

Short Report on Managed Moves

A Summary from the TE AKO - MANAAKI Report 31 March 2021

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 (A@W) developed the model over a five-year period to help improve educational outcomes for young people in their community. This document provides a snapshot of the full report on the model, and focuses on the Managed Moves programme specifically.

The Managed Moves programme was first piloted in West Auckland in 2017. The focus was to improve the coordinated 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 an Ministry of Education (MOE) contract, the Programme was moved under MOE contract funding in a cost neutral way in 2018. This move 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.

Throughout the first year regular reflection and evaluation helped identify additional focus areas for further development. The following two years saw the first of these, role of the Teacher Aide/Youth Mentor, now called the Kaitautoko, become a key area of interest. 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 team also centred a great deal of attention on building a stronger relationship with the mainstream education system. They developed a stronger connection with MOE Learning Support team, aligned their work with the Learning Support Action Plan and the Learning Support Coordinator role. Alongside this they developed stronger connection to mainstream schools 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 practice of 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 model. They cover aspects of the model and the ecosystem required to ensure success, both are equally important.

The larger 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's not enough to identify strengths and weaknesses, the longer Report also provides information on how areas of

weakness can be strengthened, and areas of strength leveraged to improve the likelihood of success.

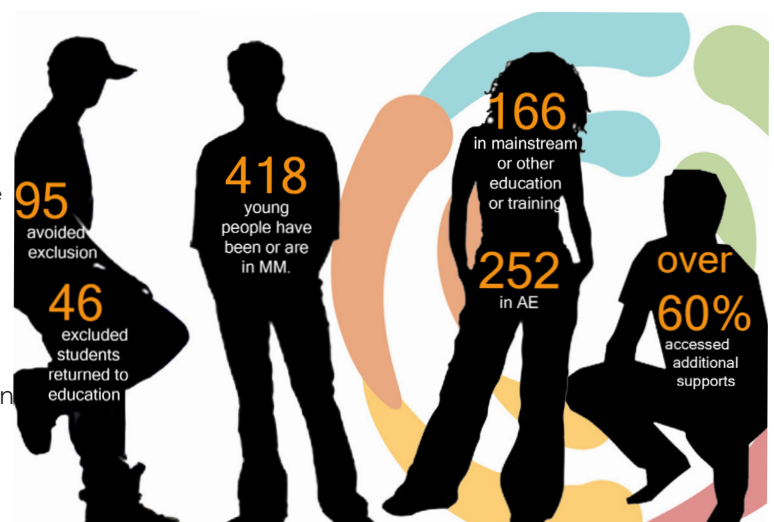
One area that is acknowledged requires more work is the area of cultural appropriateness and competency. The general approach would benefit from a specific Maori lens, and having iwi involved in its conception. The Managed Moves Team have engaged, at an activator level, with a variety of culturally focused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

Learning has been an ongoing focus for the Team being Te Ako Manaaki and Managed Moves West Auckland. 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 Aotearoa 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 Awards 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.

More about the team and the broader Te Ako Manaaki Model can be found in the longer form report.

Outcomes from Managed Moves from 2017 to mid 2020



Managed Moves

Managed Moves responds to the needs of the most at risk and vulnerable young people 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 ākonga'

A pilot in 2017 was used 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 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.

Based on that and projected further success 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 that were at risk of disengaging or being alienated from mainstream schools.
- Evidence that showed that the Managed Moves programme could support a greater number of young people back into education more effectively therefore achieving a far better outcomes than

existing use of the funding.

- The request was for only a 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.

Outcomes in West Auckland have been significant for youth at risk and 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 longer report).
- Improving schools capacity and capability to work with priority learners (or youth at risk) and keep them engaged in mainstream education.
- Improving quality of referrals to agencies and services.
- Improving the connection between schools and services beyond their involvement in Managed Moves.
- Identification of new combinations of services that could be more effective when working together than in isolation.
- More innovative and boundary bending between silo's to find better solutions.

What was discovered 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.



