



Managed Moves Model

A Guide to Collaborative Practice

What is the Managed Moves Model - Participants

Using the Collective Impact Framework, the Managed Moves Model supports a cross sector approach to addressing barriers to education via collaborative practice.

Players in the Model:

Enabler roles: The Steering Group, Advisory Group and Backbone support work at an oversight level and on the model as a whole. They are responsible for the overall direction the work takes, and decision making to improve the work as it develops.

- The Steering Group:

- Senior Leadership from the major sector/organisations involved in the work.
 - School Principals must be involved in the Steering Group - they both help set the direction of the work, and enable their schools to participate in it.
 - Additional members may include: lwi, senior leadership from government agencies or community
- Purpose
 - Overall direction and strategic objectives of the work.
 - Champions for the work and seen as 'leaders' of the work to those outside of the work - e.g. ministers, other communities, etc.

- Advisory Group

- Senior Leadership of complimentary agencies and organisations or those with strategic interest in the work.
- Are a conduit between Managed Moves and the work happening in their sector/organisation/agency. E.g. informing the develop of the work, and its evaluation, and linking Managed Moves into work that is happening in their sector/organisation/agency.
- Contribute to additional bodies of work that address community wide issues that are identified.

- Driving Team / Backbone

- Facilitate and support steering group, advisory group and working groups.
- Develop structure, frameworks, reports,
- Research to inform further development of the work.
- Evaluation and reporting.
- Finding and bringing in resource and funding as required.

What is the Managed Moves Model - Participants

Players in the Model:

Activator roles: Managed Moves Co-ordinators and Kaitautoko 'do' the work. They work with schools, community, agencies, children and young people and whanau. They keep data to contribute to the evaluation of the work.

- Managed Moves Co-ordinators:

- Are driven by achieving the 'best outcome for the young person'
- Keep the oversight of the plan developed for each student.
- Work closely with the school the child/young person is enrolled with and or attending.
- Facilitate the involvement and participation of school, supports services, agencies in the development and implementation of the education plan and 'care' plan. (they are the driver, nudging the others along - this doesn't mean they do it all, but they ensure the work needed is done)
- Track progress and identify when intervention or plan changes are required.
- They don't often work directly with the young person or their whanau - they may meet with them, but are not often the ones working repetitively or continuously with the young person. (That is the kaitautoko role) - however they may advocate for the young person and their whanau.
- Need to be nimble, adaptive, creative, and focused on achieving what is best for the young person. This enables them to challenge the status quo when the status quo is not achieving the best outcomes.

- Kaitautoko

- Work directly with children and young people providing support in what ever way is needed. e.g. pro-social, academic, transport, access to supports and services, managing challenging behaviours and implementation of safety plans.
- They work where ever they young person is or needs to be - at home, in the community, at school.
- They are a key relationship in the young person's life and helps move them from 'red brain' to 'green brain' so that learning and engagement can happen.

- Support services and agencies

- Provide the supports and services required to address barriers to education.
- May include (but are not limited to) : school, Learning Support, RTLB, Oranga Tamariki social workers, counsellors, psychologists, health nurses, mentors, drug and alcohol services, etc.

What is the Managed Moves Model - Values and Principles

Values and Principles that underpin the Model

There are very clear values and principles that underpin how those working within this model participate. They are not just aspirations but actively shape how everyone works together

- Young Person at the Centre.

- Key question to ensure that the young person is at the centre is: 'Are we doing what is best for this young person?'
- Determining what is best for the young person happens collectively using knowledge from the young person themselves, their whanau, and also those that work with them - teachers, Deputy Principals, SENCO's, counsellors, etc.
- Throughout the entire process this question is what guides every action that is taken. Actively asking this question of the 'team' helps navigate tricky situations where sometimes it might be 'easier' to take a different option or pathway.

-No Solution is never okay.

- Key question: What solution (or combination of solutions) is best in this situation - that answer can never be 'none'
- Some children and young people have really challenge circumstances and issues. It can be difficult for example if they come 'just under' criteria, or if capacity is an issue for a service. It is up to the team to determine an actual solution that will also keep the young person and their best outcomes at the centre.
- This requires the team to work together to look at how they might 'bend boundaries' or combine services in a way that will achieve the outcome the young person needs.

