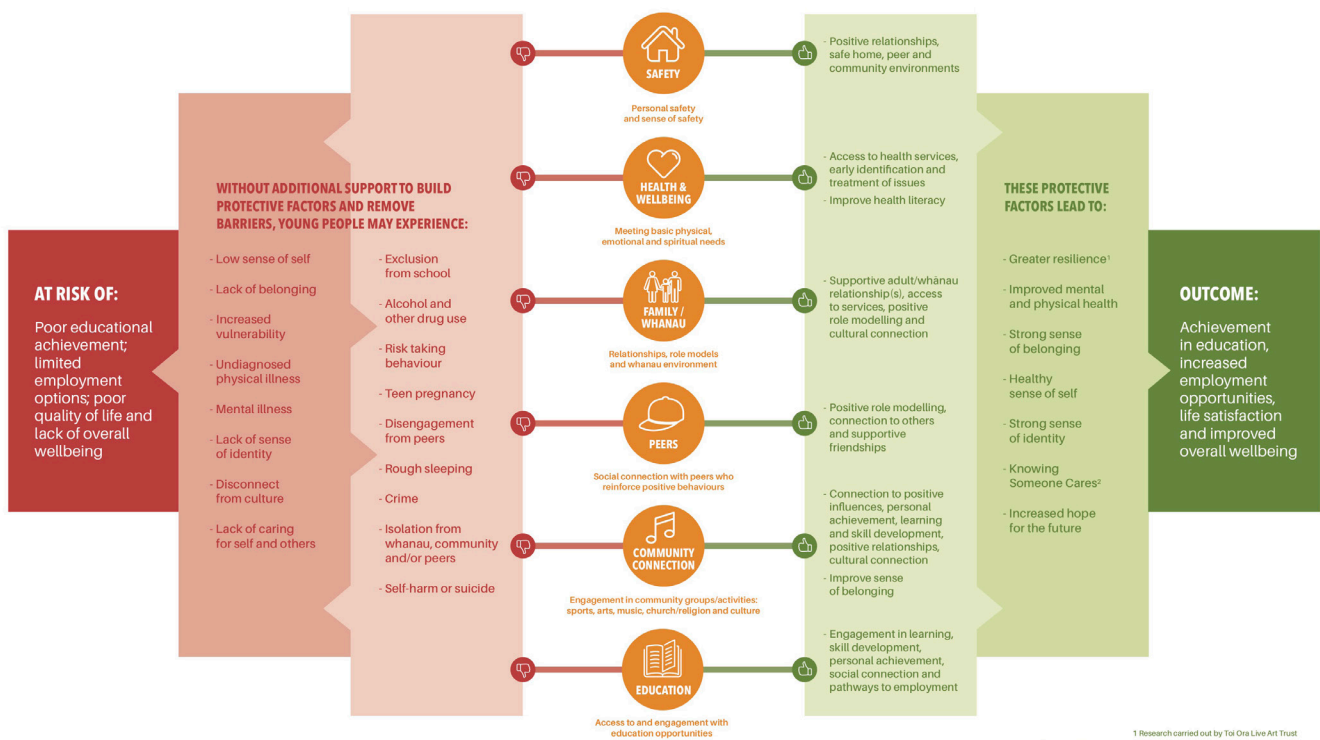
Why Do We Need Managed Moves?

For many years, leadership teams of schools have increasingly reported providing support for vulnerable students (e.g., wellbeing or mental health needs)¹⁷ as being one of the top challenges faced. COVID19 and the impacts of lockdowns on young people and their education means that this challenge has increased in both scale and complexity. This is likely going to be the case for the foreseeable future.

While many schools have excellent pastoral care teams, they still have a core purpose as an education service. The increasing complexity of the health and wellbeing and social challenges experienced by our children and young people require the skill and expertise that no school can provide on its own.

For many of the young people experiencing these challenges, school provides an important anchor and sense of safety, stability and belonging. School also provides access and a pathway to the supports, services, and assessments they need to access those services. When a young person is excluded, suspended or disengages from school, the impact is significant. Not only to their education, but to their health and wellbeing, and their ability to access any kind of support they might need.

¹⁷ <https://nzareblog.wordpress.com/2019/05/09/sec-school-survey/>



A@W YOUTH AT RISK JOURNEY TO EDUCATIONAL SUCCESS

LEGEND

- No Intervention
- Intervention

Interventions / support that remove barriers, nurture protective factors and improve environments in a young person's life leads to increased engagement, greater educational success and greater overall wellbeing.

Young people revealed that exclusion from school was the biggest factor that increased their use of alcohol and other drugs.

(Knowing someone cares, Auckland Council CAYAD, A@W communications tool, 2015)

Guiding Principles Required

There are a number of guiding principles required for Managed Moves to become successful. To be most effective, it is helpful to have the majority of those working together in the community understand these principles and the intent behind them. These are summarised as:

Young person/child focused

The young person is always at the centre. The team is encouraged to focus on the answer to the question, 'What is best for the young person?'

- This is the motivator for all work across all sectors.
- This safeguards the integrity of the work.
- It is acknowledged that family/whānau are important to work with their children, therefore an inclusive approach that seeks the voice of family/whānau through strong partnership is required.

Solutions Focused

'No solution' is never an acceptable end point. The approach requires all to attempt to answer the question, 'How can we make this work?'

- This prevents the blaming of other people, organisations and agencies. It encourages

a collective approach to finding a pathway through obstacles, barriers and gaps between silos.

- It keeps the work focused positively on what can be done, and encourages innovation partnership and collaboration.

Inclusivity & Integrity

An open, inclusive and respectful approach is vital:

- In communication with each other.
- To other possibilities and learning opportunities.
- To challenging and changing our understanding, opinions or assumptions or the status quo.
- The door to participate must always be kept open for everyone, even those that have chosen not to, or who have 'shut the door' from their side previously.
- To ideas, models, learnings, and examples that can help inform the work that we do collectively.

Respectful

We remain respectful:

- Of others' opinions, perspectives and experience.
- Of others' choices.

Roles Required

- Managed Moves coordinator (MMC)
 - The MMC is essentially a neutral convener. They have the respect of the stakeholders and the community. Their neutrality also provides them with an ability to hold others involved accountable when needed, and encourages trust from all parties.
 - Provide the 'one point of responsibility' for each young person.
 - Keep track of progress and whether interventions, supports, services etc. are being provided successfully.
 - Support transition points across services, and the overall plan.
 - Provide tiered tailored support for the young person and the partners involved. They also have the flexibility to move outside their boundaries when needed. E.g. younger age students accepted in some circumstances, or working to other organisation/agency frameworks.
 - The MMC requires a skill set that encompasses:
 - An ability to work across sectors at all levels (senior management through to grassroots) and engaging with the young person and their family/whānau.
 - An ability to understand and manage a complex environment and equally complex situations calmly, effectively,

strategically, and often creatively as each young person has a different set of circumstances that require a tailored approach.

- Must be an excellent communicator.
- Must have tenacity and perseverance and never take 'no' as a reason to stop trying to find a solution.
- Youth Mentor/Teacher Aide/Kaitautoko
 - Responsive to the needs of the young person whatever they are (education, pro-social, health, etc.)
 - Provides a solid and reliable connection between the young person the services/ supports/education. Can help frame the context in which the young person exists on a daily basis, which allows for better supports to be provided.
 - Not limited by siloed funding or time restraints (in length of time they work with the young person, or time of day).

Systems and Processes

Key Elements of the Managed Moves Programme:

- The Managed Moves coordinator provides **one point of contact** for all schools, service providers, young people and their families to co-ordinate with. This person is accountable to everyone including the young person and their whānau. They are responsible for facilitating the appropriate input, tracking progress and keeping lines of communication open.
- **One plan** that is informed by the range of professionals (within and outside of education). A clear understanding by all of what is required and how they can contribute their area of expertise is important.
- Each plan is **tailored to the needs of the young person**, so is both flexible and responsive. The plan is also tracked to ensure it is being implemented well and is effective. Close monitoring and regular check ins provide an opportunity for early intervention should the plan not be creating the desired outcomes.
- **Information is collected and shared (appropriately)** to ensure the responsiveness of the programme to the needs of the young person; enable the collaboration of all professionals and organisations involved; tracked progress is not just of each young person, but of supports and services as well.

Process:

- The process for each young person referred to the Managed Moves programme is the same. (see process flowchart in Appendix I)
- Key people are involved in each part of the process to ensure that the young person, their family/whānau/support are involved, the school is involved and engaged and the right services and supports are involved.
- Tracking of progress via regular check ins with the young person and with the school predominantly. Check ins with agencies and service providers as required. The frequency of check ins only changes as a young person moves down tier or priority levels. Movement between the priority levels or tiers occurs via a joint Managed Moves team meeting and a meeting with the school. Notably, there is no defined time frame for this to occur, which allows a young person to receive the appropriate level of support for as long as needed. It also enables early intervention at times when greater support is required.



Tier or Priority Levels

There are three distinct priority levels. These have been determined via referencing existing priority levels by other agencies and organisations, such as the Kāhui Ako and MOE's Learning Support levels.

Tiers

- Tier 1 – Green – 1 point
 - The young person is still engaged in school but is having challenges that increase their risk of disengagement without intervention.
 - The Managed Moves team:
 - Provide support to the school via advice, introductions and connection to additional supports as required.
 - They may also be able to find out additional information to inform other supports as appropriate.
 - Young person and family/whānau/caregiver relationships are via existing connections e.g. school pastoral care team.
 - Tracking of progress is done with the school once a term and sometimes with the young person.
 - Some students enter at this tier, and others may previously have been a higher tier but are currently doing well and are being monitored for a period of time.
- Tier 2 – Orange – 2 points
 - The young person may be engaged in education/school or may not. If they are not attending school, it may have only been for a short time. Challenges and barriers to education are present and require additional supports, but these can be provided by the school or education provider.
 - The Managed Moves team:
 - Work largely through the school.
 - Generally only work directly with the family/whānau if needed or if something is not working or going wrong.
 - Provide support, advice, connections to agencies and support services, and facilitate professionals meetings.
 - Do referrals or support the preparation of referrals by the school.
 - Tracking is done via monthly check ins with the school and young person, or more frequently if needed.
- Tier 3 – Red – 3 points
 - The young person has disengaged from school and is experiencing significant barriers to their engagement in education. They may or may not be attending school. If they are attending,

the school may be experiencing major behavioural challenges.

- The Managed Moves team:
 - Work with the school, the young person, and their family/whānau providing support and advice.
 - Work with the school and other agencies and support services as required to ensure: the right assessments and referrals are done; supports and services provided as required.
 - Do referrals and apply for funding as required.
 - Work with the WAEC team to assign a teacher aide/kaitautoko if required, and regularly discusses concerns and plans.
 - Are 'on-call' to provide support for the young person, school, family/whānau if required.
- Tracking of progress occurs through regular check ins and meetings with the school, young person and their family – weekly in some cases.

Workloads

A points system is applied to each tier. This is used to help determine workloads for the Managed Moves team.

- Each Managed Moves coordinator will have capacity for approximately 50 to 70 points at any one time. This is a guide only.
- The number of cases and 'points' will be impacted by the severity of the case – e.g. Tier 3 level cases can become incredibly time consuming at times depending on the complexity of the case, the openness of those involved to engage and the number and capability of others involved. Transitions up tier levels may require slightly more time than 'normal'.
- In addition, the experience and capability of the Managed Moves coordinator will determine what case load they can cope with. In general, the newer and less experienced will have a lower case load. Their case load may increase as they learn the role and develop connections into the network of agencies, organisations and services that are available in their community.
- The state of the ecosystem the programme is operating in will also determine workloads. Communities in a state of change or flux will require more to develop the connections, relationships and knowledge that will impact on outcomes for young people.

Relationships Required

The strength of the Managed Moves team is that they are independent from schools, government and any other organisation. Their main objective is to ensure that what is needed for the young person to engage with and achieve in education is provided. This provides a level of assurance or confidence for the young person and their family/whānau. This independence also enables them to 'push back' with schools, organisations and agencies when required. In saying this, relationships are key. Relationship development and management need to be core competencies of all Managed Moves coordinators.

The relationship between the Managed Moves team and the schools, agencies or organisations will ideally be beyond the 'personal' relationships of the individuals in the roles. Organisational level relationships are preferred. Those that are mandated and have a solid process for connection built into systems process and role descriptions are more sustainable and effective. They ensure longevity of important relationships beyond turnover of staff members. Positive personal relationships can then be the 'oil' that helps smooth the way forward and ensure tricky situations can be managed more effectively and efficiently.

In developing these key relationships, it is important to:

- Respect all involved and the hierarchy they are part of.
- Develop an understanding of what agencies and organisations can and cannot do, their capacity and capability.
- Invite participation and empower their involvement.
- Understand what their needs are as individuals and as an organization. Then be explicit about how involvement in Managed Moves can help them meet their needs.
- Communicate clearly, openly and effectively. This means double checking that everyone understands what is happening, what is needed, and how they can contribute, or where the opportunities to contribute exist. Be aware that everyone communicates differently and having a number of ways of ensuring clear communication in the process ensures different communication styles are met.
- Where there is conflict or opposition, always remain open to finding a solution. It helps to keep 'what is best for the young person' as the 'benchmark' against which to determine the process and outcome.

Mainstream Schools

Mainstream schools need to be involved in every Managed Moves case as their expertise is important. Whether the student is attending or not, they will be enrolled with a mainstream school. The relationships

between the Managed Moves team and the school will be at multiple points and multiple levels.

1. Senior Management – Ideally the principal has agreed to have the school involved with the Managed Moves team and is supportive of the programme. While the day to day activities of the programme will be outside of this relationship, having the principal's endorsement helps ensure the relationships between the Managed Moves team and the school have longevity and stability.
2. Deputy Principals – Often they are the person or team that is involved or aware of the individual cases and set the approach, values and process for how the school works with students at risk of disengaging or who have disengaged. They are a key relationship as they can support referrals, ensure supports and services that can be accessed by the school are accessed and provide links to appropriate pastoral care and academic pathways for the students.
3. Pastoral Care team (SENCO, SWIS, LSC, etc.) – The pastoral care team will be involved in the delivery of services and supports for the student, and will impact directly on the student and their outcomes. Good relationships here ensure good student outcomes, better access to supports and often strong and creative ideas of how to better support the student. They may also provide links to family and other supports outside of the school.

