

# ***Whakatare- Successful educational outcomes for our young people - Health and Education collaborative approach.***

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and Teacher***

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Psychologist***

***Northern Health School- Te Kura  
Awhina Ora o te Raki  
New Zealand***

***Tauranga Hospital-  
Paediatric Department  
New Zealand***



***Karakia:***

**HĀ KI ROTO**  
*breathe in*

**HĀ KI WAHO**  
*breathe out*

## ***Intentions of our session:***

- To understand our “two-way flow” holistic model of support for our students where learning is treatment and the school adjusts to student health needs.
- To understand the acceleration of learning model in the health school context and its impact on student engagement and transition.



# ***Northern Health School- Vision***

**Te Puna Whakatipu**

A Place To Grow And Thrive







# ***Northern Health School- Tauranga Unit***

- Students stay on our roll for a mean/average of 34 weeks
- 46% of our students are senior students aged 15-18 and are most likely to stay for the duration of the school year regardless of when they are accepted on our roll
- 70% of our current roll were born female

## ***Northern Health School- Tauranga Unit***

- 90% of referrals come from the Paediatrics Department or the Mental Health Service through the Tauranga Hospital.
- 38% of the referrals are exclusively from the Paediatrics Department and of those referrals 46% have a mental health diagnosis too.



# A 20 year reflection on supporting students

## Health Perspective

### FROM

Biomedical model of treatment of young “patients” where the goal is cure of illness



## Education Perspective

### FROM

Acute time spent teaching a student whilst in hospital to fill gaps in learning due to absence

### TO

Acceleration supported k  
assessment  
approach (Rc



del  
rmative  
based



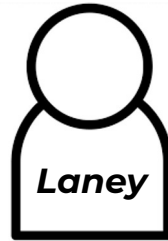
***Ako Whakare***, by its very nature, is a dynamic, organic and often spiritual way of living-learning-teaching. It works with the state of mind or being of the student. The physical, thinking, emotional and spiritual well-being of the student is at the core of Ako Whakare. As we work with our student and learn more from them, so Ako Whakare develops and changes. Rawiri Lewis, 2019

# *Paediatric journey that leads to referral*



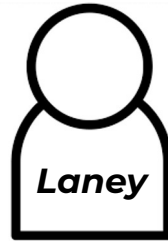
*WHY and HOW of our team approach*

# ***CASE STUDY ONE***



14 yr old  
female

# CASE STUDY ONE



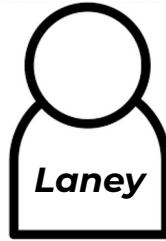
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**Roots** (whenua)- NZ European large, mixed family with several half siblings, step parents and the stability of a strong grandfather

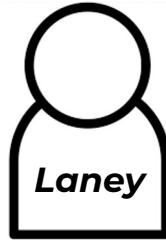
# CASE STUDY ONE

**Physical** (taha tinana)- Hodgkin's Lymphoma




14 yr old female

# CASE STUDY ONE



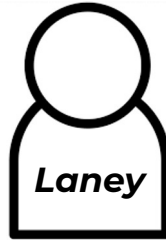
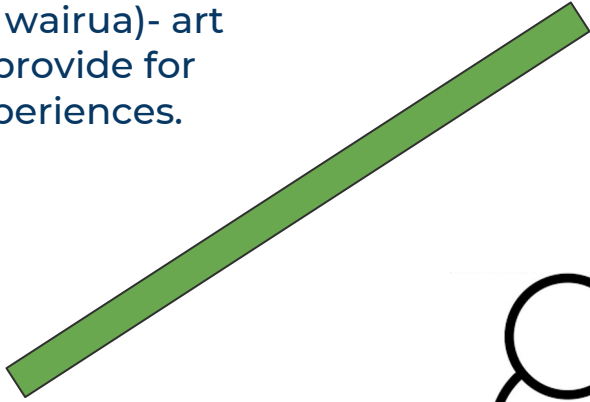
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***Family & Social*** (taha whānau)- superficially well functioning family but intergenerational trauma and addiction challenging stability. Disengaged from school prior to diagnosis.

# CASE STUDY ONE

***Spirit*** (taha wairua)- art and music provide for spiritual experiences.

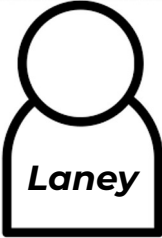


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# CASE STUDY ONE

**Mental & Emotional** (taha hinengaro)- high levels of anxiety from diagnosis and developmental trauma which resulted in Laney having to be independent.

