



Te Ako Manaaki Framework

A Guide to Collective Practice



Key Elements

These are the people, resources and groups that are needed for Te Ako Manaaki to be effective in not only creating outcomes for young people, but affecting system change in how a community work with and support akonga

1	Coordinators, Kaitautoko, and Kaiwhakatere	Operational: Coordinators Facilitate the involvement of all others, track progress, and capture data, Kaitautoko provide equity of access directly for the akonga and their whanau, Kaiwhakatere work directly with young people and their families/caregivers to determine needs and then access the supports to meet those needs. Both Kaitautoko and Kaiwhakatere work with a Coordinator.
2	Governance Group	Strategic: Are the core group of education focused leaders and influencers in a community; determine overall direction of the programme and are a conduit.
3	Advisory Group	Strategic: Are multi-sector, multi-agency senior managers and decisions makers in the community who champion Te Ako Manaaki and are a conduit between the work happening under the framework and their work and organisations. Facilitates the involvement of their organisations.
4	Backbone support	Strategic & Operational: Supports the establishment of the framework; change management; participation in the co-design process; establishment of systems & processes; & evaluation to inform strategy.
5	Shared Vision	Strategic: Vital for those actively involved to have a clear understanding of the joint vision and a commitment to contributing what they can to its achievement.

What is the Te Ako Manaaki Framework - Participants

Using the Collective Impact Framework, the Te Ako Manaaki Framework 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: Iwi, 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 Te Ako Manaaki 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 Te Ako Manaaki Framework - Participants

Players in the Model:

Activator roles: TAM 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.

- Te Ako Manaaki 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

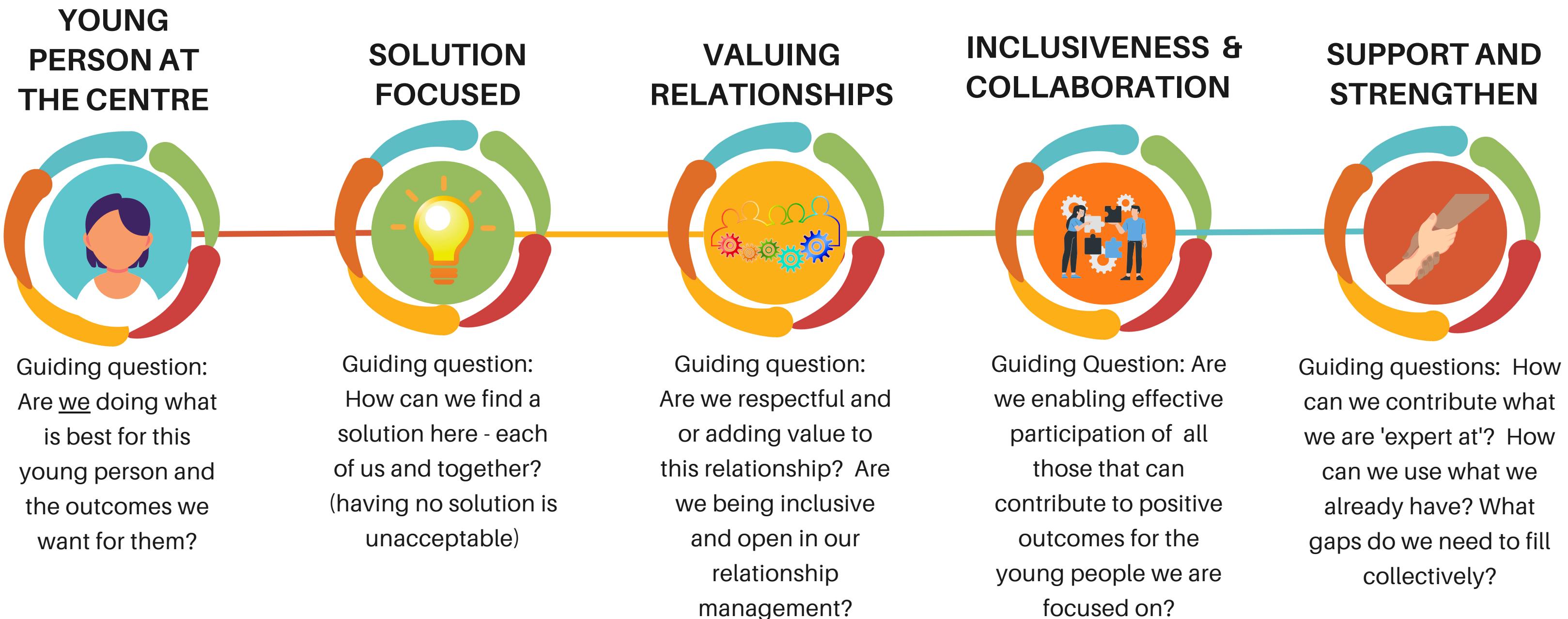
- Work directly with children and young people providing support in what ever way is needed. e.g. pro-social, academic, transport, access to supports and services, managing challenging behaviours and implementation of safety plans.
- They work where ever the young person is or needs to be - at home, 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, RTL, Oranga Tamariki social workers, counsellors, psychologists, health nurses, mentors, drug and alcohol services, etc.