Alternative Education

Ideally the Alternative Education providers or consortium of providers have a strong reputation for delivering support, pastoral care and education for those young people not able to engage in mainstream education. Strong relationships here mean that there is a pathway back to mainstream education from AE for those students that are capable of engaging in mainstream. They also ensure that students are supported to access the services they need outside of the education setting.

Agencies and Support Services

Relationships with agencies and support services are multi-level. Like relationships with schools, strong relationships with senior management ensure there is a mandate for the organisation to be involved in the Managed Moves programme, and ensure longevity of relationships beyond individuals involved. They also open doors to 'other possibilities' beyond the programme to help improve outcomes for young people.

At the service delivery level, the relationship starts with a good referral, which starts with having a clear understanding of what the agency or service

provides, to whom and when to use it. This ensures that referrals made are appropriate, full and accurate and can be 'processed' more quickly. It also contributes to a more effective service because time is not wasted dealing with inappropriate or incomplete referrals.

Strong relationships with those delivering the service ensures better outcomes for young people, and opens the possibility for 'boundary bending', or more creative and complimentary solutions with other organisations involved in a case.

Young Person

The relationship with a young person may be direct, but often is managed by the school or one of the other agencies or organisations. This is to help the

'overwhelming' feeling of too many people being 'involved'. This approach ensures more accurate tracking of progress and earlier identification of need.

If a relationship between the MMC and the young person is required, it is important to ensure safety processes, codes of conduct and other relevant policies are followed to ensure the safety of all involved.

Family/Whānau/Caregiver

The relationship with the family, whānau or caregiver may be more effectively established through another organisation or the school. The Managed Moves team do take on this role when no other agency or organisation is involved.

Ecosystem Required

In order for the Managed Moves programme to be successful, it must operate within an ecosystem that is ready for the collective practice required. This readiness is vital through all levels of the organisations, agencies and schools involved, from senior management through to those working on the ground with young people themselves.

Pre-conditions for Managed Moves to be successful include:

1. A willingness to work collectively with others

in the system. This requires those working across all levels of an organisation, agency or school to understand their service fully, where boundaries lie and where flexibility exists to bend those boundaries. They must also understand the strengths, weaknesses, opportunities and threats that might exist within their own organisation to participate fully with others.

a. This is a high trust model with trust sitting:

i. Internally within an organisation/ agency/school – that everyone, at every level, understands the work at hand and their role in achieving it. They trust that everyone at every level will do their best to achieve the desired outcomes.

ii. Externally – between all stakeholders/ participants in the programme that they:

1. Are working with integrity.
2. Will keep the young person at the centre of their work and are solutions focused.
3. Will share information appropriately.

2. Strong and innovative leadership needs:

a. To have mana and the respect of their community. They need to bring others to the table and encourage their peers to bring their own organisations and agencies into the programme.

b. To be able to make decisions, and sometimes brave decisions. They need to keep close to the work happening so that they can be responsive and address the changes that are needed within their own organisations/agency in order to effect positive change.

c. Provide mandate to support those on the ground to participate. However, it cannot be given without also providing clear communication around what that participation will look like, including where flexibility and innovation might be able to be maximised. They must also get 'buy in' from staff.

3. Commitment to the shared vision:

a. The shared vision is to support at risk and vulnerable children to effectively engage in education by removing or minimising the barriers to education that exist.

b. This vision requires the guiding principles to be held alongside it:

- i. Student focused
- ii. Solution focused
- iii. Integrity focused

c. It is important that those participating have both an understanding and a commitment to the shared vision, and also have a shared understanding of the problem trying to be resolved.



4. Strong and open lines of communication

- a. Clear and open communication is vital for:
 - i. Supporting collective practice.
 - ii. Feeding back evaluation data/evidence to inform change/planning/strategy/action.
 - iii. Keeping everyone on the shared vision/pathway.

5. Data and evidence driven

- a. Good measurement, data capture and evaluation mean using a shared language and ensuring there is an understanding between those in the community on the key common measures.
- b. The Managed Moves work is tracked and evaluated and that information is used to:
 - i. Measure progress for young people involved in Managed Moves so that better outcomes can be achieved and to support early intervention when needed.
 - ii. Improve the systems and processes.
 - iii. Inform policy and practice in the ecosystem.

What this Can Look like in Practice

Participating organisations, agencies and people need to trust each other. Trust that there is a full commitment to participate in the collective practice approach, and actively use the guiding principles in their work. They also need to trust in the integrity of the Managed Moves process and understand that its effectiveness lies in their ability to participate fully.

Mandate from senior management can help support staff working on the ground in their active participation, but essentially it is the commitment of an organisation, agency or team to participate fully that will enable the greatest outcomes for young people.

School participation:

- Deputy principals (DPs) meet regularly to discuss priority learners and share knowledge and best practice.
- DP and SENCO involvement in Managed Moves professionals meetings.

Supports and Services participation:

- Increased involvement of key people from services. Openness to find a way through the silos, obstacles and bureaucracy and to work together to create more comprehensive and effective services.
- Their participation also requires sharing of information. This can be done in an appropriate way that maintains the integrity of privacy and professional ethical guidelines and laws. It is vital that information be shared and that it be done appropriately and in a timely manner.

Enablers are equally as important as the activators:

- In order for a system to change there must be participation at all levels. This includes the decision making governing enablers who can open purses, make systems level decisions and create mandate for activator involvement. Their involvement may include participation in steering groups or working groups, or contribution of the wider sector perspective.
- Activators are those who are doing the work on the ground and creating the outcomes for young people (e.g. teachers, social workers, counsellors, teacher aides, etc).

Evaluation:

- Goals that are measurable and align with broader community or government objectives can be the most useful.
- Information can be both quantitative (attendance and achievement data, etc) or qualitative (case studies, interviews, feedback and reflection meetings). Ensure they are benchmarked against goals.

Managed Moves – Adapting the Model to Suit Another Community

Managed Moves is a high trust model and requires full participation of the people, organisations and sectors that need to be involved. However, this can be a challenge in some communities, so below is a process to help build what is needed to create the right environment for the Managed Moves way of working.

Step 1 – Readiness Assessment

This requires working with the community to better understand the strengths, challenges and gaps that exist. The Readiness Assessment tool attached uses a series of questions and statements to develop a clear idea of where a community sits and what areas need strengthening. Once this is known, it is easier to understand what steps can be taken next to help build on strengths, address challenges and fill gaps.

Step 2 – Building the Ecosystem

Once the current state of the ecosystem has been determined, strategies can be put in place to address weaknesses and leverage strengths.

E.g.

- If schools are not communicating with each other or have little experience of working together, creative collaborative projects and concepts can help open lines of communication and start to build trust.
- If the full range of services and supports needed are not readily available within the community, there are models from other sectors that can be drawn on to improve access to services including, but not limited to: digital and online access; networks of supports being used to complement and fill gaps etc.
- Where senior leadership need additional information or rationale to encourage participation, case studies, evidence based research and connection with others in similar roles can be used to build confidence.

(More information on strategies to suit different needs is available on request from A@W or on www.aawt.org)

Step 3 – Introducing Managed Moves

We know that Managed Moves may look different in different communities. What it looks like is less important than how it works. We are most interested in building on the strengths of a community.

In this report are templates and guides to support the development of the Managed Moves system – from the processes and procedures required

through to the professional development needed by key staff. We can use this to build on those strengths that exist within the community.

Information and guides are also available to support the recruitment of the right people for the key roles – from the skills, capabilities and attributes required through to interview questions and important induction and orientation information that can be used to support existing materials. (This is available on request to A@W.)

Step 4 – Evaluation

We strongly believe that evaluation of the work being done is vital. This both proves that the work is effective, but also informs quality management and future planning.

Evaluation should be both quantitative and qualitative. For example:

Quantitative Measures:

- Attendance data
- Achievement levels via testing
- Engagement levels and completion of work – based on a scale of 1 to 4 (1: not engaging or completing, 2: developing, 3: as expected, 4: extending) – determined by the teacher for each student, fortnightly
- Number of exclusions, stand downs, suspensions (seeking a reduction over the years the programme is operating)
- Number returned to mainstream school (if excluded, or from Alternative Education)

Qualitative Measures:

- Outcomes from additional services engaged to support the young person
- Teacher aide/kaitautoko reports
- Individualised Learning Plan progress reports
- Overall programme reflection answering: What went better than expected, what went as expected and what didn't go as expected? In addition, it can be helpful to use the answers to these to look at where to leverage strengths, what might be changed to address challenges or weaknesses, or what has not gone to plan.



A BIGGER PICTURE

The Te Ako Manaaki model is essentially an example of collective practice. This section covers the concept of collective practice and the guiding principles behind it. It also covers the learnings from West Auckland more broadly.

Te Ako Manaaki Model: Guiding Principles

The young person is always at the centre

- This is the motivator for all of the work across all sectors.
- This keeps personalities, community politics and egos in check.

The approach answers the question, 'How can we make this work better?'

- This prevents the blaming of other people, organisations and agencies.
- It keeps the work focused positively and on what can be done, and encourages innovative solutions around what previously wasn't done.
- How can we:
 - Improve our communication?
 - Create better connections with others?
 - Improve our understanding of the situation/ecosystem?

We remain open and inclusive:

- In our communication with each other.
- To other possibilities and learning opportunities.

- To changing our understanding, opinions or assumptions.
- We keep the door open at all times for everyone to participate – even those that have chosen not to or 'shut the door' from their side previously.
- To ideas, models, learnings, examples that can help inform the work that we do collectively.

We remain respectful:

- Of others opinions, perspectives and experience.
- Of others choices.
-

We remain focused on all of the above

- On the outcomes for the young person
- Answering the, 'How can we make this better?' question.
- On being open and inclusive and respectful.

(Informed by Te Whare Tapa Whā, Maslow's Hierarchy of Needs, and The Zone of Proximal Development and Scaffolding)

Collective Practice

From the conceptual framework of anthropology and sociology, collective practices are considered any system of coordination and orientation which includes ideologies, social representations, action strategies, mechanisms of collective decision-making, and organisational structures which puts people in a certain mode of relation with the other social actors in the social field. (<https://www.igi-global.com/dictionary/collective-practices/50715>)

We have taken the learning from driving the West Auckland Collective Impact Initiative and have identified a set of guiding principles, actions, and approaches that underpin how we have developed a collective practice model to improving educational outcomes for young people in the West Auckland community.

The Collective Practice Model for working together to influence social change has three core objectives:

1. Influencing system change:
 - a. How can the good parts of the system better work together?
 - b. How can players in the system be more innovative within the confines of their real (not perceived) boundaries.
 - c. How can we collectively address gaps or inefficiencies in the system?

d. How can we address the barriers that exist within a system?

2. Improving Outcomes:

- a. For the affected group the social change is focused on (e.g. educationally underachieving youth in West Auckland).
- b. for the sectors, organisations, groups etc that engage with that group.

3. Improving Capability and Capacity:

- a. of people engaging with the affected group, including improving how they engage.
- b. of groups, organisations and agencies, including improving their ability to work together more effectively.

Adaptation of the Collective Impact Framework Model

The Collective Impact Framework is a prescriptive model that suits most communities and initiatives. However, the team at A@W have chosen to adapt the model slightly to suit the context of the West Auckland community. These adaptations do not take away from how the model works, but rather redefine some of the key elements of the framework.

1. Shared vision as opposed to shared agenda

The driving team behind the initiative from the outset have communicated a shared vision rather than a shared agenda. This has had an impact on perception, and therefore buy in and contribution to the shared vision and its achievement.

- Perception: An agenda is something developed by another and imposed on the group. A vision is an idea/concept/desire/outcome that is aimed at collectively and has room for interpretation and a level of contribution, which makes it a more appealing proposition.
- Contribution: Each partner (those involved in the initiative) can more clearly see how they fit within the achievement of the vision, and how they can contribute through their strengths and expertise.

2. Backbone includes development

The backbone function of the initiative has been adapted slightly to include the development of key bodies of work. As well as facilitating the communication, evaluation and advocacy for the initiative and the work happening within it, the driving team has been actively involved in the development of the bodies of work under the initiative. This has enabled a clearer understanding of how the work fits within the broader context of the initiative and how it can both support and be supported by the ecosystem in which it operates.

3. Evaluation and continuous feedback

The continuous feedback loop and evaluation for the West Auckland initiative included both statistical quantitative data collection and analysis and qualitative evaluation practices that were used to determine further areas of work, pivots and changes. There was an understanding by the team that the work was impacting on a relatively small sample of young people, so the influence on community wide statistics would be slower to see. However, the qualitative processes used reflected more definite outcomes were being achieved across the three focus areas.

Systems change:

- Interviews and feedback from schools and service providers indicated that there was a change in how they worked with their more at risk youth. There was a shift away from punitive approaches to managing difficult behaviours and outcomes to a more proactive and supportive approach to explore the causes for the behaviours and challenges.
- Some schools shifted their whole internal system and staffing structure to better work with their more at risk and vulnerable young people. (See the Massey High School Case Study.) Overall, the community, as a result of working more closely together in the Managed Moves programme, expanded their network's involvement into other bodies of work they were engaged in.
- Across-school programmes began e.g. multi-school deputy principal meetings.
- The team also informed some of the changes introduced into the new national Alternative Education model (Intensive Provision), and the Learning Support coordinator function.

Outcomes:

- Outcomes for the young people involved were significant – (see stats for Managed Moves graphic and case studies).
- Outcomes for schools and service providers included: better ways to identify and support youth at risk earlier through more open lines of communication; more efficient and effective referral and service delivery processes as a result of working more collaboratively with other service providers and schools.

