

# Mana Ake Te Tai Tokerau Survey Feedback

## Survey Data ; Thematic Analysis

Thematic analysis is a **qualitative data analysis method** that involves reading through a data set (such as transcripts from in depth interviews or focus groups), and identifying patterns in meaning across the data. Thematic analysis was widely used in the field of psychology.

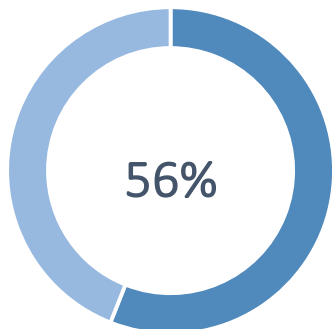


**MANA AKE**  
STRONGER FOR TOMORROW

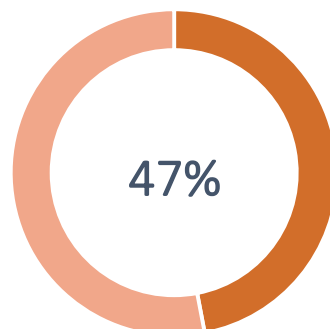
# What do you feel are the main mental health and/or wellbeing issues facing our tamariki (children)?

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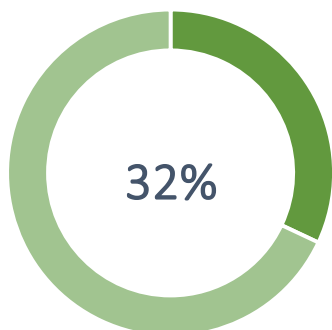
**Tamariki Based**  
e.g. Emotional regulation, anxiety, social skills, self esteem, resilience, identity, belonging, trauma, grief, loss



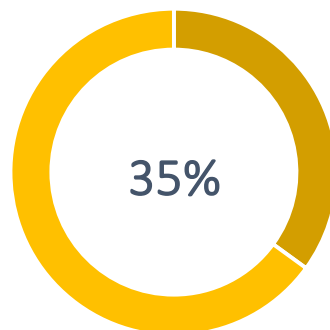
**Whānau Based**  
e.g. parenting, lack of whānau support, trauma in the home, drugs & alcohol, housing, transience, abuse, inter-generational issues



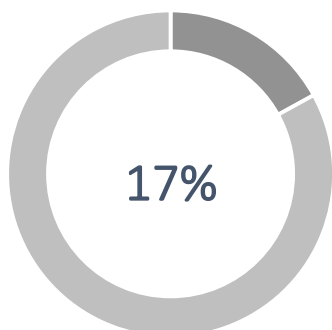
**Community Based**  
e.g. poverty, isolation, disconnect, systemic issues, covid, cultural disconnect, conflicting worlds



**Peer Based**  
e.g. bullying, social media, peer pressure, lack of friends



**School Based**  
e.g. absence, disengagement, learning pressures, lack of culture of care, lack of support, no sense of belonging



*"Physical, Emotional Safety at home due to parental drug and alcohol abuse and or mental illness. Gang affiliated parents. High Conflict parental separation affecting child's emotional state. Insecure accommodation and social circumstances. Bullying in school. Grandparents caring for grandchildren - often 65+ yrs and up. They need and deserve so much more help."*

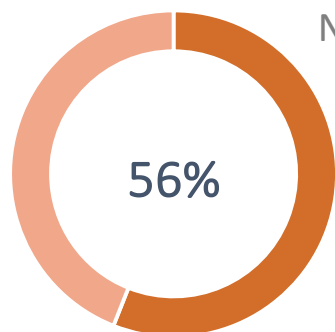
*"I believe that anxiety is one of the biggest issues facing children due to them unable to regulate, articulate or express their emotions. A lot of adults around them, don't know how to or don't have the time to invest to actively ask questions and listen to what it is they need. Some children then bottle it up, only to eventually explode. In times like these they feel abandoned and are not learning the skills to manage their feelings or emotions either. They then beat themselves up about it too."*

*"I feel the main issues are low mood with tamariki due to poor living circumstances and living in poverty in the far north."*

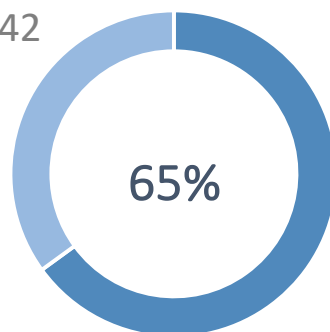
*"Lack of support in education which affects self-esteem. Relationships - positive adult mentor ship is vital to guide tamariki."*

# What sort of additional supports or services would you like to see for tamariki who identify with mental health and/ or wellbeing needs?

**Early Intervention**  
e.g. wellbeing programmes for tamariki, whanau/teacher education and resources, activity based programmes, range of therapies - music, art, sculpture, resilience, mindfulness, breathing, sensory play etc.