- Relationships are key

- Key Question: How can I strengthen this relationship.
- Strong relationships between team members (including with the child/young person and their whanau are vital. This helps improve collaborative practice, joint problem solving, and move on past tricky or challenging situations.
- If relationships are strong this opens the door for more innovative and creative practice where everyone provides what they are 'expert' in and know they are working as part of a team

What is the Managed Moves Model - Desired Outcomes

Desired Outcomes

- For the Young Person

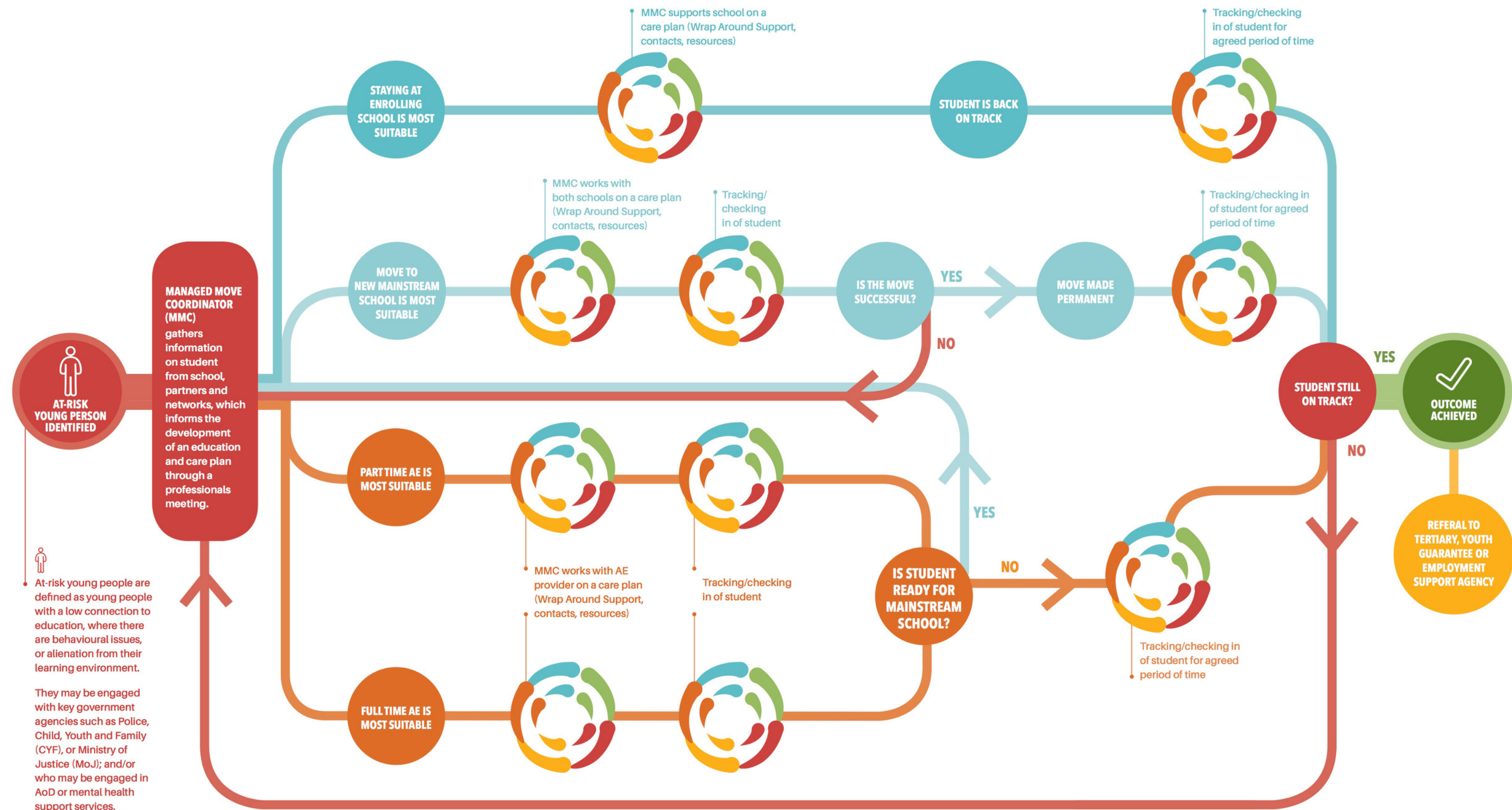
- Engaged in an education pathway that is right for them.
- Benefitting from the supports and services required to help them address the barriers they have to attendance and engagement.
- Returned to a 'life pathway' that has better opportunities for improved life outcomes.

-For Schools

- Active support to help address and meet the needs of priority learners early
- Links to supports and services for students outside of the school.
- Improved capacity and capability to work with priority learners earlier, avoiding where possible escalation.
- Active intensive support for priority learners who have escalated in need.

- For Community

- Greater awareness, knowledge and understanding of each other (schools, services, government agencies etc). What each other do and don't do, and how to access them when needed.
- Strong relationships across the community enabling improved collaborative practice - creating better solutions and outcomes.
- Improved capacity in services (due to improved referrals, earlier interventions etc)
- Better outcomes for other young people not involved in Managed Moves as a result of all of the above.



Managed Moves



WRAP AROUND SUPPORT

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

HEALTH AND WELLBEING

- CADS Altered High
- Sports Waitakere
- Marinoto Youth MH
- Family Planning
- Toi Ora Resiliency
- Kiwisports
- CAYAD
- 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
- Whanau 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



Managed Moves

Service Process

09 8130473

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.

See sample on page 3.

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 it is important to follow protocol - see page 2.

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.