Capability and capacity building:

- The expertise in working with youth at risk and managing challenging behaviours that the WAEC team developed was shared with mainstream schools via the kaitautoko working in mainstream schools with students who were transitioning in, and through support from the pedagogical leader.
- Mainstream schools and AE staff shared professional development opportunities.
- The increased awareness of what different organisations and services do and don't do created through closer working relationships via the professionals meetings influenced more effective referrals. New combinations of services were created to compliment existing supports and provide more comprehensive wrap-around supports for young people.
- Increased connection and communication created a better understanding across schools and organisations that they are not



working alone, and they do not have to offer 'everything' or try to fix all problems. They are part of a wider group of specialists that they can call on to provide expert service as needed.

- Trust developed through the experience of working together and creating successful outcomes together.

Key Success Factors of the WA Initiative to Date:

Increase in communication:

- Secondary schools communicate with each other and are open to collaboration and mutual supporting.
- Social service providers in the sector are open to communicating and working together.
- Different sectors have increased their connection and communication.
- The outcomes of increased communication are clarity around what each other does, where expertise lies and how everyone involved can contribute to improving outcomes effectively. It also, importantly, builds the high trust levels required to achieve the best outcomes.

Shared vision posed as a question:

This shared vision was not so much a statement for everyone to agree on but rather a question that was posed to keep everyone focused. That question was, 'What is best for the young person?'. By asking this question, participants were able to keep their own work focused, find solutions to tricky and confronting situations, move beyond being 'service focused' and find ways to navigate the gaps that had previously existed in the system. Attempting to answer that question also provides an opportunity for everyone to see how they could contribute to the answer. It was a more inclusive way of involving everyone.

Evaluation:

Evaluation and outcome measurement have been a focus from the outset of the initiative, which has provided the opportunity to share successes, encourage others to participate, build an evidence base to inform systems change and to inform quality management. Evaluation also looked to include measures that would show achievement of government agency objectives. This was to build support for sustainability and ensure the work aligned with broader bodies of work.

Community driven:

- The initiative was developed and driven at community level, with an understanding that those with mandate would need evidence and the translation of outcomes into the language that best made sense to them.

- Being community driven has also provided a more authentic focus on the young people and the change required. They are at the centre and their needs drive all aspects of the work.

Success breeds success

- Success of the bodies of work under the Initiative were shared and created a positive experience for partners. They then became advocates and encouraged others to become involved. This fed the Initiative's growth and ensured an openness to collaborate.
- Regularly feeding successes and achievements back to the community grew awareness of the work. This was also helped by the outcomes being extraordinary.

Timing

- Changes in policy and reviews at a national level under MOE created an environment in which challenges were foreseen and solutions were being sought.
- Major events involving young people highlighted the need for greater efforts in addressing the needs of young people in West Auckland.

Ecosystem

- West Auckland is well resourced but contained one trust that encompasses all of the secondary schools, one police station, two Oranga Tamariki sites, etc. This means it:
 - Is easy to identify who to have around the table and involve in all areas of the initiative. It also eases the way for stronger relationships.
 - Enables clear communication between those involved which is vital for creating systemic change around complex issues.
 - Ensures all resources/services etc can be delivered from within the community.
- Sense of belonging – West Auckland has long had a village or tribe 'vibe' in that those from West Auckland are proudly from West Auckland and welcome other 'Westies'. This fostered a commitment to the work, and to each other. It created opportunities for those involved to persevere, be brave, and innovate. Frequently the words 'we' and 'our' were used when discussing their work together, or the young people they were working for.
- Leadership in many organisations and agencies is innovative. They are open to and understand risk and how to manage it. They see failure as redirection and learning. They are adaptable and agile. They are focused on the 'why' they are doing their work and not on the 'service' and boundaries it operates within. This style of leadership also empowered their teams to think the same way.

Inclusive

- The driving team behind this work was always open to the participation of others, even if they had originally been reluctant or opposed to the work to begin with. By remaining open, keeping focus on the core vision, and then accepting others' involvement as and when they were ready, they were able to provide the space for anyone to join in or participate, at what ever level they felt most comfortable. In most instances even those late to join became enthusiastic advocates of the work. In addition, they held low levels of judgement and an open acceptance that the community is in a constant state of change, so what works now may not work in the future and what doesn't work now may be different in the future.

Driver/coordinator

- Key to this working was the active involvement of both those involved in working directly with young people across all levels and the involvement of an independent project manager, who was able to keep an eye on the bigger picture and the detail needed to continually move the initiative forward.

Their role also included:

- Keeping the various strands of work together, showing how they connected and supported each other and keeping everyone on the same page.
- Providing structure and frameworks upon which to build the bodies of work. This included helping to identify the systems and processes that were being developed and articulating them so that they were understood more broadly.
- Supporting and guiding authentically, which involved understanding what the community and key stakeholders were saying, synthesising that information and articulating it back so that all involved understood.
- Bringing the right resource and funding to the initiative as needed.
- Taking responsibility for evaluation and measurement of all bodies of work across the initiative, and the initiative itself. Then communicating those back to the community in the language each best understood.
- Linking the work happening to relevant theory and evidence that would support it and inform its development and direction.

Massey High School Case Study

The Massey High School leadership team contributed to the development of the Managed Moves programme in its early stages of development. As a school, they also committed to the purpose behind Managed Moves.

Contribution to Managed Moves

Achieving at Waitakere Board Member and Massey High School Principal Glenn Denham came to Massey High with a wealth of experience managing large secondary schools in London. While there, he was involved in a 'Managed Moves UK' programme that saw secondary schools in the area work together to ensure youth at risk stayed engaged in education by supporting transitions between schools for students that required a new start or a different approach. This programme became the foundation of the Managed Moves West Auckland education pathway, from which the programme took its name. In West Auckland, supported transitions and education pathways involve not only mainstream schools but Alternative Education as well. This enables stronger relationships between the two, and successful transitions for students in Alternative Education back into mainstream schooling.

Commitment to the purpose

Massey were one of the early adopters of the Managed Moves programme, working with the team on specific cases, and providing a mainstream option for students from Alternative Education and other high schools. Their experience with Managed Moves encouraged them to turn an eye inward. They reflected on their own pastoral care system, and how they handled students with challenging behaviours. This led to several major changes for the school:

- They introduced four **non-teaching deans** who worked with students in a pastoral care role.

Their role included supporting transitions into mainstream, working with teacher aides and the Managed Moves team, as well as Massey High School staff. For those in this new role, Massey are also supporting their development and training towards teacher registration.

- They revamped an internal system for recording student's behaviour and incidents. A 'points' system was developed to help support **early intervention** for students who were struggling or having challenges. Points are assigned to different incidents or reports of behaviour. If a student reaches a threshold it 'alerts' the pastoral care team to look further into the case to better understand what is behind the behaviour. From there, they can also then start to engage different supports and services if required. As a result, the number of cases before the board for disciplinary action has reduced.
- In 2019, Massey and WAEC began the first 'onsite' Alternative Education space that West Auckland has seen for some time. Named **The Achievement Centre**, the onsite provides a link between the WAEC supported education provision model and mainstream classes. Students wear the Massey High School uniform and can participate in the school sports, arts and cultural activities, and take part in end of year awards. Academically they are also transitioned into mainstream classes and have access to the trades academies. The Achievement Centre has proved to be a great success with students transitioning successfully and in some cases going on to win major school academic awards.



Outcomes and Highlights

For young people:

- Reduction in number of exclusions and stand-downs.
- Significant increase in students in Alternative Education transitioning into mainstream.
- Improved access to health and wellbeing supports and services.
- Greater engagement in education and achievement (including NCEA credits and awards – see case studies).
- Successful integration into mainstream classes for new entrants who have experienced trauma.

Schools:

- School wide shifts in taking more supportive and successful approaches to working with students showing signs of trauma and or disengagement.
- Capability building of education based staff in handling challenging behaviours.
- Increase in successful cross sector collaborations (e.g. reducing use of synthetic drugs in youth).
- Increase in knowledge around existing supports both from within MOE and with other agencies and organisations.
- Shared professional development with Alternative Education team and their expertise on managing challenging behaviours.
- Cross-school supports

Alternative Education:

- Closer relationships with mainstream schools
- Shared professional development with mainstream schools including access to PD that was not previously on offer.
- Greater links and working relationships with MOE Learning Support and IWS teams – including Intensive Wraparound Service training for Managed Moves team so that they now have the capacity to facilitate some IWS cases.

Community/Systemic:

- Increase in successful cross-sector collaborations (e.g. reducing use of synthetic drugs in youth).
- Increased and improved connections between schools/education with social and health services resulting in improved referral process, and less time wasted on referrals that were not appropriate.
- Investments made in earlier intervention creating outcomes for youth who would have required high government agency intervention (e.g. see Case study – John Smith 18 years old).
- Use of expertise across organisations e.g. Managed Moves team being used to manage IWS cases and support Strengthening Families.

Achievements

Awards

Finalist in NZI Sustainable Business Network Awards 2018 – Partnering for Good category.

Financial

2017 Pilot completed with just \$150,000 philanthropic funding.

Managed Moves West Auckland for 13 to 16 year olds moved under MOE funding in a cost neutral way in 2018.

Reach

The team work with:
30 schools and over 450 students, covering all 12 high schools plus 18 intermediate and primary schools in West Auckland.

Sustainability

After 5 years, the work continues to grow:
4 x Managed Moves coordinators
The programme remains funded by MOE under existing contracts.

Team of 8 kaitautoko working in both AE and in mainstream schools with students under Managed Moves.

Ongoing

Paihere Charitable Trust developed under the same guidelines as A@W has been established to extend the work out across all ages. Involvement in multi-sector work continues and is focused on:

Family Harm (with MOE, police, OT, WDHB)

Trauma Sensitive Schooling approaches for new entrants (an action research project)

Ensuring the LSC position in West Auckland schools is supported and developed in a cohesive and collaborative way across the entire community.

APPENDICES



A@W

ACHIEVING AT WAITAKERE

Helping young people in West Auckland succeed in education



A@W COLLECTIVE IMPACT INITIATIVE TIMELINE

SYNCHRONISTIC EVENTS

Four events that led to the formation of the A@W Collective Impact Initiative 2010-2015

1

5 YEAR VISION

To create a sustainable model of cross sector collaboration that enables young people to succeed in education and live better lives.

By achieving this we will improve outcomes for our community in health, wellbeing, employment, relationships and community cohesion.

- Achieving at Waitakere (A@W) was formed
- WAEC began building a network of relationships with key organisations and service providers to provide more 'wrap around' support for young people
- Key research projects carried out by Community Action Youth and Drugs (CAYAD) and Toi Ora Live Art Trust
- The Ranui Social Sector Trial established the Youth at Risk Network (YARN)

- A@W is the lead and the umbrella organisation
- WAEC and CAYAD driving organisations
- Engaged key stakeholders from government, business, community, service providers and funders to inform establishment
- Funding obtained to support formalisation

2

A@W COLLECTIVE IMPACT INITIATIVE

Was scoped 2016

FORMALISATION COLLECTIVE IMPACT INITIATIVE 2016

3

- Advisory Steering Group formed
- Youth At-Risk Working Group formed
- Evaluation Working Group formed
- Key stakeholder reference group continued

- Create closer alignment and a more cohesive working model between schools, agencies and organisations involved in the education and support of young people at risk
- Address barriers to education
- Improve sustainability and effectiveness of practice, systems, processes and policies
- Evaluate and measure progress and outcomes (student, programme and initiative)

4

FIRST PROJECT: YOUTH AT RISK PILOT

For 13-16 year olds, 2017 onwards – a more supportive model for young people at risk, aimed at removing barriers to education (Managed Moves)

SUCCESSES TO DATE

5

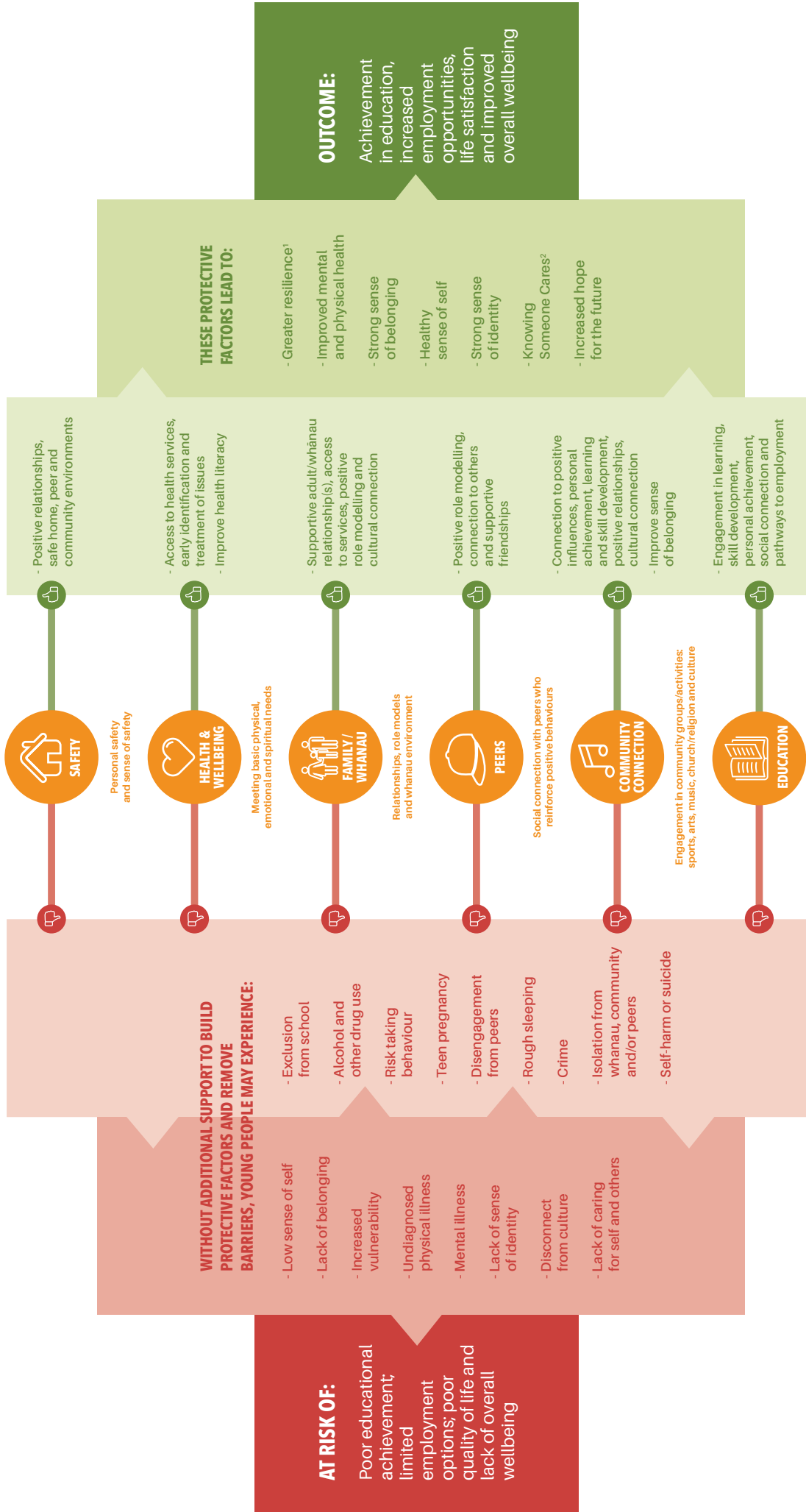
- MOU signed by A@W School Principals (2016)
- All West Auckland Secondary School Deputy Principals meet for the first time to collaborate, share and initiate the first formal 'managed moves' (2015)
- Grants obtained from four funders to support the Initiative's establishment and the Youth at Risk Pilot for the first year. (2015 & 2016)
- More to come ...