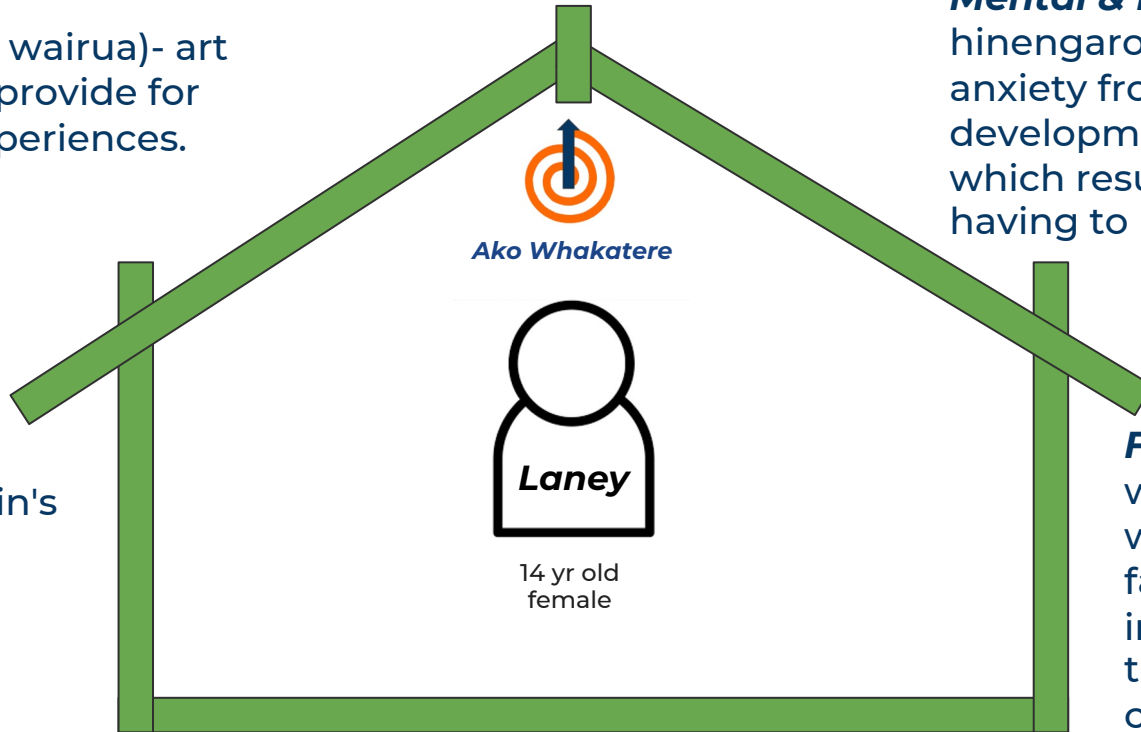


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*Ako Whakatere*

**Laney**

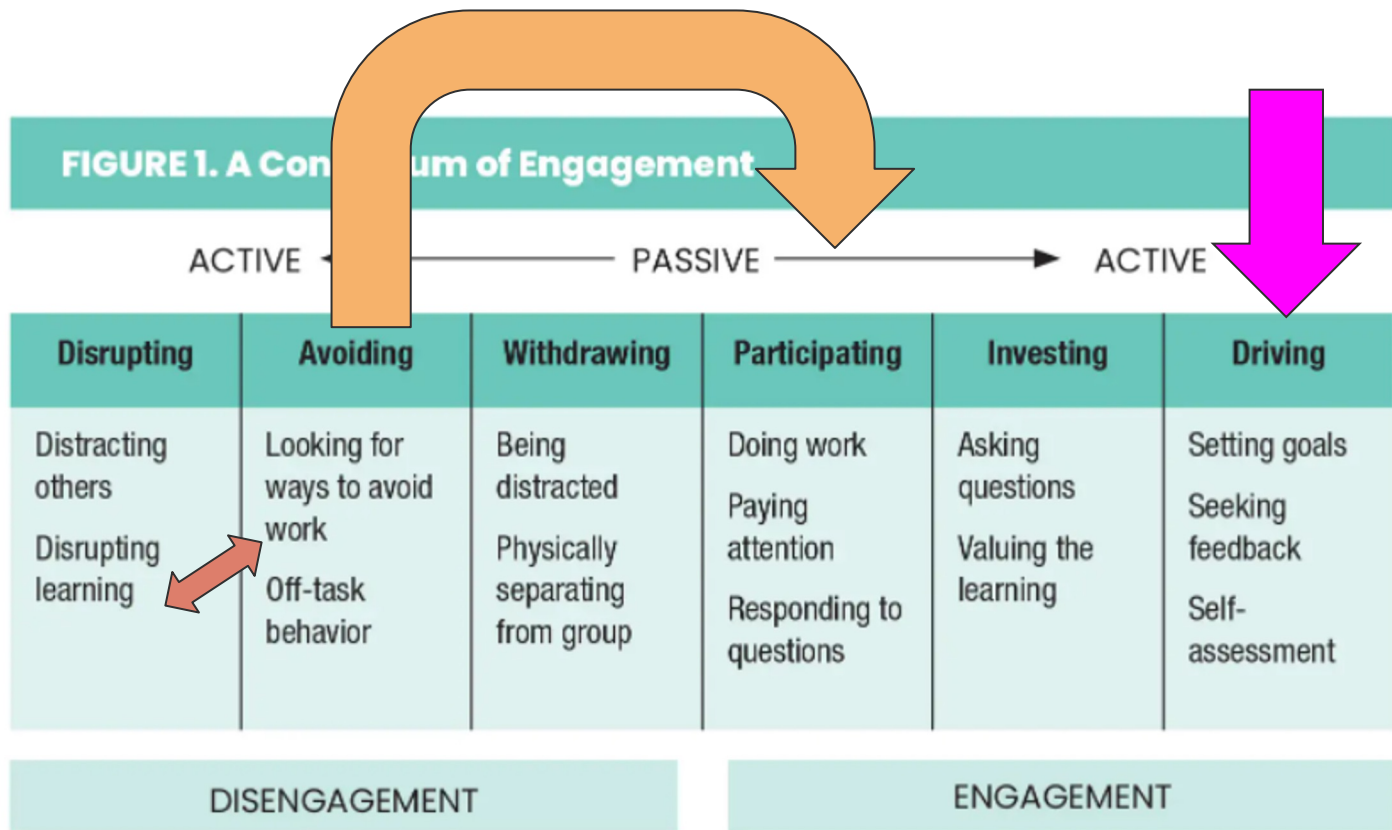
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**FIGURE 1. A Continuum of Engagement**