CORE PRINCIPLES

These are the values and principles of the Te Ako Manaaki Framework that guide 'how' the framework is used. They are used as a guide and provide a tool for those working with the framework on a daily basis.



What is the Te Ako Manaaki - Values and Principles

Values and Principles that underpin the Framework

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 Te Ako Manaaki - Values and Principles

Values and Principles that underpin the Framework continued

Collaborative and Inclusive

- Key question : are we enabling effective participation of all those that can contribute to positive outcomes for the young person?
- This is about those that can make a positive difference for a young person being able to contribute what they are 'expert at'. Brining everyone to the table to contribute in to the plan, know what they need to do, and do it. This creates the 'team' approach, where no one person or organisation needs to 'do everything' or deliver everything needed. When we work collaboratively and provide what we are expert at the impact is far greater both for the young person themselves, and for those involved.
- This is also about always keeping the door open for contribution and participation. As with most things when they first start you will get 'fence sitters' and the oppositionally defiant. By keeping the door open to their involvement when they are ready the long term impact will be far better and stronger.

-Support and Strengthen

- Guiding question: How can we contribute what we are expert at? How can we use what we have already and build on that? What gaps do we need to fill and how might we do that collectively.
- Te Ako Manaaki aims to build on the strengths of a community and those in it, and provide an opportunity to jointly identify gaps that exist and find a way to fill them collectively.
- Te Ako Manaaki is not about duplication or reinvention. If there are aspects of the process that are working then using that is encouraged, AND to look at how Te Ako Manaaki can strengthen what exists already.