- Scoping 10 to 12 year old Youth at Risk programme
- Youth employment support scheme for 16-24 year olds
- Strengthen a cross-sector collaborative approach to ensure all young people in West Auckland succeed in education (relative to them)
- Change policy, practice and procedure that prevents young people from succeeding in education
- Share the learnings and working model to enable other communities

6

THE FUTURE

Our five year objectives & goals



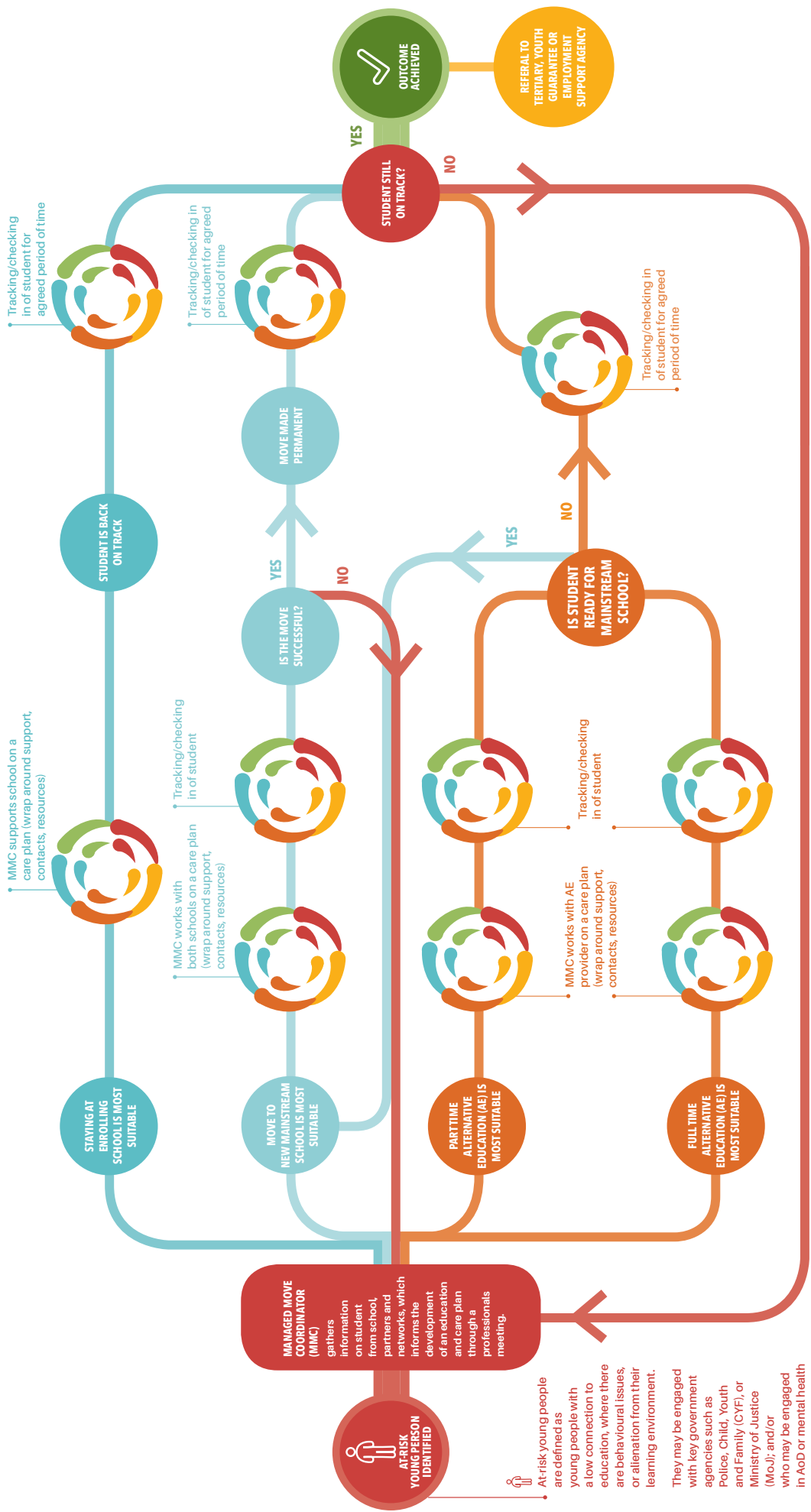
¹ Research carried out by Toi Ora Live ART Trust
² Knowing Someone Cares: CAYAD & Auckland Council report, May 2016

A@W YOUTH AT RISK JOURNEY TO EDUCATIONAL SUCCESS

LEGEND

- No Intervention
- Intervention

Interventions / support that remove barriers, nurture protective factors and improve environments in a young person's life leads to increased engagement, greater educational success and greater overall wellbeing.



A@W YOUTH AT-RISK PILOT

WRAP AROUND SUPPORT

- Health and Wellbeing
- Justice and Safety
- Family Support
- Education
- Transitions

HEALTH AND WELLBEING

- CABS Altered High
- Sports Waitakere
- Marino Youth MH
- Family Planning
- Toi Ora Resiliency
- Kiwisports
- CAVAD
- DHB
- Health West
- Odyssey

JUSTICE AND SAFETY

- RYOP
- Community Policing Teams
- Police
- Humans of Hendo
- Youth Justice
- Youth Offending Team
- Youth Aid
- Blue light

FAMILY SUPPORT

- Multi-Systemic Therapy
- Family First Therapy
- Whānau Support Services
- Healthy Families
- RYOP
- CYFS
- Strengthening Families

EDUCATION

- Te Kura
- IWS IRF
- MOE Senior Advisors
- Mainstream Schools
- HCN
- Learning Support
- Alternative Education

TRANSITIONS

- Mainstream Schools
- Youth Guarantee Programmes
- YARN - Youth at Risk Network
- Youth Services West
- Aspire - Pre AE
- Campus Connections
- Mentoring
- Transitions Waitakere
- Youth Connections

RIRORIRO: A TRANSITION MODEL FOR NEW ENTRANTS WITH EXTREMELY DYSREGULATED CLASSROOM BEHAVIOURS

Developed by Fruitvale Primary School and report contributed to by Jimmy McLauchlan Methodist Mission Southern

Introduction

Fruitvale Primary School has developed and piloted Riroriro as a response to the high and complex needs of a growing cohort of children who showed extremely dysregulated classroom behaviours. These behaviours often resulted from sustained exposure to traumatic, high-stress and high-deprivation environments from pre-birth to school age. The programme brings together classroom interventions, teacher training, play therapy and wrap-around support to build each child's capability and readiness to transition successfully into the mainstream classroom.

What we know from national and international evidence is that education is a key contributing factor to more positive outcomes for those that experienced trauma and deprivation. However, without an intervention like Riroriro at a school entry level, they are unlikely ever to achieve to their potential and are more likely to experience truancy, and exclusion from education, along with the negative health and wellbeing outcomes associated with truancy and exclusion. We also know that the cost of these negative outcomes is incredibly high, both for the children experiencing them and for the community as a whole.

Twelve months from commencement, Riroriro has achieved incredibly positive outcomes for the initial cohort of seven boys, and has developed the first version of an end-to-end operational mode for Riroriro, with long-term potential for flexible application in other primary school settings. A further phase of refinement, delivery and evaluation is now needed to enable the Riroriro model to be sufficiently developed for potential pilot delivery at multiple primary schools (from 2020 onwards).

The Riroriro Project and Managed Moves approach aligns itself to the Learning Support Action Plan (LSAP) recently announced by Minister Martin. Priority 6 of the LSAP seeks to improve educational outcomes for children and young people at risk of disengaging through being exposed to multiple risk factors, of which trauma is high on the list. This project will address this risk factor early in the child's learning by providing interventions that are targeted towards supporting children and their whānau to cope with the transition into the school learning environment. This early intervention is another one of the priorities of the LSAP. Also, this year, in the prototype trial, several assessment tools as well as a combination of new ways of measuring children's progress have been developed and used. Screening tools and early identification is another priority and the Riroriro Project methodology will add to the LSAP conversation.

Fruitvale Primary School is planning to further refine and evaluate the Riroriro model in 2020, and requires funding to cover the operational costs of staffing and resourcing the Riroriro classroom.

KEY CONDITIONS FOR ESTABLISHMENT

The establishment of Riroriro at Fruitvale has resulted from a progressive school culture, strong school leadership, and an openness to adapt and refine existing school processes and systems. The future piloting/ scaling of the Riroriro model would be best-suited to other primary schools that also share these conditions:

School culture	Progressive culture, strong relationships with whānau and community, focus on equity and positive outcomes for high-complexity children.
School leadership	Ability to lead complex change processes at whole-of-school level, comfort with uncertainty and innovation, champion(s) for best-practices regarding trauma and self-regulation.
School processes/ systems	Openness to modify process and systems as required to implement, modify and embed a new delivery model.

RIRORIRO FOCUS CHILDREN

Riroriro is a response to the significant needs of a small, but growing cohort of children in the Fruitvale zone with extremely dysregulated classroom behaviours – often resulting from sustained exposure to traumatic, high-stress and high-deprivation environments from pre-birth to school age.

Pre-Riroriro	Pre-Riroriro	Post-Riroriro
Child A: Starting age: 5 years, 6 months	<p>Attended for a short period, then returned to kindergarten. Needed constant one-on-one attention, refused to follow instructions or attempt work. Would destroy objects when he didn't want to participate.</p> <p>Living with his grandma and four siblings. Before living with his grandma, there was often no food and children were left to care for themselves. Mum apparently had a gambling problem.</p>	Age 7. Full time in mainstream. Functioning at a year one level. A lot more settled than when he started. He will settle quickly to work and complete tasks very quickly to an acceptable level. He is reading at level 4 and writing at 1b. He is at stage 2 for maths.
Child B: Starting age: 6 years, 10 months	<p>Regular aggressive behaviour in mainstream class, including throwing tables and shelves. Often violent to other children. Exposure to MLE exacerbated behaviour.</p> <p>Living with his sisters and his nana. Mum used P, alcohol and other drugs while pregnant. Neglected by mum. Witnessed domestic violence until 11 months old.</p>	Very settled in class. He hasn't demonstrated an aggressive behaviour for a term and a half. He is at his expected level academically for his age. He is beginning to make friends and the children in his class feel safe around him.
Child C: Starting age: 6 years, 6 months	<p>Required one-on-one attention. Would withdraw and shut down when he didn't want to participate or like treatment from other children. Would steal classroom equipment and items from others' bags.</p> <p>Living in foster care, along with his two sisters.</p>	Functioning at an expected level for his age. He still prefers one-on-one attention, however can function fine without it. He participates fully in all classroom activities. He is still stealing at times when he knows changes are coming up.
Child D: Starting age: 5 years, 10 months	<p>Extreme difficulty regulating moods. Limited language skills. Very low self-esteem and struggled to make friends. Frequently yelling and screaming. Often hungry, and would steal food and equipment.</p> <p>Living at home with two siblings, plus his mum and dad. Unsupported by his family.</p>	Functioning in a year 1 classroom. He is still behind his peers academically, however is making slow progress with his learning. He is still unsupported by his family. We had the least engagement from this child's family.
Child E: Starting age: 5 years, 6 months	<p>Attended new entrant class for one term. Reactive and impulsive, with poor attention. Manipulative, aggressive, and would run away when angry.</p> <p>Living at home with his mum, step-dad and poppa. Witnessed domestic violence until age 3.</p>	Settled in a mainstream classroom. Participating in all classroom activities. He is able to talk about his feelings and identify when he is angry and will ask for help. He is reading at level 6 and is writing at 1b and is stage 1 for maths.
Child F: Starting age: 5 years, 5 months	<p>Attended new entrant class for one term. Speech impediment, low attention span, and low self-esteem. Sought negative attention from peers.</p> <p>Living with his mum, sister and cousin.</p>	Very settled in his classroom. He is beginning Reading Recovery as he is able to concentrate for longer periods of time. He is at stage 3 for maths and writing at 1b.
Child G: Starting age: 5 years, 11 months	<p>A few weeks in NE. Very poor language and communication skills. Easily angered. Would often run away and hide. Would hit, kick and push others.</p>	Very settled and engaged in mainstream education. He has made friends and is able to state when he is feeling angry. He hasn't left the class since he transitioned from Riroriro.

RIRORIRO CLASSROOM SET-UP

Fruitvale constructed a small, purpose-built classroom on the school site for Riroriro. The Riroriro classroom is 30m² and opens onto a small covered outdoor play area of approximately 64m². The classroom accommodates approximately seven students, plus a teacher and teacher-aide, and is equipped with a small kitchen, couch, table, bookshelf and a variety of learning resources.