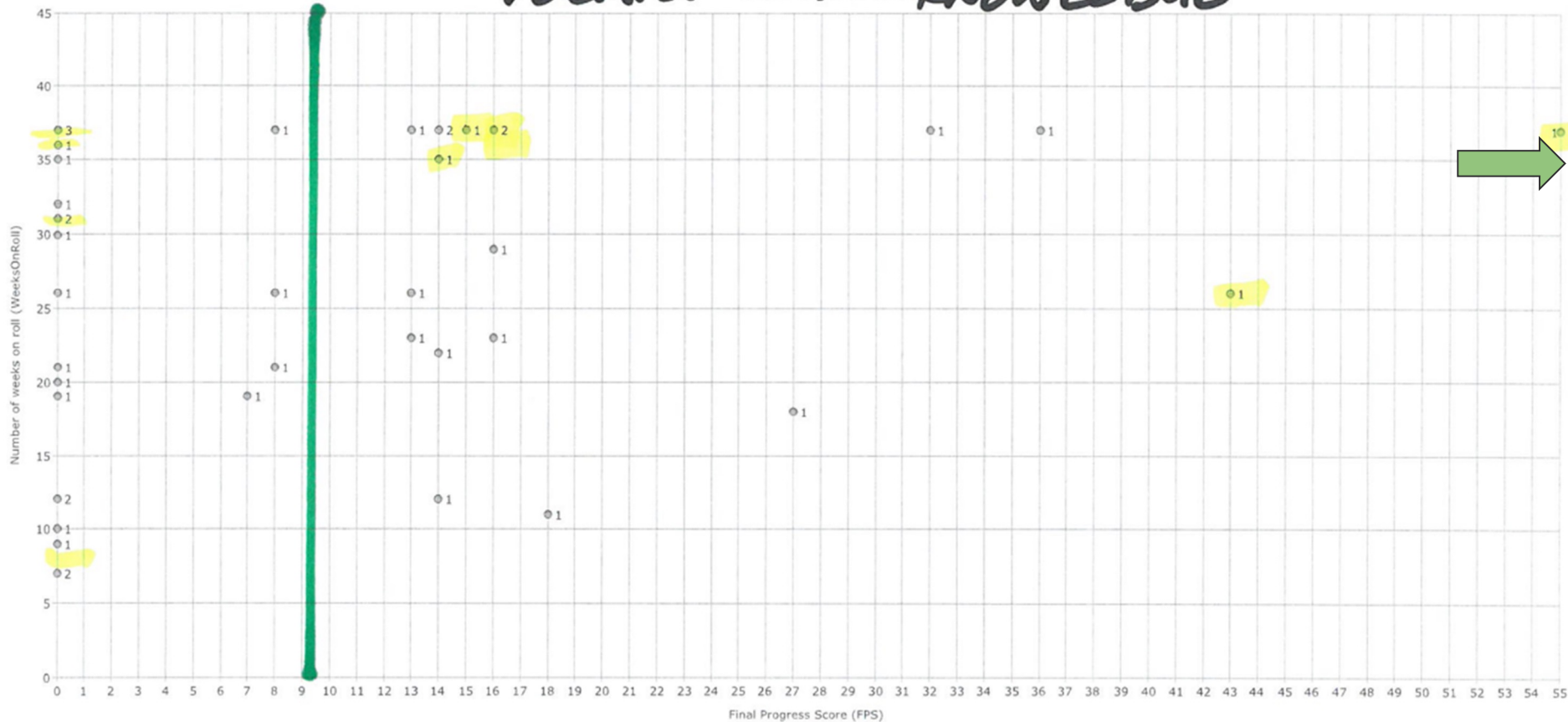


Note: This figure is based on Amy Berry's research on teachers' perceptions of engagement (Berry, 2020).

VOCAB.

Final Progress Score

KNOWLEDGE



WeeksOnRoll

# ***The important components of success***

## ***according to holistic team and Laney:***

- Laney's illness brought into focus what was important to her and that was learning and academic success
- Acceleration of learning (whakatare) was a form of treatment for Laney and allowed for precision and targeted strategies and instruction
- Returned to school with greater academic success and and increased level of engagement in learning after 37 weeks with NHS
- Laney stated, *"My illness was a blessing in disguise. I have never felt so confident and have had such success at school."*

# ***CASE STUDY TWO***



11 -16 yr old  
male

# CASE STUDY TWO



11 -16 yr old  
male

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**Roots** (whenua)- Mike's family moved away from an large extended family in another area, isolated with limited support. Poor understanding of mental health.

# CASE STUDY TWO

**Physical** (taha tinana)-  
Admitted to hospital  
with complex, severe  
pain and fevers.  
Involvement with  
secondary and tertiary  
hospitals. Central  
sensitization pain  
disorder diagnosed.  
Rehab programme  
focused on improved  
function - school and  
community  
involvement.




11 -16 yr old  
male



# CASE STUDY TWO



11 -16 yr old  
male



**Family & Social** (taha whānau)-Lives with both parents (teachers) and 3 older brothers. Mental Health disorders in 3 other members. Academic success highly valued.

# CASE STUDY TWO

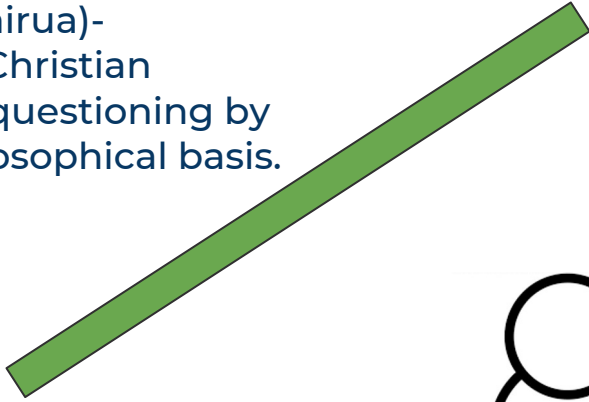
***Mental & Emotional*** (taha hinengaro)- Developed significant Anxiety (social) and Depression in the course of contact. Significant school avoidance. Highly intelligent with a love of learning.



