Mana Ake
Stronger for Tomorrow

Principles and Process
Development Document

Summary

	Definition	Where we are	Where we want to be
Continuum 1	How students are identified for support?	Schools identify and refer student for support independently	Better collaboration within the cluster before referral decisions
Continuum 2	Entirely Equitable Vs Entirely Equal	Allocation is currently based on individual needs of the school	Allocation to be based on definitions agreed by the cluster
Continuum 3	Prioritising Need vs Prioritising Logistics	Priority is based on need of the individual school and triage of needs is done at school level	Priority and triage at cluster level based on agreed definitions
Continuum 4	Integration of Mana Ake with other cluster / Kāhui Ako workstreams	Currently, Mana Ake is operating by itself	Integration of Mana Ake with different groups is preferred
Continuum 5	Which students are identified for support?	"Highest likelihood of benefiting" category is prioritised	A mix of all three categories (Highest student need, Highest likelihood of benefiting, and Highest impact on school) with flexibility

Continuum 1: How Students are identified for support?

Entirely determined by school ◀──────── ▲ ──────── ★ ──────── ▶ Entirely determined by cluster

Where are we?

- Currently, schools identify and refer students for support

- The main systems in use are pastoral care network more generally or the individual SENCO

- Since individual schools identify the support needs of students, some students request and may receive support and some don't

- Confidentiality reasons prohibit schools from sharing support needs in the cluster

- No common framework across schools for identifying students with need

Where do we want to go?

- Better collaboration between schools in the cluster is needed

- Communication and transparency should be encouraged while micromanagement should be discouraged

- SENCO cluster meetings that enable discussions on their different student needs, success stories and knowledge exchange are needed

- Understanding of differences between schools

- Flexible but common method to determine student needs

How do we do it?

- Encourage relationship building and face to face contact between schools

- Create working documents around confidentiality

- Work with SENCOs to share best practices and try new things in the cluster

- Create a set of criteria to determine the greater need

- Provide feedback to schools on their progress (to be driven by Mana Ake)

Legend: ▲ Current Position   ★ Desired Position

Continuum 2: Entirely Equitable Vs Entirely Equal

Entirely equitable

Entirely equal

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Where are we?

- No visibility into other schools' needs except for the trends report from Mana Ake

- Ambitious and vocal schools gain more of the available resources

- No clear definition of "mild to moderate"

- Knowledge sharing between schools is poor

- No recognition that different schools have different needs

- No monitoring of resource allocation

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Where do we want to go?

- Common definitions that are mutually agreed upon to allocate resources

- Clear understanding of individual school needs vs cluster needs

- Visibility into all needs from different schools of the cluster before making resourcing decisions

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How do we do it?

- Arrange more meetings between SENCOs and Principals

- Understand the skillset of a kaimahi and assign work across schools

- Launch a wellbeing survey

- Identify what programmes can be run

- Define accountability and escalation process

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Legend: ▲ Current Position ★ Desired Position

Continuum 3: Prioritising Need vs Prioritising Logistics
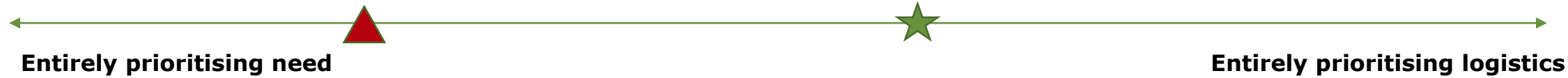
Entirely prioritising need

Entirely prioritising logistics

Where are we?

- Priority is based on needs of the students

- Currently, all demands of resources are being met by Mana Ake without reaching capacity although numbers are growing

- Schools are working in isolation with no insight on overall cluster needs and resource utilization levels

- Not all schools receive the same service e.g. Drop Ins

- Mana Ake is assisting with triaging at school level

- No consensus on allocation/resourcing decisions yet

Where do we want to go?

- Need a centralized system for the cluster

- Need to share the case load information across the cluster

- Need to triage the cases across the cluster

- The Pastoral care meetings should be attended by Mana Ake Kaimahi

- Need to manage capacity within the cluster

How do we do it?

- Gather skillset information of kaimahi

- Implement a system which maintains kaimahi's time and allocation

- Identify a person responsible for maintaining lists of needs (kaiarahi, but in the Kāhui Ako also)

- Ensure all services are available to all schools in the cluster e.g. Drop Ins

- Define clear roles and responsibilities of each stakeholder

Legend: ▲ Current Position   ★ Desired Position

Continuum 4: Integration of Mana Ake with other cluster / Kāhui Ako workstreams

Entirely separate ◄───► Entirely integrated

Where are we?

- Currently, Mana Ake is operating by itself

- Desire to collaborate with external agencies but there are challenges

- Mana Ake is a clear driver for 'Wellbeing'

- Relationship building is a challenge especially for new kaimahi

- Roles and responsibilities is not defined clearly for all players

- Onsite presence of kaimahi team is effective

- There are differences in working style of different kaimahi teams

Where do we want to go?

- MOE needs to involve more actively and ensure integration between different agencies

- Mana Ake should be an initiative that brings schools together

- SENCOs need to come together more often despite difficulty in arranging frequent meetings

- Wellbeing component of Kāhui Ako should utilize Mana Ake

- Trust and relationship needs to be built between Mana Ake, schools and other agencies

- Differences in working styles of kaimahi teams needs to be checked

How do we do it?

- Continue to encourage onsite presence of kaimahi teams

- Use data to understand trends across the cluster and use data to make decisions in the cluster

- Address confidentiality concerns so that collaboration would be made easier

- Create a common understanding of what constitutes 'mild-moderate'

- Operationalise wellbeing within the Kāhui Ako around Mana Ake

Legend: ▲ Current Position   ★ Desired Position

Continuum 5: Which students are identified for support?

Highest student need

Highest likelihood of benefitting

Highest impact on school

Where are we?

- Currently the category of 'highest likelihood of benefitting' is preferred

- We address individuals as they have the biggest impact

- We can address all elements while focusing on highest benefit

Where do we want to go?

- Ideally, we should have a mix of all three categories but with flexibility

- Teachers need to be well informed about the support a child is receiving

- Schools should add their resources to these services so that the cluster can be benefitted at large

- Opportunity to be more proactive

How do we do it?

- Design a methodology to measure outcomes from the interventions

- Utilise pastoral care information to identify priorities

- Encourage more communication between kaimahi and the teachers on the child

- Create a common understanding across the cluster on who would benefit from the Mana Ake support

- Analyse trends and feedback from parents and teachers to identify areas of maximum impact on school

Legend: Current Position Desired Position