To enable play-based learning and sensory play, the Riroriro classroom contains some equipment more commonly found in ECE environments (including water troughs and sand trays for messy play), with a broad range of toys/activities for children aged between 1 – 5 years of age.

RIRORIRO STAFFING

Riroriro is staffed by an experienced school teacher skilled in working within the junior school. The Riroriro teacher is also supported by a teacher aide, whose roles included assisting with classroom activities and assisting with transitions from Riroriro to home rooms.

Initial teaching emphasis was placed on supporting the boys' introduction to Riroriro, providing consistency and affection, and developing basic social awareness – including mirroring and describing their behaviours, setting expectations and boundaries. A strong emphasis was also placed on developing clear, consistent language strategies to help support behaviour.

As the boys became more comfortable in the Riroriro environment, the teacher's role expanded to intentional activities to develop the ability to self-regulate, including: cognitive skills, social skills, fine motor skills and gross motor skills – before also adding activities to support foundation level academic skills.

The teacher also plays a central role in communicating with whānau, external support agencies, home room teachers (especially where transitions are concerned), senior management team, and other Fruitvale staff.

RIRORIRO PRACTICE MODEL

Key elements of the Riroriro practice model include:

Low ratios	Approx 1:7 (with additional support from teacher aide).
Play-based transition	Supporting a more gradual transition from a play-based learning environment to structured learning environment. Activities begin heavily play-based and responsive and become progressively more structured and planned as students develop and the phased transition to home rooms commences.
Flexible curriculum approach	The emphasis on supporting students' emotional and behavioural competencies during the initial weeks requires a flexible approach to the curriculum. Structured curriculum activities can succeed only when students feel safe, the environment is familiar, and self-regulation skills for learning have been developed.
Tailored activities	Broadening the range of classroom activities to match the cognitive/emotional abilities and interests of developmentally delayed students, including: sensory play, messy play, dress ups etc.
Trauma informed	Including frequent use of 'bottom-up' self-regulation practices (e.g. Kichido breathing activities) integrated into classroom routines and increased awareness by staff of the causes, signs and effects of developmental trauma.
Regulation/language	Intentional and consistent use of language and vocabulary for supporting self-regulation, including explanations of behaviour.
Therapeutic support	From Term 1 – Term 3, each student had a weekly 40 minute session with a play therapist.
Whānau/community	Working constructively with whānau, caregivers and support agencies to understand factors affecting students' emotional, cognitive and behavioural development and working collaboratively on supporting improved outcomes.
Innovation	Trialling a range of initiatives for supporting high-complexity students – including Barbara Brann and Play 30.
Ongoing PD	Including play therapy and trauma resolution courses for classroom teacher.
Whole-of-School	Whole of staff PLD in attachment, whole of staff teacher only day on wellness, introduction of Kichido (breathing technique) across the school.

TRANSITIONS

Transitions from Riroriro to home classrooms took place over four terms, as follows:

Term 4, 2018	Students commence fulltime in Riroriro.
Term 1, 2019	Students begin to attend home rooms on Fridays, with Riroriro doing observations on behaviour and how they were coping. These observations informed teacher's planning for the following week – e.g. strengthening skills or behaviours needed for home classes.
Term 2, 2019	Students begin to attend home rooms on Thursdays and Fridays to increase their exposure and progress the transition (however, a pattern of absences emerged, with some students regularly absent on Thursdays and Fridays).
Term 3, 2019	Students initially attend home rooms each morning of the week from 9am – 11am, and then progress to attending full days, except Monday, Tuesday and Wednesday from 2pm – 3pm.

OUTCOMES/PROGRESS

Key outcomes and progress from the initial operation of Riroriro:

Participation	All Riroriro students are now school ready and curriculum ready. They are able to function in a mainstream class (with occasional support from a teacher aide) and have the ability to become active participants in learning and school activities.
Academic & cognitive	Five students that entered with an academic level of approx 2y/o are now functioning at closer to a 5y/o level. Most students know their sounds and letter names, are independently reading at level 3, and have stage one number knowledge. Also visible increases in working memory and cognitive flexibility.
Wellbeing	Students are better able to recognise and manage emotions, have developed early self-regulation skills, and have improved many of the interpersonal and social skills necessary to participate in classroom-based learning.

TEAM BEHIND RIRORIRO

A. WAEC – Managed Moves

Managed Moves is a preventative model that is responsive to the needs of our vulnerable children and young people. It is a cohesive model that brings schools, education, whānau, and service providers from across different sectors together to address barriers to education.

The Managed Moves team works both at a service level and at a family level (as needed). It helps support the development of a multi-service 'one plan', and then supports the implementation, tracking and evaluation of that plan.

A Managed Moves coordinator has been working with two of the boys in the Riroriro pilot and has been integral to the successful outcomes achieved. Funding prevented broader engagement with the rest of the class, but is being built into the long term plans for the Riroriro model.

B. Governance Group:

This had 10 members: Grant Malins (MOE Education West and North), Eng Leong Lim (MOE Learning Support Manager West and North), Scott Samson (Alternate Education West) and/or Janette Searle (Alternate Education West), Jimmy McLaughlan (MMS), Wendy Hoskins (PSN), James Le Marquand (Principal Arohanui), Donal McLean (Principal Fruitvale), Bridget Dadley (Scale A Teacher, Riroriro).

Supporting and championing the Riroriro project, the governance group was tasked with providing insights from their organisations and sectors for the team developing Riroriro. E.g. including but not limited to insights on the work, strategies, plans and intentions that may have an impact on the development of Riroriro and that model around it, or how this project could support and inform the work happening in their sector/ organisation.

C. Presbyterian Support North (<https://www.psn.org.nz/>)

PSN engaged early with the project in three ways:

1. They were looking for a model of school intervention and provided a play therapist. She worked with all 7 boys across the weeks for 8 months. More recently, she has been replaced with a cross-therapies-trained therapist, however we are leaning the therapy intervention towards play therapy.

2. The principal was engaged in an expert panel looking at school based interventions and has remained connected to the PSN through this work.

3. Through the PSN lecture series we were introduced to Dr Mina Faizel.

Findings and learnings from PSN involvement will be used to inform the development of the model as it is scaled.

D. Methodist Mission Southern

Jimmy McLaughlan from MMS (Methodist Mission Southern) is part of our Riroriro steering group and has fed into the day to day work of the Riroriro Hub. He is involved with Otago University's Dunedin Study and works closely with the Prime Minister's Science Advisor for Child Poverty Reduction, Professor Richie Poulton CNZM, and Professor Stuart McNaughton of the University of Auckland who is the Chief Science Advisor for the Ministry of Education. His connection to this robust study and pool of expertise is invaluable.

Jimmy established and continues to develop the ECE "Engage" based project called "Play 30". This is designed as a game based intervention to grow the human brain's executive function and develop self regulation skills. Riroriro trialled "Play 30" and is adapting the model to suit the context of the kinds of children Riroriro supports. The findings of this will be used to inform the scaling of the Riroriro model.

E. Other Partners

A number of other agencies and services are involved in Riroriro and Managed Moves. Preliminary discussions are in progress around taking a more cohesive approach to supporting our most at risk and vulnerable young people in West Auckland.

Marinoto Youth Mental Health Service

"Marinoto West Child and Adolescent Service fully endorse and support this initiative." – Fiona Anderson, Team Manager, Marinoto West CAMHS, Waitemata DHB.

Oranga Tamariki

We have had preliminary discussions with Joe Fowler (Commissioning Officer for Oranga Tamariki) and Jaime Barwood (North and West Manager, Oranga Tamariki) about Riroriro and how we might work more cohesively together, and we are exploring potential funding opportunities that might exist.

WAEC - Managed Moves and Alternative Education West Auckland

We are working in partnership with WAEC and the Managed Moves team are part of the Riroriro project. "We are excited about the Riroriro programme and its ability to extend the provision of support at a much earlier age. It aligns incredibly well with the Learning Support Action Plan and the end to end system of support needed for our tamariki and rangatahi." – Scott Samson, Director WAEC

Overview

The YESS programme aimed to reduce or minimise the barriers to education and employment that exist for our most at risk youth. Over a two year period, the programme supported 12 young people aged between 15 and 21. This report provides an overview of what happened and the conclusion following the end of the pilot.

In short, while the project was highly successful for several of the most at risk youth, there were others that still struggled despite the support. The team learned that working alongside employers and education providers created some of the biggest outcomes and changes for the young people. The support provided included financial support, pastoral care, life skills, academic support and advocacy.

The team was made up of a Managed Moves coordinator and several mentors/kaitautoko who worked in a variety of ways with the young people. The mentor role developed as the pilot progressed and covered areas of support that the team hadn't anticipated, but adapted to well.

The young people attended a range of education providers, from polytechnics to private training providers.

Overall, the programme was seen as a success, however in order for it to remain successful it required a great deal of resource. Some aspects of the programme have been handed over to other organisations, or rather learnings shared, and the Managed Moves team has absorbed some aspects into their work with the older end of the age range with which they work. The programme in its entirety is not currently operating due to funding and capacity issues.

Students involved were a mix of ages between 15 (with early exemptions to allow attendance at tertiary education) and 21. There were 10 students in total, with more males than females. Some students had completed high school and achieved NCEA level 1 or 2. The majority, however, had not been in mainstream education for more than 6 months, normally longer.

Two of the highest need and most complex cases were involved with the justice system and had current cases before the courts, had drug and alcohol challenges, experienced domestic violence and did not have stable homes to stay in. These two students had the highest level of support, including: academic support; advocacy to education provider and scholarship provider; life skills teaching, including meal preparation and shopping; pastoral care and support for minor anxiety; practical support (pick up/drop off etc); financial support – underwriting equipment costs for their trades course.

While supporting them was a heavy investment, they had the best outcomes from the group overall – both passed their course, one went on to part time and casual employment and the other went on to full time employment, having also won an award with the scholarship provider. At last check in 18 months after completing the course he was still in employment. Two students worked part time at a partner employer, and two others had repeat casual work with a charity who also reimbursed their expenses. Most of the other students had short term success while they were involved with the programme and had active supports.

Education Providers

There was a mix of polytechnics and private training providers. Courses were mostly in the trades, however one started a hair and beauty course, one an audio engineering course, and the other a landscape design course. Two received Māori and Pacific Trade Training Scholarships and the others obtained the new fees free scheme from government which covered their course fees. None of the students were required to obtain a student loan.

Financial support

All students applied for student allowances. Navigating the Studylink system was a major obstacle for all students, and had they not been supported they would not have been able to get the financial support they did. Students that didn't have bank accounts or IRD numbers were supported to obtain both. Those that did work established some savings in savings accounts. The programme underwrote course equipment fees for the students as needed. (E.g. purchase of PPE)

Why are we doing this project and how did it come about?

In July 2017 it became apparent that West Auckland had a growing issue around synthetic drug use. Multiple deaths and hospitalisations in the community had been reported, not just by the police, but also by education providers and health providers in the area.

Anecdotal evidence:

- In 2017 police reported an alarming increase in the number of hospitalisations, call outs and deaths suspected to be connected to synthetic drug use. They also reported an increase in the number of arrests made and suspected synthetic drugs seized.
- Alternative Education experience – Almost all young people involved in Alternative Education indicated in their enrolment that they had used or were using synthetic drugs. A young person collapsed and was taken to hospital in an ambulance after smoking synthetic drugs. Noted by staff was the attitude of students around him, with comments such as 'light weight'.
- Community – Glen Eden called a community meeting to look at addressing the issue in their community, including reports and experience of people collapsing or becoming unconscious as a result of suspected synthetic drug use.

CAYAD had also conducted a research project/needs assessment of drug and alcohol use by young people in West Auckland in 2015/2016, results include:

Survey Results Synthetic Use in at risk Young People in West Auckland

126 young people aged 14–17 surveyed

- 28% used synthetics in the past year
- 14% used synthetics, but not in the past year
- 5% preferred not to say
- A total of 42% of at risk young people aged 14–17 have used synthetics

40 young people aged 18–24 surveyed

- 10% used synthetics in the past year
- 33% used synthetics, but not in the past year
- A total of 43% of at risk young people aged 18–24 have used synthetics

While the overall total % of young people having used synthetics is similar in each age group, the younger participants were more likely to have used in the past year.

At risk young people's opinions on where young people access synthetics – aged 14–24

- 24% direct from dealers/black market
- 10% family
- 21% friends/neighbours
- 15% dairies/shops
- 7% streets
- Remaining % other irrelevant comments

Taking Action – A@W Collective Impact Initiative

The community were able to utilise the extensive networks and facilitation capabilities of the Collective Impact Initiative that is happening in West Auckland. The Collective Impact Initiative is being held by the Achieving at Waitakere Trust (A@W) and is focused on improving educational outcomes for young people in West Auckland. This is founded on evidence that suggests improved educational outcomes have an effect on improving health and wellbeing, relationships, employment, housing etc. As well as providing a platform for enabling communities, service providers, agencies, funders and business to connect, communicate and collaborate (of which this synthetics project is an example), the Collective Impact Initiative has several bodies of work focused on removing or minimising barriers to education for our most at risk and vulnerable young people. Drug use is a major barrier to education, which is why this project is a high priority for Achieving at Waitakere and the Collective Impact Initiative. (Background on Achieving At Waitakere and how the Collective Impact Initiative was established can be found on the website, and or on request by email info@aawcollectiveimpact.org.) Website: www.aawcollectiveimpact.org
A meeting was called by A@W with support of the police in late July 2017.

The First Meeting.

The purpose of the first meeting was to bring together those working in West Auckland who were concerned about the use of synthetic drugs and their impact on youth and the community in general to collectively develop a response to the issue. The intention of the meeting was to walk away with tasks and actions, and a greater understanding of what is already happening so that we could further support it, and find ways to complement it with our own work.

