



# Te Whiri Ora

Whānau Weaving Wellbeing

## Te Whiri Ora Theory of Change

**Mission:** To implement a single door pathway that supports tamariki, rangatahi and their whānau presenting with multiple issues and requiring an integrated response from more than one agency and to facilitate multiple opportunities that support tamariki, rangatahi and their whānau achieve their full potential.

**Problem statements:**

- Service fragmentation: Multiple services managing discrete needs of tamariki, rangatahi and their whānau without coordination
- Whānau telling their stories multiple times
- Whānau didn't know where to start
- Whānau had to travel all over the city for services
- Whānau had to wait too long to access services
- High likelihood of intergenerational consequences to tamariki development, education and community contribution

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-Term Outcomes <sup>1</sup>
<ul style="list-style-type: none"> <li>• Codesign with stakeholders, particularly whānau</li> <li>• Value-based service</li> <li>• Whānau-led pathway <sup>2</sup></li> <li>• Evidence-based</li> </ul>	<p><b>Process</b></p> <ul style="list-style-type: none"> <li>• Kaiwhiri have a relational, high-trust relationship with whānau</li> <li>• Integrated, whānau-centred coordination designed around &amp; negotiated with whānau</li> </ul>	<ul style="list-style-type: none"> <li>• High uptake of RFS with whānau and other stakeholders</li> <li>• Participation in whānau and tamariki</li> </ul>	<p><b>Tamariki, Rangatahi &amp; Whānau</b></p> <ul style="list-style-type: none"> <li>• Increased ability to communicate the needs of their whānau</li> <li>• Increased informed decisions about services, resources, and</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement of goals</li> <li>• Decreased psychosocial stress of whānau</li> <li>• Positive social-emotional skills (including social</li> </ul>	<ul style="list-style-type: none"> <li>• Loved and nurtured</li> <li>• Have what they need</li> <li>• Happy and healthy</li> <li>• Learning and developing</li> <li>• Respected and</li> </ul>

<sup>1</sup> Source: Department of Prime Minister and Cabinet (2019). Child and Youth Strategy Outcomes <https://childyouthwellbeing.govt.nz/our-aspirations/strategy-framework/outcomes>

<sup>2</sup> Trivette, C.M., & Dunst, C.J., (2000). Recommended practices in family-based practices. In S. Sandall, M. McLean and B. J. Smith (eds.) *DEC Recommended Practices in Early Intervention/Early Childhood Special Education* (pp. 39–46). Longmont, CO: Sopris West.

<ul style="list-style-type: none"> <li>practice models</li> <li>• Funding</li> <li>• Engaged tamariki &amp; whānau</li> <li>• RSRT Governance Group</li> <li>• Well-trained &amp; capable Kaiwhiri/Coordinators</li> <li>• Panel with whānau-centred practice</li> <li>• Stakeholder engagement, awareness and alliancing</li> <li>• Common agreement on how data is collected, stored, shared, collated &amp; presented</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions are informed by diverse family &amp; community strengths and lived experiences</li> <li>• Coordination brokers from existing service system with priority access</li> <li>• Key Workers walk alongside whānau as they engage, disengage and reengage</li> <li>• Whānau chose to engage a cross-sector panel to guide practice</li> <li>• Whānau -driven time to self-reliance</li> </ul> <p><b>Help Giving</b></p> <ul style="list-style-type: none"> <li>• Provide unbiased and complete information/access to informal &amp; formal resources &amp; supports that are flexible &amp; responsive</li> <li>• Provide relational support that is positive, non-judgemental, partners with whānau &amp; embodies a belief in whānau abilities, individuality &amp; methods of coping<sup>3</sup></li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Creation of &amp; communication among team which includes whānau, the whānau support network,</li> </ul>	<p>focused support</p> <ul style="list-style-type: none"> <li>• All agencies interacting in a coordinated manner with whānau</li> <li>• Increased number of whānau with plan goals addressed</li> </ul>	<p>opportunities for their whānau</p> <ul style="list-style-type: none"> <li>• Improved timely access to quality, skilled and trusted services to address their unique needs</li> <li>• Whānau have a better and more consistent access to services</li> <li>• Whānau experience less story telling</li> <li>• Improved connection &amp; support from neighbours and the community</li> <li>• Increased mastery, sense of control &amp; optimism</li> <li>• Increased knowledge and confidence in ability to provide care to tamariki, rangatahi and self</li> </ul> <p><b>Professionals</b></p> <ul style="list-style-type: none"> <li>• Follow through on team decisions</li> <li>• Less fragmentation and duplication</li> <li>• Easier &amp; timely access to services</li> <li>• Support strategies that 'fit'</li> <li>• Support strategies based on strengths</li> <li>• Whānau centred integrated service delivery</li> <li>• Agencies and professionals are coordinated</li> </ul>	<p>relationships)</p> <ul style="list-style-type: none"> <li>• Increased resource &amp; capacity for coping, and problem-solving</li> <li>• Percent of whānau who report that early coordination services have helped them: <ul style="list-style-type: none"> <li>- Know their rights</li> <li>- Effectively communicate their needs</li> <li>- Improve their wellbeing</li> </ul> </li> </ul>	<p>connected</p> <ul style="list-style-type: none"> <li>• Involved and empowered</li> </ul>
---	--	---	---	---	---

<sup>3</sup> McWilliam, R.A. (Eds.) (1998). *Working with Families of Young Children with Special Needs*. New York: Guilford Publication.

	<p>and service providers</p> <ul style="list-style-type: none"><li>• Partners coordinate to provide high-quality, easy access to services</li><li>• Partners focus on smooth transitions for whānau between services</li></ul> <p><b>Administration</b></p> <ul style="list-style-type: none"><li>• Administrative duties completed including scheduling of meetings, data entry, implement evaluation forms</li><li>• Professional development - specific training recommendations exist for all involved in the delivery of Te Whiri Ora</li></ul>				
--	--	--	--	--	--