Managed Moves unpacked

Guiding Principles

- **Young person/child focused:** The young person is always at the center. The team is encouraged to focus on the answer to the question "what is best for the young person?"
- **Solutions Focused:** 'No solution' is never an acceptable end point. The approach requires all to attempt to answers the question - "How can we make this work?"
- **Inclusivity & Integrity:** An open, inclusive and respectful approach is vital;
- **The MMC provides one point of contact for all working with a young person.**
- **One tailored plan that everyone contributes toward.**
- **Information is collected and shared (appropriately)**

Roles Required

Managed Moves Co-coordinator (MMC)

- A neutral convener. Respected by stakeholders and the community. Their role is to track of progress, support transition points across services, and the overall plan.

Youth Mentor/Teacher Aide/Kaitautoko

- Work directly with the young person and supports them to access whatever they need with limits of siloed funding or time.

Tiers of Support

There are three distinct priority levels (Tiers 1 to 3). These have been determined via referencing existing priority levels by other agencies and organisations such as the Kahui Ako and MOE's Learning Support levels. They determine the level of support required, and workload of the Managed Moves team.

Ecosystem

In order for Managed Moves, or in fact any programme, to be successful the Ecosystem must be supportive. Understanding this was a major part of the work of the development team. They identified the key ecosystem factors of success and when and how each factor became important in supporting the success of Managed Moves. They developed a Readiness Assessment tool (which can be found in the longer form report appendixes) which a visual guide to the strengths and areas in need of development.

It is possible to introduce the Managed Moves programme into a community that still requires the development of a supportive ecosystem. Understanding the state of an ecosystem will provide clarity on why elements of the Managed Moves Programme will and won't work, and how to strengthen both the community and the programme simultaneously.

Key Success Factors for a supportive ecosystem

- **A willingness to work collectively with others.**
- **Strong and innovative leadership**
- **Commitment to the shared vision**
- **Strong and open lines of communication**
- **Plans and Actions are data and evidence driven**

The longer report provides more information on the ecosystem work and strategies or examples of how an ecosystem may be developed.