Participants in that meeting:

Area Manager Community & Youth, Waitākere/Waitemata District Police

Development Manager, A@W

Manager CAYAD

Programme Manager, Enhanced School Based Health Services, Health West (Youth health hub)

Youth Nurse Practitioner, Health West

TYLA – (an organisation that has experience in reducing huffing in their community, which neighbours the Waitakere community)

Tupu WDHB (Pasifika Mental Health)

Managed Moves Coordinator – programme focused on removing barriers to education for at risk youth

Detective Inspector, Field Crime Manager, Waitemata District Police

Manager Youth Justice/MST, MVCOT (Now OT)

CADS

Waitakere Alternative Education Consortium Director

North Shore Alternative Education Consortium Director

Odyssey

NZ Drug Foundation

Te Ātea Marino WDHB – Maori Mental Health

Outcomes from the Meeting:

Size and Scope of the Problem

- Specifically looking at sections of the population we are experiencing the issue with the most, what kind of issues/problem etc.
- The group identified at risk youth and homeless as the target populations to focus on.

What is happening already or about to happen? What else is needed?

- The group identified what resources, activities and engagement with the target population was happening already. This included presentations to Alternative Education students, mainstream school students, existing information about drug use, existing information about where to refer to/ who to call if concerned.
- The group discussed what resources, activities and opportunities for engagement were coming up. These included NZ Drug Foundation and Odyssey produced wallet cards, posters and videos (Did you know? series etc.)

What needs/gaps are there?

- The group identified the needs still not met and what gaps existed. These included:
 1. Key Messages
 - a. Understand what you are buying
 - i. Look, smell, and if you don't know what it is don't take it.
 - b. How to support your mates who are taking it
 - i. In acute/emergency situations
 - ii. In general peer support
 - c. Limit your dose and why
 2. Research – existing and new
 3. Information for Police to give out during their interactions with people (Quick Chat scenarios)
 4. Messaging for younger age group (10–13 years)
 5. Education teachers and adults to have the conversation about what to do if they are concerned or do have a student that reveals to them they or someone they know are using.
 6. Family engagement activities
 7. Rough Sleepers – CAYAD doing some work and Salvation Army doing some work – more needed.
 8. Knowing more about what messaging works and what doesn't.

Working Groups and Actions from that First Meeting

The group then identified key actions and tasks, and assigned people to do these. They included:

Short Term

1. Publishing of the wallet cards and video (DONE)
2. Links to existing video resource sent to everyone (DONE)
3. Existing programmes/engagements with schools and Alternative Education providers – ensuring they have resources and are aware of the key messages and how to communicate them. (DONE)

Medium Term

1. Joint Police/health/AoD 'roadshow' to schools, AE providers etc. (CHANGED TO PRESENTATION BY POLICE – PIE PRESENTATION - https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11928305)
2. Development of new resources – DONE – DEVELOPMENT OF THE 'CONCERNED COMMUNITY MEMBER RESOURCE' – provides vital information on how to start and have conversations with young people, where to go for more information, and how to use the resources that are available – developed by the Drug Foundation, and informed by this working group.
3. Research/Needs Assessment – CAYAD did the research project in 2017/2018 – Action research project

Long Term

1. Pro-Social involvement – engaging organisations involved in pro-social activities to get key messages and information out there and get them involved in the project. PARTLY DONE: KEY MESSAGES SHARED WITH ORGANISATIONS AND SUPPORT PROVIDED BY THE GROUP TO THOSE THAT NEEDED ADDITIONAL SUPPORT.
2. Business involvement – exploring the potential to use media and advertising strategies and platforms to get social message out to targets groups.

Results

Building in Awareness

- Educating about the effects and dangers of synthetic drug use directly to young people through presentations and access to information.
- Changes in attitudes about synthetic drug use and supporting friends, family etc. who use synthetic drugs. (Anecdotally reported by WAEC staff working with young people and shown in survey results – 2018)

Reducing synthetic drug use:

- Reduction in Police call outs and engagements due to synthetic drugs.
- Reduction in deaths and hospitalisations due to suspected synthetic drug use.
- Reduction in synthetic related incidents in Alternative Education providers.

Better informing and resourcing the community, in particularly those that work with at risk youth:

- Wallet cards produced.
- Did you know? video produced.
- Guide for concerned community members produced.

Case Study 1

6yrs, 11 month old John Smith – New Entrant in the Managed Moves Programme

John Smith was taken from his birth mother by his maternal grandmother at 11 months old. It is suspected but not documented that his mother was on P during pregnancy. It is known that his mother has remained on P since his birth. John Smith was discovered by his grandmother (at 11 months) neglected, lying in his sodden nappy, with skin covered in rashes and screaming. The back of his head was flat from not having been moved. Since then, his grandmother has been his sole full-time caregiver, and is the same for his siblings.

John Smith arrived at his primary school at 5yrs old. He was in a mainstream class for his first year, however since he started school there has been 167 incidents recorded. 58 defiance/disrespect, 63 physical abuse, 17 theft and vandalism and many other types of behaviour inside these incidents. While the team at the school would never expel him, they have had to have him 'stood down' inside school and at his home often, mostly for safety.

John Smith is lightning fast in responding, and it is said he 'punches like a man, going straight for the face', and does not forget an incursion. He can take from 5–30 minutes to calm himself after an incident and requires restraining until he is calm enough to drink and talk.

He has had intensive work with the Resource Teachers: Learning and Behaviour team (RTLb) over the whole time of his schooling with little sustained change. He has been on a course of Ritalin for nine days and while it was hoped it may have had a positive effect, it hasn't been the case.

The school currently have two children in Ririro working with the Managed Moves team as part of a primary school trial for the programme. "We would like John Smith to be part of this initiative as it is already working well with the two children they are resourcing in Ririro and we know it has proved very successful with intermediate and secondary children to ensure and promote the child's well-being and ability to engage in education." (Principal)

At home, John's grandmother is just holding up with the challenges presented in the home by John. He is absolutely hyper the day after a lift in his medication and calms down in the following 24hrs. John's siblings also have some complex needs and, while not as high as John's, they still create additional stress on John's grandmother. The school work as closely with her as they can and are concerned about her and her need for respite, and whether she is accessing all the supports that might be available

to her. However, they do not have the capacity to help her beyond what they are already doing.

Our goal is to help John Smith (and others like him) to grow executive functioning skills. We want him to understand cause and effect, and ultimately to integrate into an environment that will support his positive growth as a person of worth and improve his educational outcomes.

Our challenge is that John Smith (and others like him) have far exceeded the expertise of our highly skilled and trained teacher in this class. A greater level of support is needed to address the barriers that exist for him and his family. While John Smith is our highest needs child in the hub at the moment, he is typical of the children we are working with.

How Managed Moves Helped:

- The MMC worked with the school and the service providers to facilitate one plan that everyone fed into. They also ensured that all services that were appropriate were at the original professionals meeting so that any additional needs could be met, and assessments be added to the plan.
- When a paediatric assessment was suggested, the mother did not understand the purpose behind the assessment and did want her son put onto medication. She wanted to withdraw her son from the school and look for an alternative school. The MMC stepped in to work closely with the mother, attended the paediatric assessment with her, and translated what was happening and why. The MMC was able to do this because of her independence from the school or any government agency.
- The MMC supported the flow of feedback and information so that changes to the plan that were needed were done in a timely fashion and effectively. Sometimes this meant engaging with service providers earlier than the planned review dates. The MMC was able to do this because of the close connect to the school, and the tracking process which enabled good information to be provided at the right time, identifying risks, and what was and wasn't working quickly.

The outcome as at Sept 2019 is that John Smith has transitioned into a mainstream class. The transition was positive and he remains there so far. It's been two terms coming into three terms already.

Case Study 2

14 year old John Smith – MM and Kaitautoko* – Mentor Impact

Kaitautoko is a role that Waitakere Alternative Education Consortium have established to respond to the high and complex needs of the young people they support. A kaitautoko works with a young person in a way that is tailored to that young person's needs. It may include, but is not limited to: teacher aide, prosocial support, life skills coaching, providing transport and access to other services, counselling, behaviour management support, working with schools to better support the young person. The kaitautoko works with the young person for as long and as intensively as they need.

John grew up in West Auckland with his younger siblings, his mother and his stepfather. His mother has health issues of her own, and John has health problems that have been impacting on his growth and development (ADHD and coeliac disease). He was excluded from school and did not attend school for 12 months before being taken on by the Managed Moves programme and placed with a Waitakere Alternative Education Consortium provider.

Managed Moves has been working with John for two years now, and he has had a dedicated kaitautoko. On enrollment, it was discovered that while he had an ADHD diagnosis he was not taking the prescribed medication, and that he was not following the recommended diet for coeliac disease. His high levels of anxiety and shyness precluded him from attending many of the prosocial activities that were recommended for him. Oranga Tamariki were involved with the family as the mother had health issues of her own and a lack of income required to support their essential needs. Additional tests were recommended at the professionals meeting. The results from the physical tests done were that John was severely malnourished due to his coeliac condition. This was having a major impact on his learning and on his behaviour.

How the Managed Moves coordinator helped:

- Supported the family with WINZ to access additional funds to get the gluten free foods and supplements John needed to improve his physical health.
- ORRS funding was applied for to see if they could move John from AE to a Special School which was felt would be more suitable, however this was not a successful application.
- Assigned a one on one kaitautoko to work with John.
- Helped find John work experience placement and opportunity to gain unit standards.

How the kaitautoko helped:

- Built a solid relationship with John who found it difficult to trust people and was shy.
- Through support, the number of behaviour

related incidents decreased significantly.

- Supported academically with significant improvement in John's reading.
- The successes he had with his kaitautoko meant John had a new love for school and the family reported he was often ready to go to course an hour beforehand, which was a significant change in attitude and motivation for him. He also had major improvement in social skills and manners.
- The kaitautoko strengths-based approach meant that, even with the occasional set back, John was able to progress through his individualised learning plan. He had the greatest educational success and experience while engaged with this programme.

Outcome:

John has successfully completed several work experience opportunities. His health has improved, and he is managing his conditions well. His success has taken some pressures off the family as well. He has recently moved to another region, but a hand over from the Managed Moves coordinator to the local provider in the region has occurred.

Case Study 3

18 year old John Smith (Prepared independently of MM)

MM and YESS programme participant. Highest need and most complex case for YESS – but with the best success.

John grew up in West Auckland with his younger siblings and Pacific Island-born parents. At home he was subjected to violence, and his younger siblings were taken into care. His father's health problems left him unable to work, with the family living off a benefit. He was caught tagging and stealing and ended up heavily involved in a local youth gang. His relationship with his father was strained, so he often stayed away from home, sleeping on the local school grounds or in stolen cars. With English as a second language, his parents struggled to know what to do to help John, who spoke of his mother being distraught each time he was arrested.

The role models in John's life placed little value on education and during his intermediate years he was often truant from school.

At 13, John didn't attend his first year at high school and Child, Youth and Family (CYF – now Oranga Tamariki) referred him to Waitakere Alternative Education Consortium (WAEC).

He was placed with an Alternative Education (AE) provider, where the tutors supported him to engage with his education and other positive activities

during school hours. In addition, he was referred to a local community led youth initiative, which supported him outside of school hours. This initiative provided him with a mentor who engaged him in positive events, sports and activities focused on growing youth leadership and community pride.

Like many at risk young people, John arrived at AE with a number of concerns for his tutors and support workers. He had health concerns that hadn't been addressed, regularly drank alcohol and smoked both cigarettes and weed, was well known by Police Youth Aid and had little regard for education or teachers. His initial journey within AE was up and down as he continued smoking, tagging and getting in trouble with police, especially in the holidays when boredom and a lack of stability set in. Each time he returned to AE from holidays, it would take a time for him to readjust to school routine.

During John's first year at AE, there were several incidents of violence and he was at serious risk of exclusion after an act of violence towards a tutor and destruction of school property. The Director of WAEC called a professionals meeting at John's home to address the matter. Invited were police, CYF, the AE tutors, his external mentor, and his parents. Unfortunately, only the Director of WAEC and his tutor attended along with John and his parents. The professionals involved could see intelligence and leadership qualities in John, and wanted him to be able to see this, too. It would have been easier to exclude John, however one of his tutors spent some time talking with him, showing compassion and relating to his situation. Seeing that someone cared about him and his future, John opened up about the impact his siblings' removal from home had on him. This was a turning point for John, who started to respect his tutor. With this in mind; along with WAEC's reluctance to exclude John, knowing that this would place him on a negative pathway for his future; the tutors agreed to give him another trial, with the provision of a one on one teacher aid support.

The teacher aid provided one on one support every day for John within the classroom and John began working with, rather than against, his tutors. He became more engaged in activities and his learning, stopped tagging, and became a role model and leader to younger students. He championed good behaviour, showing them that tagging wasn't what they did at AE. John continued to open-up to his tutors and communicated his dream to be a builder or mechanic. AE applied for John to attend the Silver Fern 10-day mechanics course, to which he was accepted and had 100% attendance. Funding for Kiwi Sport activities also enabled the kids to engage in boxing. John, along with a few of his peers, attended the boxing and he even quit smoking to help him to reach his KPIs for the training. Along with educational support, AE's nurse provided support and advocacy for doctor visits to address health concerns and John was also

referred to mental health support. Unfortunately, he wasn't granted support as his actions were considered behavioural.

During 2016, the Achieving at Waitakere Trust (A@W Trust), established by the Secondary School Principals of West Auckland, and WAEC, began working together on a mutual relationship. Knowing that the current system wasn't working well for at risk young people, they wanted to create a model that would bring more collaboration, strong leadership, complimentary relationships and a shared vision for collaboratively facilitating young people's journeys through education to employment.

As John's sense of belonging increased at AE he continued to make progress with his learning, however still struggled during the holidays when he had less support and structure. When boredom set in, it was easier to go back to what he knew and the 'safety' of his community.

In early 2017, the A@W Trust, as an umbrella organisation, supported WAEC to develop the Managed Moves Programme (MMP). This programme provided a coordinated approach to supporting young people at risk of exclusion to enable them to stay engaged in education in a way that worked best for them. <https://aawcollectiveimpact.org/youth-at-risk-workstream/> Young people within AE are funded within the service until they turn 16. At the beginning of what would be his last year, John's behaviour escalated again, knowing that change was coming. John didn't like change or meeting new people, so found adjusting to new or changing circumstances difficult.

