

Te Whiri Ora Right Service Right Time 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 did not know where to start
- Whānau had to travel all over the city for services
- Whānau experienced barriers to accessing services including having to wait too long
- High likelihood of intergenerational consequences to tamariki development, education, and community contribution

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	Long-Term Outcomes ¹
<ul style="list-style-type: none"> ▪ Codesign with stakeholders, particularly whānau ▪ Values-based service ▪ Recognised point of entry 	<p>Process</p> <ul style="list-style-type: none"> ▪ Kaiwhiri have a relational, high-trust relationship with whānau ▪ Integrated, whānau-centred service matching 	<ul style="list-style-type: none"> ▪ High uptake of RFS with whānau and other stakeholders ▪ Timely response ▪ Responsive service ▪ Information and advice given 	<p>Tamariki, Rangatahi & Whānau</p> <ul style="list-style-type: none"> ▪ Increased ability to communicate the needs of their whānau ▪ Increased informed decisions about services, 	<ul style="list-style-type: none"> ▪ Achievement of Goals ▪ Decreased psychosocial stress of whānau ▪ Positive social emotional skills 	<ul style="list-style-type: none"> ▪ Loved, safe, and nurtured ▪ Have what they need ▪ Happy and healthy ▪ Learning and

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

<ul style="list-style-type: none"> ▪ Whānau-led pathway ² ▪ Evidence-based practice models ▪ Funding ▪ Engaged tamariki & whānau ▪ Te Whiri Ora RSRT Advisory Board applying collaborative models ▪ Host agencies managing human resources & health and safety ▪ Well-trained & capable Kaiwhiri ▪ Panel with whānau-centred Practice 	<p>designed around & negotiated with whānau</p> <ul style="list-style-type: none"> ▪ Decisions are informed by diverse family & community strengths and lived experiences ▪ Matching brokered from existing service system with priority access ▪ Key Workers walk alongside whānau as they engage, disengage, and reengage ▪ Whānau chose to engage a cross-sector panel to guide practice 	<ul style="list-style-type: none"> ▪ Participation in whānau- and tamariki-focused support ▪ All agencies interacting in a coordinated manner with whānau ▪ Increased number of whānau with plan goals addressed 	<p>resources, and opportunities for their whānau</p> <ul style="list-style-type: none"> ▪ Improved timely access to quality, skilled and trusted services to address their unique needs ▪ Whānau have a better and more consistent access to services ▪ Whānau experience less repeating of their story ▪ Improved connection & support from neighbours and the community 	<p>(Including social relationships)</p> <ul style="list-style-type: none"> ▪ Increased resource & capacity for coping, and problem-solving ▪ Percent of whānau who report that early intervention services have helped them: <ul style="list-style-type: none"> - Know their rights - Effectively communicate their needs - Improve their wellbeing 	<p>developing</p> <ul style="list-style-type: none"> ▪ Respected and connected ▪ Involved and empowered
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² 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"> ▪ Stakeholder engagement, awareness and alliancing ▪ Common agreement on how data is collected, stored, shared, collated & presented ▪ Evaluation 	<ul style="list-style-type: none"> ▪ Whānau-driven time to self-reliance <p>Help Giving</p> <ul style="list-style-type: none"> ▪ Provide unbiased and complete information/access to informal & formal resources & supports that are flexible & responsive ▪ Provide relational support that is positive, non-judgemental, partners with whānau & embodies a belief in whānau abilities, individuality & methods of coping³ <p>Collaboration</p> <ul style="list-style-type: none"> ▪ Creation of & communication 		<ul style="list-style-type: none"> ▪ Increased mastery, sense of control & optimism ▪ Increased knowledge and confidence in ability to provide care to tamariki, rangatahi and self <p>Professionals</p> <ul style="list-style-type: none"> ▪ Follow through on team decisions ▪ Less fragmentation and duplication ▪ Easier & timely access to services ▪ Support strategies that 'fit' ▪ Support strategies based on strengths 		
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³ McWilliam, R.A. (Ed.) (1998). *Working with Families of Young Children with Special Needs*. New York: Guildford Publication.

	<p>among team which includes whānau, the whānau support network, and service providers</p> <ul style="list-style-type: none"> ▪ Partners coordinate to provide easy access to high-quality services ▪ Partners focus on smooth transitions for whānau between services <p>Administration</p> <ul style="list-style-type: none"> ▪ Administrative duties completed including scheduling of meetings, data entry, administration of evaluation forms ▪ Professional development - specific training recommendations 		<ul style="list-style-type: none"> ▪ Whānau centred integrated service delivery ▪ Agencies and professionals are coordinated 		
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	exist for all involved in the delivery of Te Whiri Ora RSRT				
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