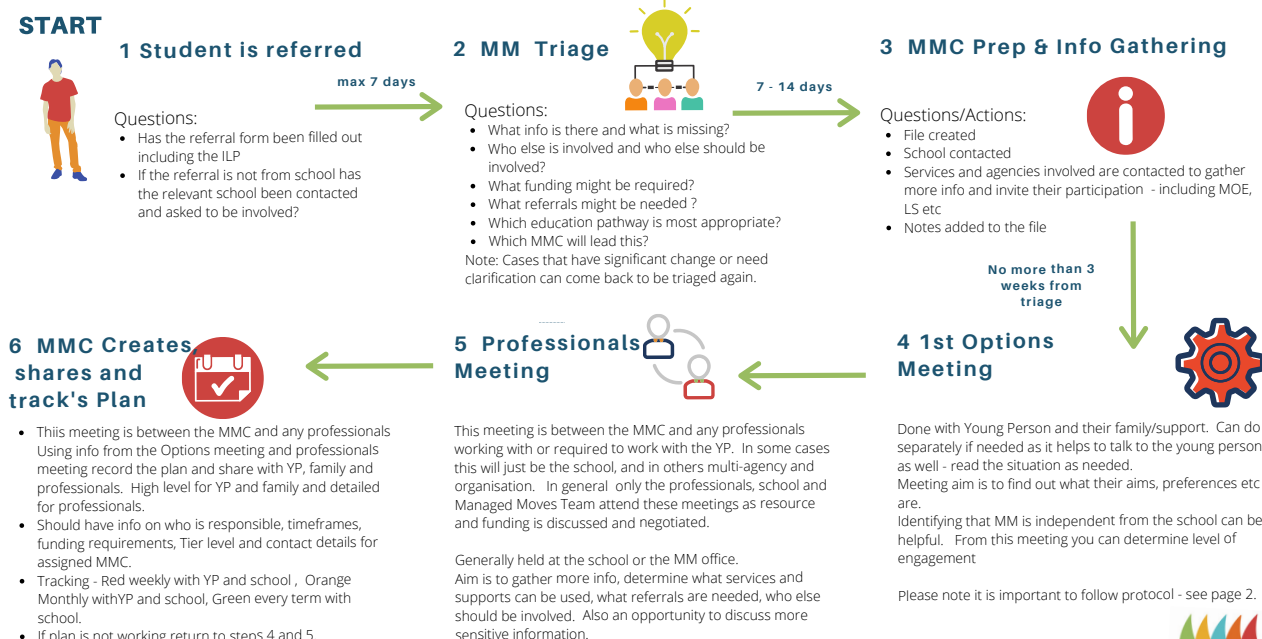
Managed Moves

Service Process

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START



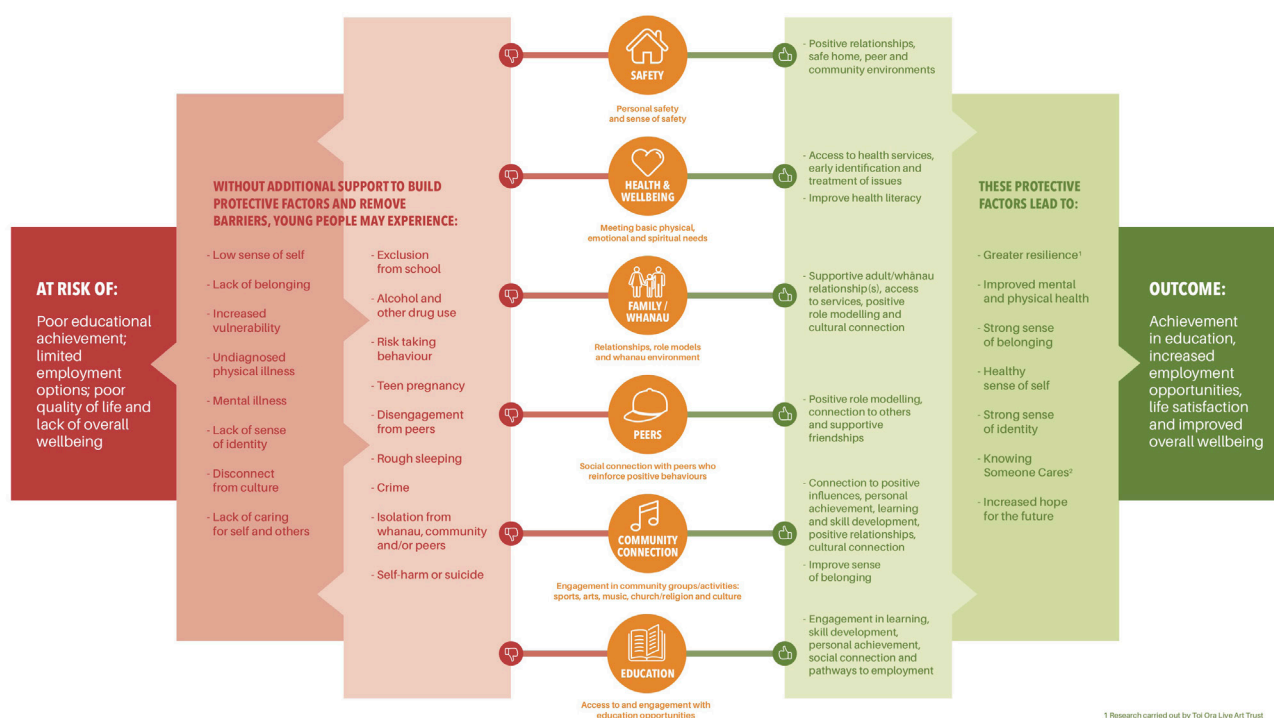
See sample on page 3.

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

How Managed Moves fits

Managed Moves one part of the Te Ako Manaaki Model. Each part of the model works in a mutually supportive approach with the other parts.

Managed Moves Coordinators	Work 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	Work 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/whanau supports, counselling, social work, Police, social services, cultural services and pathways, etc.



Outcomes and Highlights

For young people:

- Reduction in number of exclusions and standowns
- 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 that 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

All 12 highschools plus 18 intermediate and primary schools in West Auckland.

Sustainability

After 5 years the work continues to grow:

4 x Managed Moves Co-ordinators

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. Work includes:

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.

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For more information or to access the longer form report
please visit www.aawt.org



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