John was referred to the MMP and the Managed Moves coordinator worked closely with John to help him understand the change that was coming and provide him with choices for continuing his education. It was mutually agreed that an early release from AE to attend a local carpentry course for the remainder of this year would benefit John most. That year, John transitioned from AE to the carpentry course. John was still supported through the MMP and his tutors also provided mentoring and advice to keep him on track with the course.

In the meantime, the A@W and WAEC relationship continued to build and, with the success of the MMP, they developed and launched the Youth Employment Support Scheme (YESS) at the end of 2017. YESS works with young people aged 16–24 to determine their educational goals, employment aspirations, and what they need to achieve their goals. They then work with partner employers and provide pastoral care to support the young person into employment.

Conversations about his future continued and John was one of the initial in-take into YESS. While John aspired to be a builder he was nervous about further education, believing that Unitec was a place for

smart people, and that wasn't him. Through the YESS programme, John was supported to apply for a Māori Pacific Trade Training (MPTT) Scholarship and Unitec Placement and was accepted for both. YESS helped John realise his goals and build his confidence, preparing for him to attend. Prior to this, John hadn't seen himself leaving his community to study or work, let alone attending tertiary education. Through Youth Service West, John also gained his driver's licence, which is often a barrier to employment for young people, especially those working in a trade.

Despite his amazing progress things weren't smooth sailing and, due to prior influences in his home community, just before Unitec started he was arrested for stealing and crashing a car. This was a critical stage in John's life. As a youth still, WAEC and YESS strongly advocated for him with Police Youth Aid. They were able to demonstrate his positive behaviour change over the past few years and the work he has put in to turn his life around and attend Unitec. He was given community service work, reparation, mandated to counselling, wrote an apology letter and agreed to drug testing. He was lucky to avoid being sentenced to a youth detention centre. His friend, however, who was a little older was tried and convicted as an adult and is currently serving time in prison.

From here, John started his Unitec course and did well with his attendance, considering the considerable change this was for him. YESS remained as a support for him and provided a mentor who acted as an advocate and link between MPTT, Unitec and John, often taking him to course in the mornings. After a few months, it became apparent that John wasn't attending the afternoon classes. They soon discovered he was not having breakfast or lunch, which impacted his ability to concentrate in the afternoons. They also realised that he didn't have the computer based skills needed to complete the theory work and was behind on this section of the course work. John's mentor took him supermarket shopping, taught him how to make his lunches and budget. They sat with him to teach him the computer skills he needed that enabled him to catch up on his theory. YESS also provided John with an opportunity to connect with a professional, who gave him tips on professional interviews, conversations, and he completed personality testing to help him understand himself and his strengths.

John's progress at Unitec continued to build and he was chosen as a member of the student leadership team for MPTT. When he completed his course, receiving a Certificate in Carpentry, he also received a Unitec award.

His next step was to find work and he also really wanted to connect back with his community church, but he was afraid of being judged by those who knew his past. Encouragement from his mentors

helped him go back to church, where he found support and encouragement for the work he had done to turn his life around. Through a connection at church, he got a job and has been stable in this role since the end of 2018. John is very grateful for this opportunity as he feels he may have fallen back into his old ways in his community without the structure and purpose work provides him.

John's work takes him across Auckland and beyond every week. An impressive step for someone previously anxious to go outside his community, as a young person who only knew a life of violence and crime and for someone who didn't believe he was smart enough to get a tertiary education.

John was fortunate to benefit from the early establishment of the Achieving at Waitakere Collective Impact Initiative as part of the Managed Moves and YESS programmes. Over and above what AE could provide, these interventions made all the difference for John's future. The risk factors that John displayed prior to receiving this support would indicate a far less positive outcome for him. He openly says that if he hadn't had the support and belief in him from WAEC, A@W, MMP, YESS and MPTT he would be in jail or otherwise dead.

John's siblings are now back home and his goal is to one day build a house of his own.

He openly says that if he hadn't had the support and belief in him from WAEC, A@W, MMP, YESS and MPTT he would be in jail or otherwise dead.



12 November 2019

To whom it may concern

Kaurilands School has been working with Managed Moves since Term 3, 2019. Managed Moves became involved in working with an extremely challenging student currently in Year 6. This involvement followed the completion of IWS (Intensive Wraparound Service) - two years intervention. While some slight improvements were made to the student's learning and behaviour through the time of IWS, he showed a marked deterioration into severe and extreme behaviour shortly after this.

Managed Moves literally came to our rescue as our situation was desperate. They have been proactive in developing an individualised programme to meet the needs of the student and are highly supportive of the school in all endeavours to improve outcomes for this child. While this continues to be challenging, Managed Moves have developed a relationship with the whānau, are highly professional, reliable and available to support us.

I could not speak more highly of the service Managed Moves provides and the need for a broadening of their services.

Yours faithfully

A handwritten signature in black ink that reads 'Jo Augustine'. The signature is written in a cursive, flowing style.

Jo Augustine
Principal

The Managed Moves programme is essential to keeping students in education who otherwise may end up out of the system. The team provide a wrapping service that monitors the transition, which is outstanding as the student is already at risk, thus helping all parties involved in the process come on board and feel supported the whole way. I believe this work is a huge part of why the programme is successful. They leave no stone unturned and the team gets to the heart of the issues whilst keeping everyone's mana intact. Most importantly it is keeping our at risk youth in education, giving them a chance to try again and have a fresh start with a huge amount of support.

Regards, Olivia

Email from Olivia Fugman, Deputy Principal, Waitakere College, November 2019



Managed Moves has successfully engaged with the most vulnerable at risk students to support them to remain (or re-engage) in education. This is vital work which is pivotal in preventing adverse outcomes (both from a social and mental health perspective) for these young people. We are very happy to continue to work together to support these vulnerable young people.

Email from Fiona Anderson
Manager Marinoto West Child and Adolescent Mental Health Service,
Waitemata DHB.



To whom it may concern,

I have worked with Pip in Managed Moves West Auckland for the last 2 years. Youth Horizons provides treatment fostercare programmes for rangatahi under the care of Oranga Tamariki. It is often difficult to find a suitable educational placement for rangatahi in our services and to keep them engaged in education, due to schools being reluctant to enrol students who display challenging behaviour. As a result, enrolment (and actual attendance) can take a long time, which often results in deterioration of the rangatahi's behaviour and stress on the fostercare placement. However, when we have placed rangatahi with foster caregivers in West Auckland, we have not experienced this problem. The Managed Moves referral process is stress-free and supportive; a number of educational placement options are discussed and a collaborative plan is agreed to. The Managed Moves service provides wrap-around support to rangatahi, so that they are quickly engaged in an educational pathway. It is such a relief to have this service available in the West Auckland area. It takes the stress out of the school enrolment process for everyone, most importantly the rangatahi (who are often already highly anxious).

Regards
Jon Stoddart
Education Lead
Kia kaha, kia māia, kia manawanui!
Be strong, be steadfast, be willing!
[Youth Horizons]



(Note: This is an excel spreadsheet tool. So attached is an example, but it will not work as an active tool in this PDF)

Readiness assessment Tool - Collective Practice

Colour Coded

- 1 Red Not ready and not being addressed
- 2 Orange Not ready, but being addressed
- 3 Green Ready

Innovative leadership	Govn't	Service Providers	Schools	Communit	Funders	Business	What this might look like when its ready
We have Leaders and leadership that is interested and passionate about making a change in this area.							The senior management across the sectors under the challenge at hand and are committed to doing what they can within their organisation/sector/role to effect positive change. They understand their role in the greater collective and are committed to use it well and effectively.
We have leaders and or leadership that is agile (aware of what is happening and able to pre-empt or respond accordingly)							Our leaders have a clear understanding of what is happening both within their organisation, but also within the ecosystem. They have the ability to be proactive and or appropriately reactive to ensure changes faced are managed well and appropriately with the long term objective always in mind.
We have leaders and or leadership that understands risk and how to mitigate or manage it (they are not afraid of measured risk)							All innovation is risky - leaders who understand this and are comfortable with this are not scared to try/test or pilot. They understand the need to measure risk, but also that some risk is unknown, but will ensure that measures are put in place to minimise risk without inhibiting innovation.
We have leaders and or leadership of influence in the sector.							Our leaders have mana, and the ability to create influence within and beyond the boundaries of their own organisations.

The Right Players at the table	Govn't	Service Providers	Schools	Communit	Funders	Business	What this might look like when its ready
We have good representation, level of service/supports/organisations - including number and spread							The range of services, supports, organisations required are well represented in the community. There are no gaps in what is required.
The key players have a shared vision.							Everyone understand the challenge, and the people they are trying to effect change for, and what that change needs to be. They also understand their role and contribution to effecting that positive change, and how they can work collaboratively.
The key players have a good spread of complimentary activities/services/supports/actions							We have a well serviced community with not gaps in the provision of services or resources needed to effective positive change in the live of our young people. (e.g. schools, social services, employment opportunities for families, activities for young people and children, etc)
We have an ability to fill any gaps that exist, or refine any areas of over representation.							We have the ability to bring in, or develop services, supports and resources where gaps exist. The community (across sectors) is open to taking an innovative approach in how to best do this

Attitude and Approach	Govn't	Service Providers	Schools	Communit	Funders	Business	What this might look like when its ready
We are collectively youth focused - young person or child at the centre of all work we do.							All of the key players hold the young person or child at the centre of what they do rather than their service or resource. This means they are more open to ensuring a suitable solution is found, and understand when and how to bend boundaries to ensure there are no gaps a young person can fall through.
We are solutions focused.							Similar to the above - solutions focused means being well aware of the boundaries of your service or resource, understanding how to bend that, openly looking at ways to collaborate or partner, or be innovative with the approach a service or resource is used to ensure a solution is found. No Solution is NEVER an answer.
We have a shared vision for what we want our community to look like, and what we each need to do to get there.							All of the key players are aiming at the same overall outcome/objective. E.g. Zero exclusions from schools, or all young people are engaged in meaningful education between the ages of 5 and 18 They also understand what they need to do to help achieve that overall vision.
We have a shared understanding of the problems at hand, and the young people and children we are trying to improve outcomes for.							All of the key players agree on who they are trying to affect change for, and what the problem and challenges are that need to be addressed. They share a focus on the target group.
We have high levels of respect and trust between the sectors, and between the players involved.							The players involved in the collective practice respect each other and trust each other. This enables innovation, managed risk taking, and change to happen effectively. It is the vital engine oil required for collective practice to be successful.

Effective Drivers	Govn't	Service Providers	Schools	Communit	Funders	Business	What this might look like when its ready
We are believe in long term investment in this work.							Everyone involved understands that while there may be some quick wins, that it requires long term investment. That system change is beyond the people and must be embedded in roles (of people and of organisations and of the collective)
We believe that cross-sector engagement is essential to effect the systemic change we need.							Everyone involved understands their strengths, and values and respect the strengths of the others involved. They value cross sector collaboration, and understand the power and benefit of collective practice.
We have roles within the collective that can help drive the work forward.							The community have key drivers who can help keep the overview and momentum of the collective work happening. Sometimes this is a 'backbone' organisation tasked with that role, and sometimes it is a multi-sector steering group where roles within organisations and sectors are dedicated to participation in the steering group. It is essential to have someone/some role, or some group accountable for ensuring the work continues.
We believe in using data and evidence to drive the direction of our work, and our actions.							Everyone involved believes that using data and evidence to drive the direction of work and activities is vital. They understand that this helps prevent personal agendas, or opinion driving an initiative in the wrong direction, and ensures the work is effective and successful.

Open Communication	Govn't	Service Providers	Schools	Communit	Funders	Business	What this might look like when its ready
We have formal lines of communication that we can use effectively. (network meetings, cross sector reporting structures, etc)							There are formal meetings, reports that can be used to share information, set agendas/directions, for the collective practice. Some may be existing and the collective practice added into these, others may be established specifically to enable the collective practice to work.
We have informal lines of communication that we can use effectively. (opportunity to connect and communicate in other settings)							We have other opportunities where the key players connect that can be used to informally share information, and can be used to build upon as appropriate. E.g. non-related network meetings, proximity, etc. These opportunities can be used to help build trust when needed as well.
We have positive experience of working together.							Key players have positive working relationships both through the collective practice, but also in other contexts
We have ways of sharing important information appropriately.							Important information can be shared between the key players in the collective practice e.g. through network meetings, shared databases, shared reporting, contribution into one plan.

Measurement and Reflection	Govn't	Service Providers	Schools	Communit	Funders	Business	What this might look like when its ready
We have sources of data we can use to help inform our work.							These may be shared databases, or separate databases and portals for information to be held. The key here is the the appropriate information is shared both to in creating plans for young people and also on the collective practice overall to determine what activities are successful, identify the need for change etc.
We have strong evaluation processes that provide timely information we can use.							Evaluation is built into all work and the process for collecting information is timely so that analysis of the evaluation information can be used in a meaningful way.
We take time to analyse the information, and use that to inform our direction and activities collectively.							The data collected, and evaluation information is actually shared appropriately and used to inform activities moving forward.
We have identified the risks of our work and have plans to mitigate or minimise those risks - including but not limited to: conflicts of interest, reputational impact, change management challenges, resource limitations, implementation challenges)							Collective Practice and systemic change comes with risks and it is important to identify these early, and also review them regularly so that plans can be put in place to help mitigage or prevent them. Eg a risk register that becomes part of the steering group or network meeting agenda, interests registers to help track potential conflicts of interest that is reviewed regularly particularly when new work is happening.

APPENDIX H – Managed Moves – Readiness Assessment Questionnaire

This is a quick questionnaire that is best done by the whole group individually. Answers can be collected and collated. It will help determine the areas that require further exploration through discussion, interviews, and research.

In order for Managed Moves to be successful in any community there are several pre-requisites for a community to consider. This questionnaire covers each of those pre-requisites and has several questions relating to each.

Please indicate whether agree or disagree with the following statements.