11 -16 yr old  
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# CASE STUDY TWO

**Spirit** (taha wairua)-  
Conservative Christian  
Church. Mike questioning by  
exploring philosophical basis.



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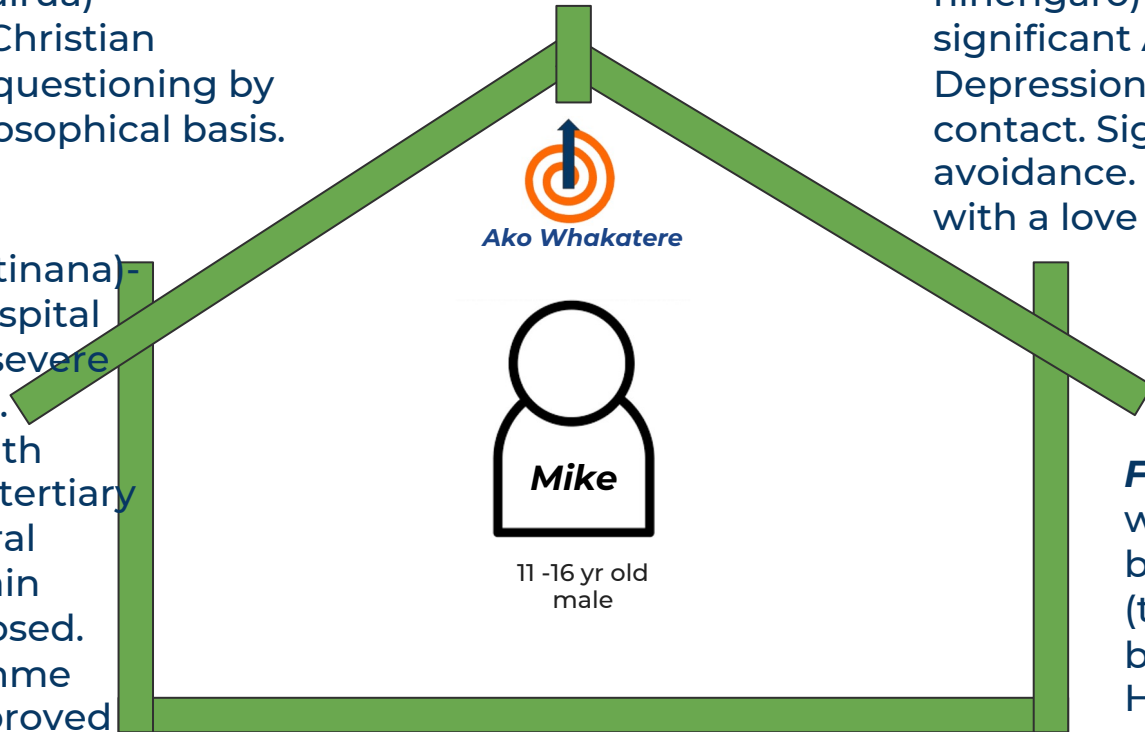
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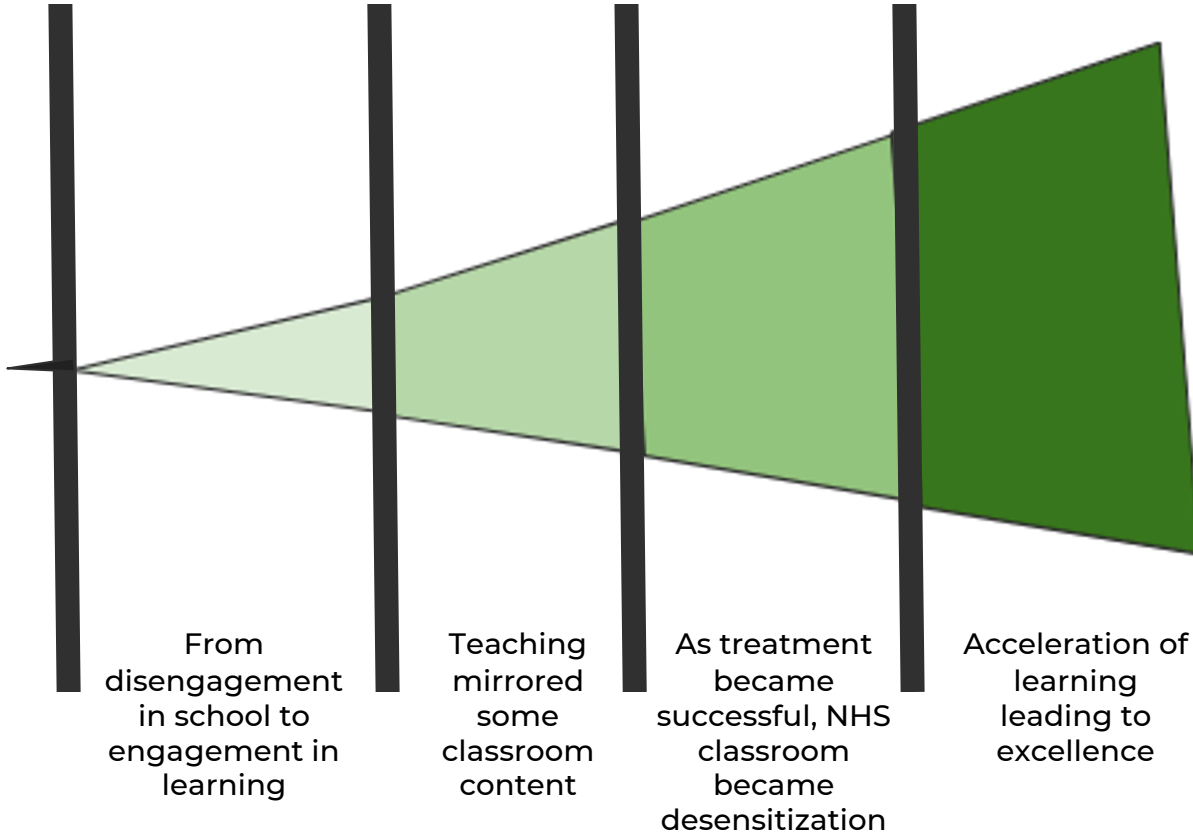
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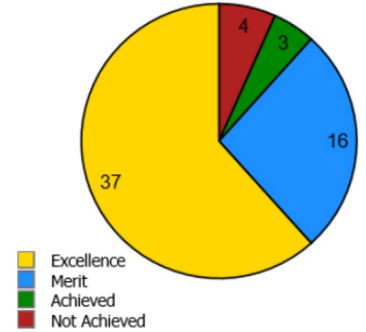
*Acceptance*

