

**Te Mana
Whakamaru
Tamariki
Motuhake**

Independent
Children's
Monitor

Me kōrero tahi tātou



Me patai mātua:

To what extent is the Oranga Tamariki system meeting its obligations and supporting positive outcomes for tamariki and their whānau, including tamariki and whānau Māori and disabled tamariki and their whānau?

Ko nga patai mātāmuri:

1) What would we see if the Oranga Tamariki system was meeting it's obligations in a way that supports tamariki and their whānau to experience positive outcomes?

What does the Oranga Tamariki Act (including s7AA) and NCS say?	What do tamariki and whānau expect?	What does the Monitor's Outcomes Framework say?
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	Gathered through kōrero with tamariki and whānau and existing research.	

2) Is the Oranga Tamariki system meeting its obligations in a way that supports tamariki and their whānau to experience positive outcomes?

<i>Deliverers</i>		<i>Recipients</i>	
What do monitored organisations say?	What do other agencies say, including iwi and Māori organisations?	What do tamariki and whānau say?	What do caregivers say?
↓	↓	↓	↓
Evidenced by agency self-monitoring of the NCS Regs and outcomes data. Data provided by National Office to ICM.	Gathered from agency kōrero.	Gathered from tamariki and whānau kōrero.	Gathered from caregiver kōrero.
Checked through kōrero with agency sites.			

3) How well do the system dimensions enable the Oranga Tamariki system to support tamariki and their whānau experience positive outcomes?

<i>Deliverers</i>		<i>Recipients</i>	
What do monitored organisations say?	What do other agencies say, including iwi and Māori organisations?	What do tamariki and whānau say?	What do caregivers say?
↓	↓	↓	↓
Gathered from agency kōrero	Gathered from agency kōrero.	Gathered from tamariki and whānau kōrero.	Gathered from caregiver kōrero.

The monitored organisations include the four agencies which have care or custody of tamariki or rangatahi (Oranga Tamariki, Open Home Foundation, Barnardos and Dingwall)
Other agencies include agencies that deliver health, education, disability, s403 and s396 providers, and includes iwi and Māori organisations that provide a service to tamariki under the Oranga Tamariki Act and any other community based organisation that provides services frequently used by tamariki in care and their whānau

The outcomes are those in the Monitor's Outcomes framework; Whanaungatanga, Rangatiratanga, Aroha, Manaakitanga, Kaitiakitanga and Mātauranga.

The system dimensions are:

- ❖ Culture and Leadership
- ❖ People
- ❖ Tools and Resources
- ❖ Services and Support are Working Well Together
- ❖ Services and Support are Working Well for Me (only applies to tamariki, whānau and caregiver)

Monitored organisations and system agencies

Outcomes	He patai mātua	Culture and Leadership Physical environment, culture on site, and leadership provided to guide practice	People Values, knowledge, skills, and what people bring to their role	Tools and Resources Tools and resources provided, for example policies, practice guidance, supervision, funding, development	Services and supports are working well together Are the services and supports (both internal and external) working together in a way that supports tamariki and their whānau to experience positive outcomes?
Whanaungatanga Tamariki and rangatahi have strong, healthy and positive relationships and connections with their family, whānau, hapū, iwi and people around them.	How are tamariki and rangatahi supported to have strong and positive relationships and connections with their whānau, hapū, iwi or wider family? This includes strong connections to their culture and identity.	How does the culture and leadership of the site support this to happen?	What knowledge and skills do staff currently have that supports them to do this?	What tools, resources, and supports are available to staff to support them to do this?	How does the site work with other services (internal and external) to support this to happen?
Rangatiratanga Tamariki and rangatahi, alongside their whānau, are involved, empowered and supported to become self-determining, and leaders in their own lives.	How are tamariki, rangatahi and their whānau supported to feel empowered and have a voice including a voice in decisions about them? This includes a voice into assessments, plans, recreational activities, and to speak out when things aren't going well for them (including making a complaint).	How does the culture and leadership of the site support this to happen?	What knowledge and skills do staff currently have that supports them to do this?	What tools, resources, and supports are available to staff to support them to do this?	How does the site work with other services (internal and external) to support this to happen?
Aroha Tamariki and rangatahi feel loved, supported, safe and cared for and are capable of receiving kindness through love and giving love to others.	How are tamariki and rangatahi supported to feel stable, safe, loved, and cared for? This includes supporting them when their placement changes or when they transition to independence or back home.	How does the culture and leadership of the site support this to happen?	What values, knowledge and skills do staff currently have that supports them to do this?	What tools, resources, and supports are available to staff to support them to do this?	How does the site work with other services (internal and external) to support this to happen?
Manaakitanga Tamariki and rangatahi have positive reciprocal relationships where they feel (as well as show) genuine care, generosity and respect for themselves and others.	How are tamariki and rangatahi supported to have positive relationships with other people in their lives, including their friends, their caregiver, their social worker and other relevant professionals?	How does the culture and leadership of the site support this to happen?	What knowledge and skills do staff currently have that supports them to do this?	What tools, resources, and supports are available to staff to support them to do this?	How does the site work with other services (internal and external) to support this to happen?
Kaitiakitanga Tamariki and rangatahi feel protected, and are kept safe by having all aspects of their wellbeing acknowledged, nurtured and supported.	How are tamariki and rangatahi supported to have their wellbeing nurtured and their health needs met including tamariki and rangatahi with disabilities?	How does the culture and leadership of the site support this to happen?	What knowledge and skills do staff currently have that supports them to do this?	What tools, resources, and supports are available to staff to support them to do this?	How does the site work with other services (internal and external) to support this to happen?
Mātauranga Tamariki and rangatahi are learning and developing their skills and knowledge about themselves, their culture, their potential, their future, and their role/place in this world.	How are tamariki and rangatahi supported to know and develop their potential, including learning in an education environment and learning new skills?	How does the culture and leadership of the site support this to happen?	What knowledge and skills do staff currently have that supports them to do this?	What tools, resources, and supports are available to staff to support them to do this?	How does the site work with other services (internal and external) to support this to happen?

