

Strategic / Operational Document and Weekly Review - WISP Sept 2020 - June 2021

25/05/2021		1 WHY? Big picture : Cross sectional work between education and health to aim for PM's WELLNESS strategy for children					
For WHO in which context?			TIME SPENT - period of time January 28th - 6th April, 2021				
WISP Hui			PLANNING (Intent) <ul style="list-style-type: none"> What are we planning? What are we planning more of? 	DOING (OK- state) <ul style="list-style-type: none"> What are we doing? What have we done? 	Crisis/ Emergency (not OK state) <ul style="list-style-type: none"> Reactive 	MEASURE FEEDBACK / REVIEW OUTCOMES (Study Impact) when doing Honest on action Functional/ effective	PLAN -What we want to see more of. Person's plan not the listener's. -Create or <u>adjust</u> short term goals Emergency pre agreed plan
PERSON/ TEAM Network PARTICIPATE	Knowledge and skills Professional Personal	Thinking Feeling Opinion	Process development <ul style="list-style-type: none"> BEHAVIOUR-fundamentals / function GRID <ul style="list-style-type: none"> Front line Operational (this one)/ minutes Strategic <p>Much better at gathering feedback - everytime and added to booking form</p> <p>Further website updates to match goals of the WISP</p> <p>Updated booking form to reflect what we need to know</p> <p>Modelled to one school through PLD</p> <p>BPAC list updated</p> <p>Adrian Minks (MOE psych) has joined team</p> <p>Debbie to add the examples to the increasing/decreasing behaviour plan to the website</p> <p>Debbie to adapt the operational discussion document used in hui</p>	Need to work faster - timeframe when we have more than one appointment coming Need to ensure that the purpose of the WISP is clear before meetings happen Ensuring feedback with every interaction Take print copies of template to every hui	Teachers feel listened to Building relationships and networks Positive feedback from those we have seen Meeting with Deb Palmer and then RTLB group - RTLB being included in WISP hui Clearer expectations re: psychology hours set Further reach with LSC's in term 1 <ul style="list-style-type: none"> Mamaku Kaitao Aorangi Kawaha Point Rotorua Intermediate Ngongotaha Sunset Otonga 	Continue reaching more schools in both Kahui Ako Review to be sent in May - possible survey monkey Develop contacts between health and education further through BPAC list Hine from health to Ed. Debbie from Ed to health MSD navigators list to be shared with LSC's and whanau connector Sheree shared the progress with PAX? Two teachers from Malfroy School coming on board with the observations in classrooms Website: Add video links of functional assessment Add MOE list of contacts Start writing - what we think works? 18th May - Discussion re: what we have been working on Sharing of some of the "cases" Those that are falling between the cracks and why Therapeutic interventions - funded? Information i.e. selective mutism (adding information to the website when we can agree on what is consistent) <ul style="list-style-type: none"> Process information Processes - using the processes we have developed - anyone we see we need to work out to follow the process Insist on referrals coming through the same key people Must be a plan Must be feedback Create a networking recording sheet - adapt the template being used by all attending WISP hui. 25th May - keep list of unresolved issues as per these minutes set up hidden page for minutes for some website participants only changes made to schedule for TOD for Kahui Ako Add Paul Prangley to presenters list Debbie to share presentation for Mana Ake workshop - present together especially for Q&A Introduction of the WISP at Te MARu TOD? Discussion re; referrals to CDT	

						<ul style="list-style-type: none"> wisp info regarding what is required before a teacher aide can be considered- plan, what is expected of teacher aide in skill building ect Hine required to make links between health and education how does Lakes decide to accept a referral
		Observable Measurable	Contact made with all LSC's for setting new year appointments	Debbie to continue to make phone contact with those who have not responded	Mana potential	
CONTEXT/ Environment <ul style="list-style-type: none"> Safe Reduce barriers Duplication		Thinking Feeling Opinion	<ul style="list-style-type: none"> Fundamentals of behaviour -continue Consider electronic referrals from key people educational key people in schools Look at cases with LSC but not taking over -empower Plan-Do-Review- Adjust plan Debbie and Sheree to ensure all areas are covered Te Rito / Learning support registers Hope to get mental health support –icamhs and adult 	Get info prior to the hui - phone call following the booking made Make the system work both ways - health contacting school	Ensure that hui include the classroom teacher and whanau where possible Wider use of the plan template - including feedback More consistent attendance and engagement with MOE has occurred and is appreciated.	Meetings being set up with LSC's - linking with anyone already involved in health, getting consent and managing those who are not already being managed - privacy information on website - WISP to know know this well - vulnerable children's act External organisations
	PROTECT	PEOPLE ENVIRONMENT / THINGS PROCESSES	Observable Measurable			Oranga Tamariki involvement secured (Thurs afternoons) BPAC list developed
COMMUNICATION / INTERACTION <ul style="list-style-type: none"> Art of Hui Visibility PARTNERSHIP (Listener in this interaction)		Thinking Feeling Opinion	Calm, relaxed and engaged before start Make appointments with those we haven't reached yet - in term 1 Positive plans made for engaging with psychology as a part of the WISP Going to specific schools we know need support and asking them to tell us about their top ? students on their LSR Continue to build network Police resilience team Development of draft plans for website - emergency plan drafted, publishe Plan developed to include more behaviour - what we want so see more of? what we want to see less of? Steps to move in the right direction Feedback to be moved to the top of the page to remind to use needs some pre-reading pre-knowledge before meeting (how do we do this?) - updated online booking form to match process		Regular engagement by zoom and in person set up	Develop interaction which is reciprocal - education and health both reaching in Examples of emergency plan - request to a school who has developed a schoolwide approach to critique their example and use it as a model on the website. Further development of examples of simple step by step plans - input from Adrian, Arthur, Liane, Alfred needed Develop analogies for levels - liken to emergency room / responsibility for situation in order for success to be able to occur All using the process - plan and providing written plans at end of all hui
	Which "place" are we in?	Observable Measurable	Mihi Whakawhanaungatanga Feedback - confidence, what works? He korero -issue and impact (separate sheet)-neg			BPAC names sent Kelly - further login details added - reminder for any updates for schools sent

			- grid to explore solutions-pos -plan –doable and in control Mihimihi Follow up feedback			
Engagement and relationships (Trauma informed care) Whanau Support			LSC's engaged in Term 4, 2020 Kaitao Kawaha Point Aorangi Malfroy			
			4 new LSC's in term 1, 2021 Rotorua Primary Kaharoa Mamaku Rotorua Intermediate Leaders briefing for TIA held with Werry Workforce Wharaurau			LSC engagement Term 2, 2021 WHHS Selwyn Sunset Glenholme
NOTES			GAP – To motivate at personal level but then externalise to explore (person –context – issue)			