What is the Te Ako Manaaki - Desired Outcomes

Desired Outcomes

- For the Young Person

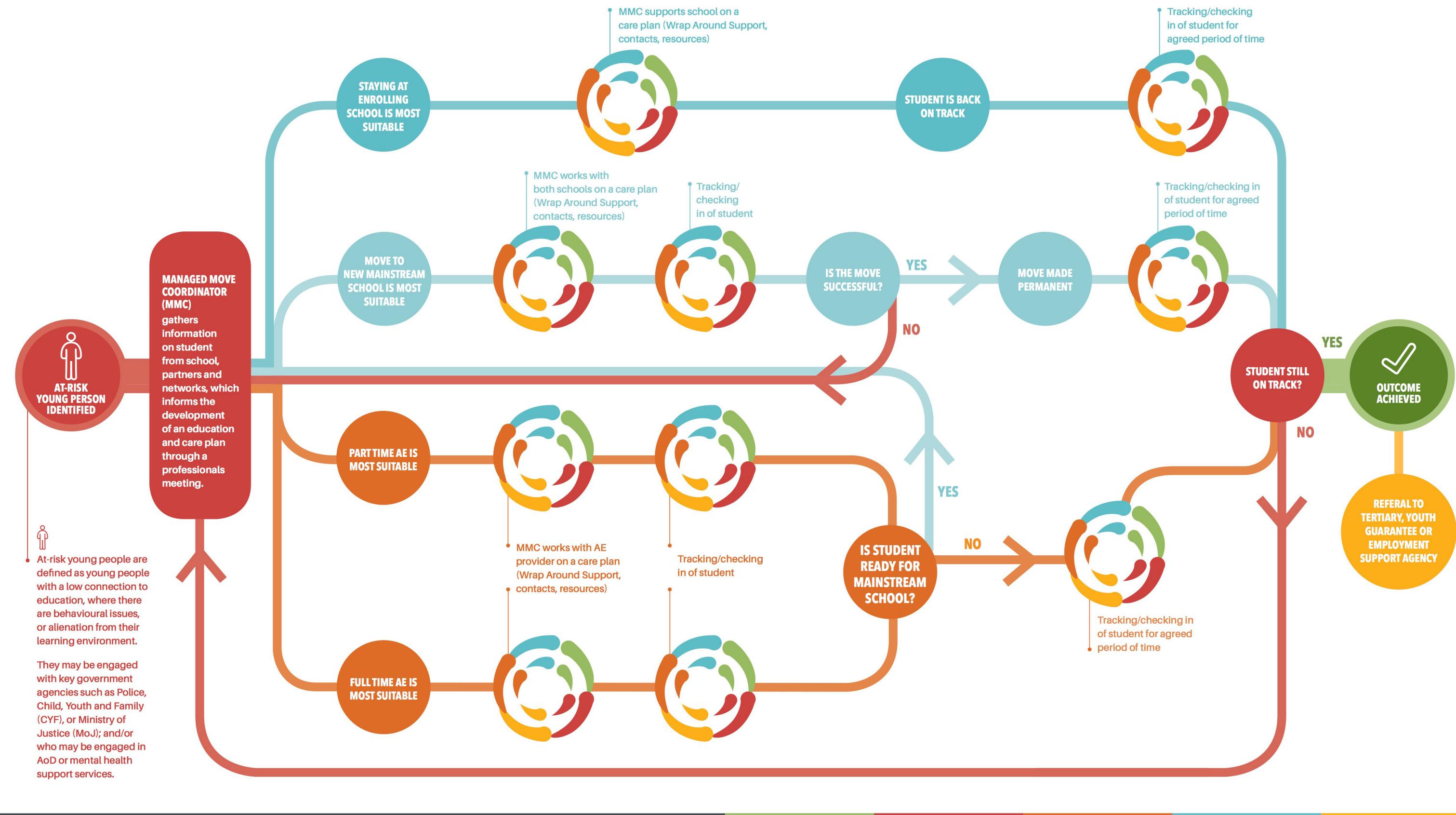
- Engaged in an education pathway that is right for them.
- Benefiting from the supports and services required to help them address the barriers they have to attendance and engagement.
- Returned to a 'life pathway' that has better opportunities for improved life outcomes.

- 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 Te Ako Manaaki as a result of all of the above.





Te Ako Manaaki Process

Service Process

START

1 Student is referred



Questions:

- Has the referral form been filled out including attendance data and relevant notes.
- Has the school be contacted to let them know the referral has been received.

max 2 days

2 Triage



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 Coordinator will lead this?

5 - 7 days

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



3 Coordinator 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 1 week from triage

6 MMC Creates, shares and track's Plan



- This meeting is between the Coordinator and any professionals Using info from the Options meeting and professionals meeting record the plan and share with YP, family (Kaiwhakatere supports this) 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 Coordinator
- Tracking - Tier 3 weekly with YP and school, Tier 2 Monthly with YP and school, Tier 3 every term with school.
- If plan is not working return to steps 4 and 5.

5 Professionals Meeting



This meeting is between the Coordinator the school, 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 Te Ako Manaaki Team attend these meetings as resource and funding is discussed and negotiated.

Generally held at the school. 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.