*Treatment Phase*

*Graded Exposure*



**Overall Result Comparison**



# ***The important components of success***

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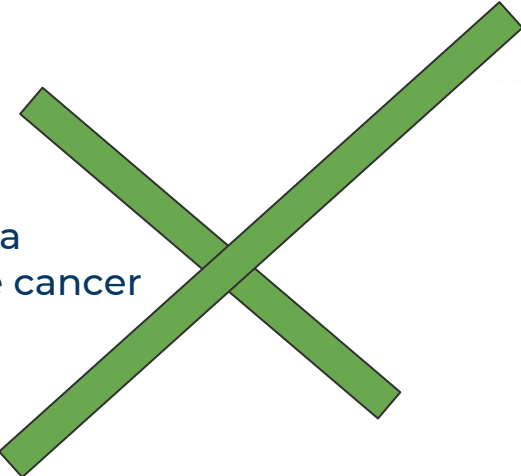
- Graded contact and demand
- Moving to learning within the NHS classroom
- The relationship with his teacher was the reason for going to school
- Developed competence to rejoin the class
- Academic success through accelerated learning process
- Ongoing contact but is largely independent at his mainstream school and managing his health condition

# CASE STUDY THREE (non-example)

**Spirit** (taha wairua)-



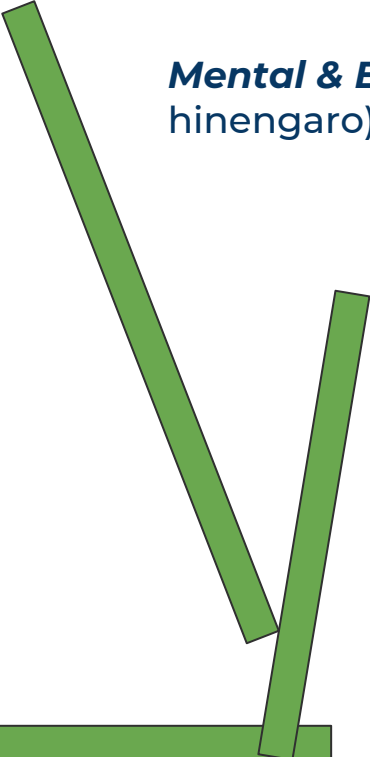
**Mental & Emotional** (taha hinengaro)-



**Physical** (taha tinana)- bone cancer



**Family & Social** (taha whānau)-



**Roots** (whenua)-

# Questions?