Tamariki, whānau, and caregivers

Outcomes	Tamariki	Whānau of tamariki in care	Caregivers including whānau and non-kin caregivers
<p>Whanaungatanga Tamariki and rangatahi have strong, healthy and positive relationships and connections with their family, whānau, hapū, iwi and people around them.</p>	<ul style="list-style-type: none"> How are tamariki supported to have strong and positive relationships and connections with their whānau, hapū, iwi or wider family? This includes strong connections to their culture and identity. 	<ul style="list-style-type: none"> How are whānau supported to have strong and positive relationships and connections with their tamaiti? How are whānau enabled to support their tamaiti to be connected to their culture? 	<ul style="list-style-type: none"> How do caregivers support the tamaiti to have strong and positive relationships and connections with their whānau, hapū, iwi or wider family? How are caregivers supported to provide this?
<p>Rangatiratanga Tamariki and rangatahi, alongside their whānau, are involved, empowered and supported to become self-determining, and leaders in their own lives.</p>	<ul style="list-style-type: none"> How are tamariki supported to have a voice including a voice in decisions about them? This includes a voice into assessments, plans, recreational activities, and when things aren't going well (complaints). 	<ul style="list-style-type: none"> How are whānau supported to have a voice in decisions about their tamaiti? This includes a voice into assessments, plans, recreational activities, and a voice when things aren't going well (complaints). 	<ul style="list-style-type: none"> How do caregivers enable the tamaiti to have a voice in decisions that impact on them (including day to day decisions within the home), a voice into assessments, plans, recreational activities, and when things aren't going well (complaints). How are caregivers supported to provide this?
<p>Aroha Tamariki and rangatahi feel loved, supported, safe and cared for and are capable of receiving kindness through love and giving love to others.</p>	<ul style="list-style-type: none"> How are tamariki supported to feel stable, safe, loved, and cared for? How were tamariki supported when their placement changed (including transitioning back home or to another placement) or (for rangatahi) when they transitioned to independence? 	<p>Where relevant:</p> <ul style="list-style-type: none"> How are whānau supported to enable their tamaiti to successfully transition home? How are whānau supported to create a stable, safe, loving and caring home for their tamaiti? 	<ul style="list-style-type: none"> How do caregivers create a stable, safe, loving, and caring home for the tamaiti? How are caregivers supported to provide this?
<p>Manaakitanga Tamariki and rangatahi have positive reciprocal relationships where they feel (as well as show) genuine care, generosity and respect for themselves and others.</p>	<ul style="list-style-type: none"> How are tamariki supported to have positive relationships with important people in their lives, including friends, their caregiver, and their social worker? 	<ul style="list-style-type: none"> How are whānau supported to maintain positive relationships with people important to their tamaiti, including caregiver and social worker? 	<ul style="list-style-type: none"> How do caregivers enable the tamaiti to have positive relationships with important people in their lives including, the caregiver and others in the home, friends, and social worker? How are caregivers supported to provide this?
<p>Kaitiakitanga Tamariki and rangatahi feel protected, and are kept safe by having all aspects of their wellbeing acknowledged, nurtured and supported.</p>	<ul style="list-style-type: none"> How are tamariki supported to have a good life and have their health needs met? 	<ul style="list-style-type: none"> How are whānau supported to enable their tamaiti to have a good life and have their health needs met? 	<ul style="list-style-type: none"> How do caregivers enable the tamaiti to have their wellbeing nurtured and their health needs met? How are caregivers supported to provide this?
<p>Mātauranga Tamariki and rangatahi are learning and developing their skills and knowledge about themselves, their culture, their potential, their future, and their role/place in this world.</p>	<ul style="list-style-type: none"> How are tamariki supported to reach their potential, including learning in an education environment and learning new skills? 	<ul style="list-style-type: none"> How are whānau supported to enable their tamaiti to learn, including in education, learning new skills, and learning about their culture? 	<ul style="list-style-type: none"> How do caregivers enable the tamaiti to reach their potential, including learning in education and learning new skills? How are caregivers supported to provide this?