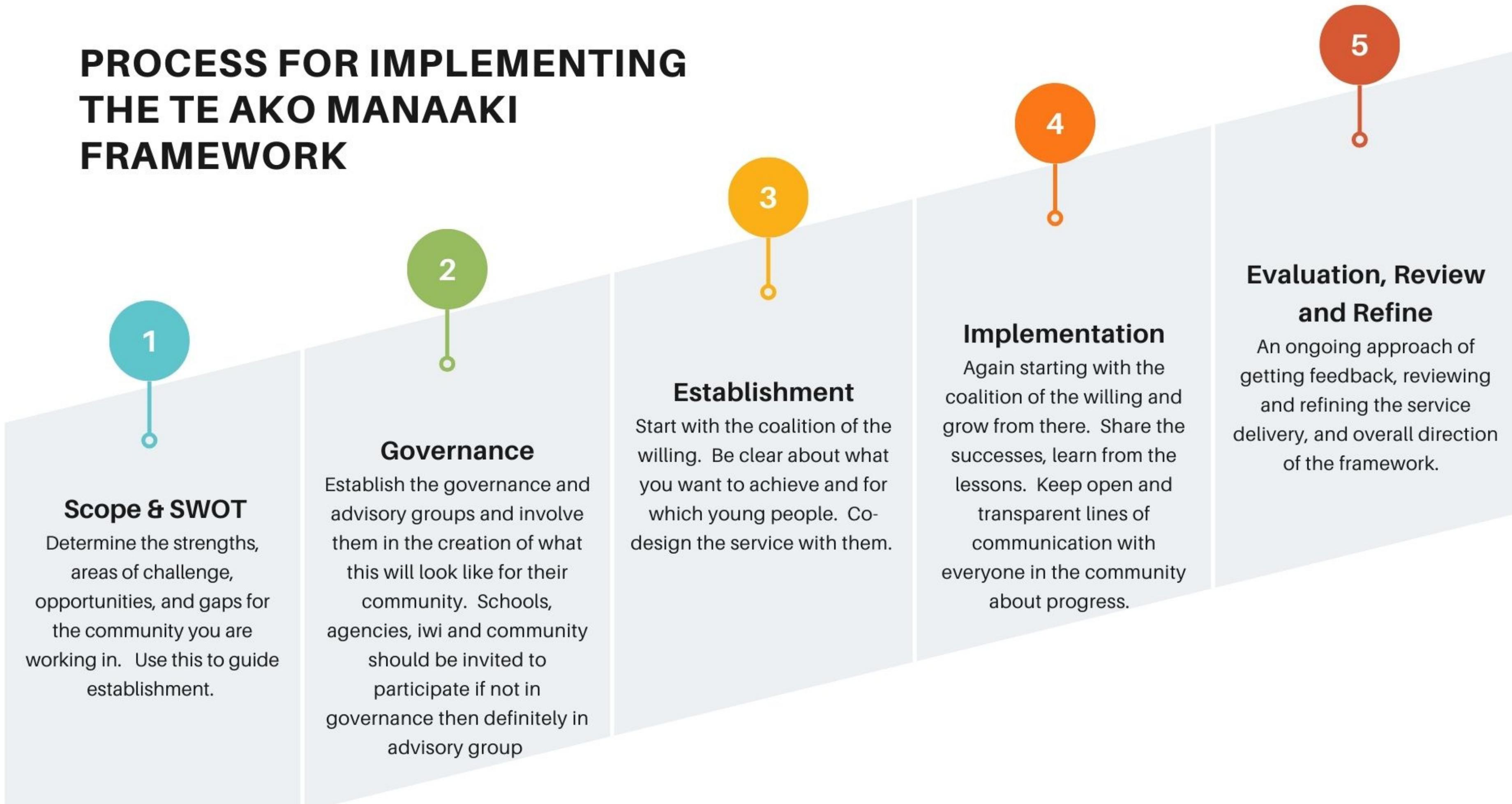
4 First Options Meeting



Done with Young Person and their family/support. (normally by Kaiwhakatere). 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, what is getting in the way of their attending school regularly. Identifying that Coordinator 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 and safety measures when doing home visits.

PROCESS FOR IMPLEMENTING THE TE AKO MANAAKI FRAMEWORK



Where is the Te Ako Manaaki Framework being used?

To support student at risk of disengaging (in mainstream and alternative education) age 13 to 18 years

- North Auckland (2022 - current)
- West Auckland (2017 - 2021)
- Nelson (2023 - current)

To guide the work of the Attendance Service

- West Auckland
- North Auckland

To support students who have been excluded back into education & to avoid exclusion for students who are on the school's 'pathway' to exclusion.

- West Auckland (2019 - 2021)
- North Auckland
- Central Auckland (ACES - 2022 - current)