1 – Willingness to collaborate

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
We agree that addressing the barriers to education for our at risk and vulnerable children and young people requires the involvement of schools, service providers, nonprofits, philanthropy, the public sector, and the private sector					
There a history and culture of collaboration amongst potential organizations that will be involved in Managed Moves?					
We have relationships that will enable engaging a broad, cross-sector group of actors to lead the Managed Moves programme?					
There is an openness and willingness to work collectively, or collaboratively with others (in and outside of our organization)					

2 – Strong and Innovative Leadership

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
In our community there are influential champions or catalysts that can bring cross-sector leaders and beneficiaries together and begin a collaborative planning process?					
Those that are in positions of leadership fully understand their organization/agency/school, its strengths, weaknesses and ability to be innovative or flexible.					
Our Leaders are driven by the need of our young people, so are solutions focused and are open to finding a way forward that meets young people's needs.					
Our Leaders have an openness and willingness to work collectively, or collaboratively with others (in and outside of our organization)					

3 – Open Communication

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
We have good lines of communication within our organization/agency/school.					
We have good and open lines of communication with others in our community.					
Our community communicate well with each other.					
We share (appropriate) information					

4 – Shared Vision and understanding of the problem

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
We share the vision of all young people engaging in education and that for our most at risk and vulnerable that requires the barriers to education to be removed or minimized.					
We have a good understanding of the problem at hand – the barriers to education that exist for our young people and what might be behind those barriers.					
We understand that in order to remove barriers to education for our most at risk children and young people we need a collective approach and need to work with others who have strengths where we do not.					
We have the right services and supports available in our community to remove or minimize the barriers to education for our most at risk and vulnerable children and young people.					

5 – Data and Evidence Driven.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
We have a way of sharing (appropriate) information that can help remove or minimize barriers to education for our most at risk and vulnerable young people within our organization.					
We have a way of sharing (appropriate) information that can help remove or minimize barriers to education for our most at risk and vulnerable young people with others in our community.					
We track and measure the progress our young people are making in their educational engagement and achievement.					
We track and measure the progress our young people are making in their wellbeing (health, wellbeing, behavior, relationships, sense of hope, motivation, etc.)					
We use other evidence and research to inform our decision making.					

Managed Moves

Service Process



Managed Moves
Collectively addressing barriers to education

09 8 130473

info@waec.org.nz

START

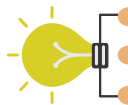


1 Student is referred

max 7 days

Questions:

- Has the referral form been filled out including the ILP
- If the referral is not from school has the relevant school been contacted and asked to be involved?



2 MM Triage

7 - 14 days

Questions:

- What info is there and what is missing?
- Who else is involved and who else should be involved?
- What funding might be required?
- What referrals might be needed?
- Which education pathway is most appropriate?
- Which MMC will lead this?

Note: Cases that have significant change or need clarification can come back to be triaged again.

3 MMC Prep & Info Gathering



Questions/Actions:

- File created
- School contacted
- Services and agencies involved are contacted to gather more info and invite their participation - including MOE, LS etc
- Notes added to the file

No more than 3 weeks from triage



6 MMC Creates shares and track's Plan

- This meeting is between the MMC and any professionals Using info from the Options meeting and professionals meeting record the plan and share with YP, family and professionals. High level for YP and family and detailed for professionals.
- Should have info on who is responsible, timeframes, funding requirements, Tier level and contact details for assigned MMC.
- Tracking - Red weekly with YP and school , Orange Monthly with YP and school, Green every term with school.
- If plan is not working return to steps 4 and 5.



5 Professionals Meeting

This meeting is between the MMC and any professionals working with or required to work with the YP. In some cases this will just be the school, and in others multi-agency and organisation. In general only the professionals, school and Managed Moves Team attend these meetings as resource and funding is discussed and negotiated.

Generally held at the school or the MM office.

Aim is to gather more info, determine what services and supports can be used, what referrals are needed, who else should be involved. Also an opportunity to discuss more sensitive information.

Please note on page 3.



4 1st Options Meeting

Done with Young Person and their family/support. Can do separately if needed as it helps to talk to the young person as well - read the situation as needed. Meeting aim is to find out what their aims, preferences etc are.

Identifying that MM is independent from the school can be helpful. From this meeting you can determine level of engagement

Please note it is important to follow protocol - see page 2.



APPENDIX J – Managed Moves – Process Guide

Step	Title	Description	People involved	Timeline
1	Student Referral	<p>Referrals to MM can come from a range of places including but not limited to:</p> <ul style="list-style-type: none"> - Schools - OT - Police - Youth Health Hub - MOE/IWS/LS - Other networks that work with youth (e.g. CYARN West Auckland, OT's strengthening families) - Self Referral (parent, guardian or student) <p>Referral form is filled out – and as much information as possible is included in this.</p> <p>Where the school has not been the referrer, they are contacted to ensure they will work with the MM team and the student.</p> <p>And Individualised Learning Plan (ILP) is filled out as part of the referral form. Ideally this is done with the school – so fill out as much as you can, and then the rest when meeting with the school</p>	<p>Admin support</p> <p>Referrer</p> <p>School</p>	
2	Managed Moves Triage	<p>The Managed Moves team get together to discuss the student, what information they have, and what information they still need to get. They also look at what tier level (MM internal Tier level) they believe the student will be and if accepted they assign the student to an MMC.</p> <p>At this meeting they identify?</p> <ul style="list-style-type: none"> - What information is missing and where they will find that info - Who else is involved or should be involved - What referrals might be likely - If a teacher aide / kaitautoko will be needed (so they can start the process of finding the resource that will be needed. - What education pathway might be most appropriate or which options might be worthy of consideration so that they can start to get the right schools involved. <p>This is also the chance for the team to provide support, ideas and advice.</p> <p>Any cases that have significant change, or require further clarification and input can be brought back to triage.</p>	<p>MMC team including Team leader</p>	<p>Max 7 days after receiving referral</p>
3	MMC Prep and Information Gathering	<p>The assigned MMC for the student, with help from the admin support – fill in the gaps in information, fill out referral forms, and seek resource required. This is preparation for the meetings that will follow</p>	<p>MMC admin</p>	<p>7 to 14 days after referral has been received.</p>

		<p>The student's file is created and kept in a secure place. (This may be student management system run by the managing school if appropriate)</p> <p>The other services, agencies and organisations that are known to be involved are contacted - and a request for information made, and invitation to the professionals meeting where appropriate given.</p> <p>The school is contacted - if they have not been contacted already to invite into the process and to the professionals meeting.</p>		
4	1 st Options meeting	<p>This is the first meeting with the Young person and their family/whanau/support. The aim is to better understand the young person, their situation and their aims/goals. It can be helpful also to spend some time just with the family/caregiver/support person and just with the young person.</p> <p>It also helps at this meeting to describe that the Managed Moves programme is independent from school and the services and is here purely to get the best outcomes for the young person, and keep them engaged in their education and learning.</p> <p>This is also often where the level of engagement of the family/whanau/ support can be determined.</p> <p>Please note it is important to follow protocol - see page 2.</p>	MMC, student, parent/guardian	7 to 14 days after referral has been received.
5	Professionals Meeting	<p>This meeting is between the MMC and any professionals working with or required to work with the young person. In some cases, this will just be the school, and in others multi-agency and organisation.</p> <p>In general only the professionals, school and Managed Moves Team attend these meetings as resource and funding is discussed and negotiated.</p> <p>Generally held at the school or the MM office.</p> <p>Aim is to gather more info, determine what services and supports can be used, what referrals are needed, who else should be involved. Also an opportunity to discuss more sensitive information.</p>	MMC Professionals School	7 to 14 days after referral has been received.
6	MMC Creates, shares and track's Plan	<p>Using the information from the Options meeting, the professionals meeting, and any other information that can be found the MMC creates a plan for the young person (see template</p> <p>The plan will include:</p> <ul style="list-style-type: none"> - Individualised Learning Plan – developed with the school and the young person. This includes 	MMC Young Person/Family/ Whanau	7 to 14 days after referral has been received.

		<p>but is not limited to:</p> <ul style="list-style-type: none"> o Individual Learning goals; o Educational pathway plan – developed with the school and any other education providers e.g. AE as required. o Wrap around support plan – including all services and supports to be provided and timings around those, assessments and referrals needed with deadlines or timeframes, milestones that need to be reached to move to the next stage off the plan, tracking and progress check ins and meetings with dates. o Safety Plan if required. <p>- Plans also need to have who is responsible, timeframes, funding requirements, Tier level and contact details for assigned MMC</p> <p>The plan is shared with:</p> <ul style="list-style-type: none"> - High level plan with family and young person - School - Professionals involved. <p>Note: Need to ensure privacy and confidentiality are managed appropriately when sharing the plan. Need to ensure case file is kept secure both physically and online.</p> <p>Tier Levels for MMC Team (also see below):</p> <p>Tracking –</p> <ul style="list-style-type: none"> • Red weekly with young person and school, • Orange Monthly with young person and school, • Green every term with school. <p>If plan is not working return to steps 4 and 5.</p>	<p>School</p> <p>Professionals.</p>	
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Te Ako Manaaki draws on the learnings from several other models and research.

(This section is contributed to by the WAEC team)

Collective Impact Framework.

The Collective Impact Framework was developed by Kania and Kramer in 2011. A collective impact approach requires that stakeholders' actions are coordinated. Stakeholders are likely to be undertaking different actions but these actions should all contribute to the same goal, and should complement each other as outlined by an overarching plan of action (Kania & Kramer, 2011).

In West Auckland, this common agenda can be identified as enabling young people to succeed in education and live better lives (Achieving At Waitakere Booklet).

The framework supported the community to work collectively and provided some of the scaffolding the work has used to develop.

Maslow's Hierarchy of Needs

Maslow's (1943) Hierarchy of Needs is a useful model in terms of addressing and supporting behavioural changes within the space of Alternative Education. The Hierarchy of Needs was developed as a model for understanding what may cause or motivate behaviour. Maslow stated that motivation grows from a deficiency of needs and only once a certain need is fulfilled will an individual be motivated to seek another.

In his first model, Maslow (1943) identifies five categories of need within an individual's life: Physiological, Safety, Social, Esteem and lastly Self-actualisation. As seen represented in the image below, physiological needs (such as food, water, shelter and sleep) must be fulfilled before an individual would be motivated to address their safety needs (such as freedom from fear).



This is important to consider within the Te Ako Manaaki context as it argues that basic physiological, safety, social and esteem needs must be met before an individual has the capacity to be motivated by self-actualisation (to seek personal growth and realise their personal potential).

If a student does not have access to the food that they need to sustain themselves or if they don't feel safe at home, it becomes illogical to demand their sole attention on attendance or improving their academic achievement without establishing other support systems.

Addressing these basic physiological and safety needs of students alongside supporting their educational

engagement highlights why the collective impact model works effectively in this space, due to the open communication between each agency and the shared vision to guide their work. Although the focus may be on the young person's education, the relationships we have with other services across multiple sectors (for example, health, family support or youth justice) enable us to target all areas of concern for the student.

Ecological Model

The ecological model considers the diversity of environments that will impact upon an individual and their development throughout their lives (Bronfenbrenner, 1981). Bronfenbrenner discussed five different social systems which an individual is involved in at various levels: the micro-system, meso-system, exo-system, macro-system and lastly the chrono-system.

The micro-system is concerned with the immediate environment of the developing individual, this includes their home life, their school, their peer group and their community. Micro-systems are diverse, informed by beliefs and values which may differ between the different environments. The meso-system is defined as the interrelations between two or more settings where the developing individual is an active participant, the interactions between multiple micro-systems.

- The individual's developmental potential within a meso-system is greater when the transition is not made alone.
- Managed Moves coordinators support students to smoothly negotiate the differences of these environments (and act as mediators to ensure information relevant to the young person is communicated and understood across all immediate environments).
- "The developmental potential of a setting in a meso-system is enhanced if the person's initial transition into that setting is not made alone, that is, if he enters the new setting in the company of one or more persons with whom he has participated in prior settings (for example, the mother accompanies the child to school)". (Bronfenbrenner, 1981 p211).
- Managed Moves coordinator and teacher aides able to be utilised to assist transition.

Bronfenbrenner argues that an individual is at a better chance of greater development if their initial transition into a setting is not made alone, but instead alongside a person of support who has been present in prior settings (1981, p211). Within this model of Alternative Education, the Managed Moves coordinators (and in some circumstances teacher aides) enable continuity of support across different environments. A Managed Moves coordinator helps the student to negotiate the differences of these environments, acts as a mediator between different agencies and ensures all information relevant to the young person is communicated between all immediate environments.

Zone of Proximal Development (ZPD)

Lev Vygotsky was a seminal Russian psychologist best known for his sociocultural theory. He believed that social interaction plays a critical role in children's learning. Through such social interactions, children go through a continuous process of learning. He suggests that the child follows the adult's example.

A key point of this theory is that we do not simply learn because we have developed, but we develop because we learn. The role of education is to give children experiences that are within their zones of proximal development – encouraging and advancing their individual learning strategies.

We learn through interaction with our environment. In order to learn, students must be presented with tasks that are just outside their reach of current development. If too simple, tasks will be boring; too complex, tasks will become frustrating and do not promote learning. The ZPD is not concerned with development of skill at any particular task, but relates to development in general.

Appropriate tasks in the ZPD are things that a student will almost be able to do themselves, but still need help from others to accomplish. A child “receives instruction in what is accessible to him in collaboration with, or under the guidance of, a teacher” (p211, Vygotsky 1934). What a student can and cannot do will differ between every student. Eventually the student should become able to do the task without help.

Application of Theory

Kaitautoko provide support for students in their Zone of Proximal Development. Their aim is teaching to advance student’s ability, teaching behaviours (student develops through learning, how can behaviour be expected if it has not been modelled or taught to their understanding?)

Te Whare Tapa Whā

With its strong foundations and four equal sides, the whareni demonstrates the four dimensions of Māori well-being. If one of the four dimensions is missing or in some way damaged, a person, or a collective, may become ‘unbalanced’ and subsequently unwell.

The aim of the work in West Auckland has been to strengthen the health and wellbeing of the student and the environment and supports in which they find themselves. In all cases, the whānau are engaged with and included in the planning and implementation of that plan for their child. But the work also extends to the school family and supports, and ensuring they are strengthened to support the student.



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