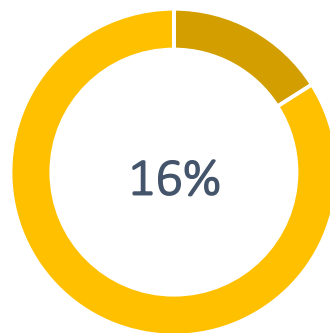
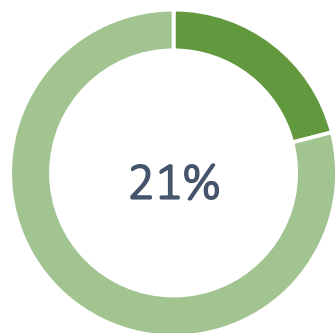


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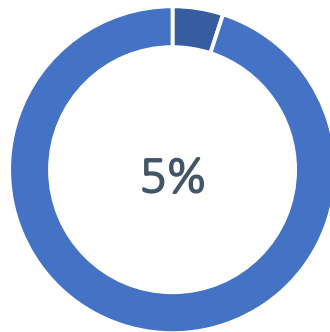
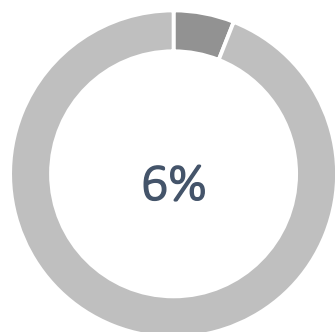
**Help Now**  
e.g. counsellors, SWIS, additional direct wellbeing support for individual tamariki and small groups in classrooms and schools like mentors, youth workers, support workers

**Whānau targeted**  
e.g. supports and services that work with the whole family, family therapy



**Culturally Appropriate**  
e.g. Te Ao Maori worldview, culturally responsive, iwi/hapū led

**High & Complex**  
e.g. professional child mental health services, psychologists and specialists



**Joined Up Services**  
e.g. collaboration between agencies and NGO's and schools and whānau

*"Mātauranga/Māori  
Marae wānanga, hikoi taiao, kohikohi kai, korikori/takaro based programs around local Ngahere/roto/awa/moana/maunga/whenua waka ama, paddle boarding. MoE ORS funding for teacher aid. Green prescription to go gym Scholarships/funding opportunities for Outdoor pursuit/travel experiences. Time out spaces; Sensory room, lego/blocks, music room - instruments/taonga puoro. Library, Art room - toi Māori/arts and crafts, Technology, Outdoor spaces, cubby house/hut/garden/green house/playground."*

*"A support that is almost instant - not a waiting list or only available on certain days. A service/support that will work/support the whole family if necessary."*

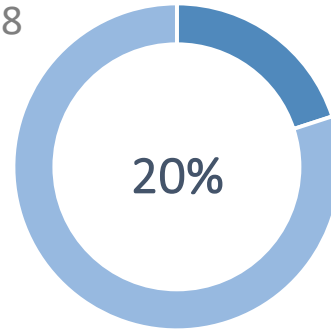
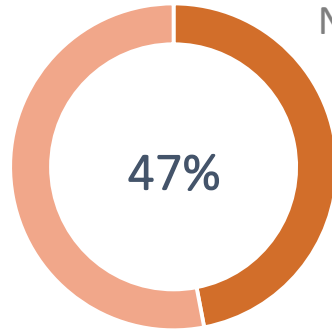
*"Social worker or counsellors in ALL schools. Wrap around service for whanau."*

*"More whanau oriented services for the parents and kids to attend together. Services that promote family connection and the wellbeing of the individual in a family unit (with the understanding that all family units are different)."*

# What additional supports or services would help whānau to support their child's mental health and/ or wellbeing needs?

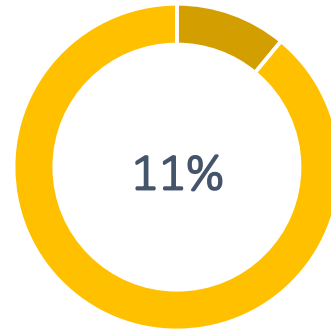
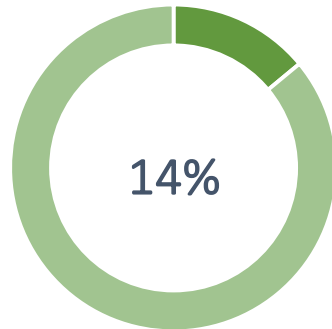
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**Education Support**  
e.g. parenting programmes, drugs and alcohol, understanding tamariki development stages, knowing what services are available



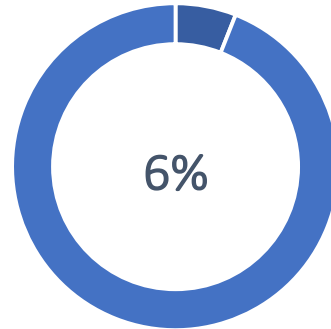
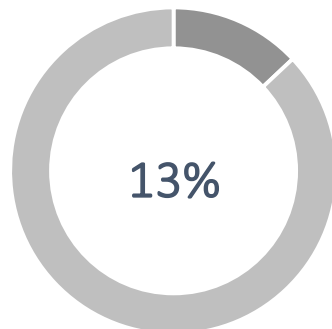
**Kaimahi Support**  
e.g. someone to walk alongside whānau, counselling, health coach, whanau therapy

**Activity Based Supports**  
e.g. sports, cultural activities, family activities, workshops



**Cultural Based Supports**  
e.g. connecting with marae, indigenous models of wellbeing support

**Practical Supports**  
e.g. kai, financial supports, access to technology, housing support



**Group Based Supports**  
e.g. men's group, mums and babies group etc.

*"Attending Building Awesome Whānau parenting programme and Seasons for growth delivered into schools for small groups. Free well-being groups for tamariki Mindfulness etc."*

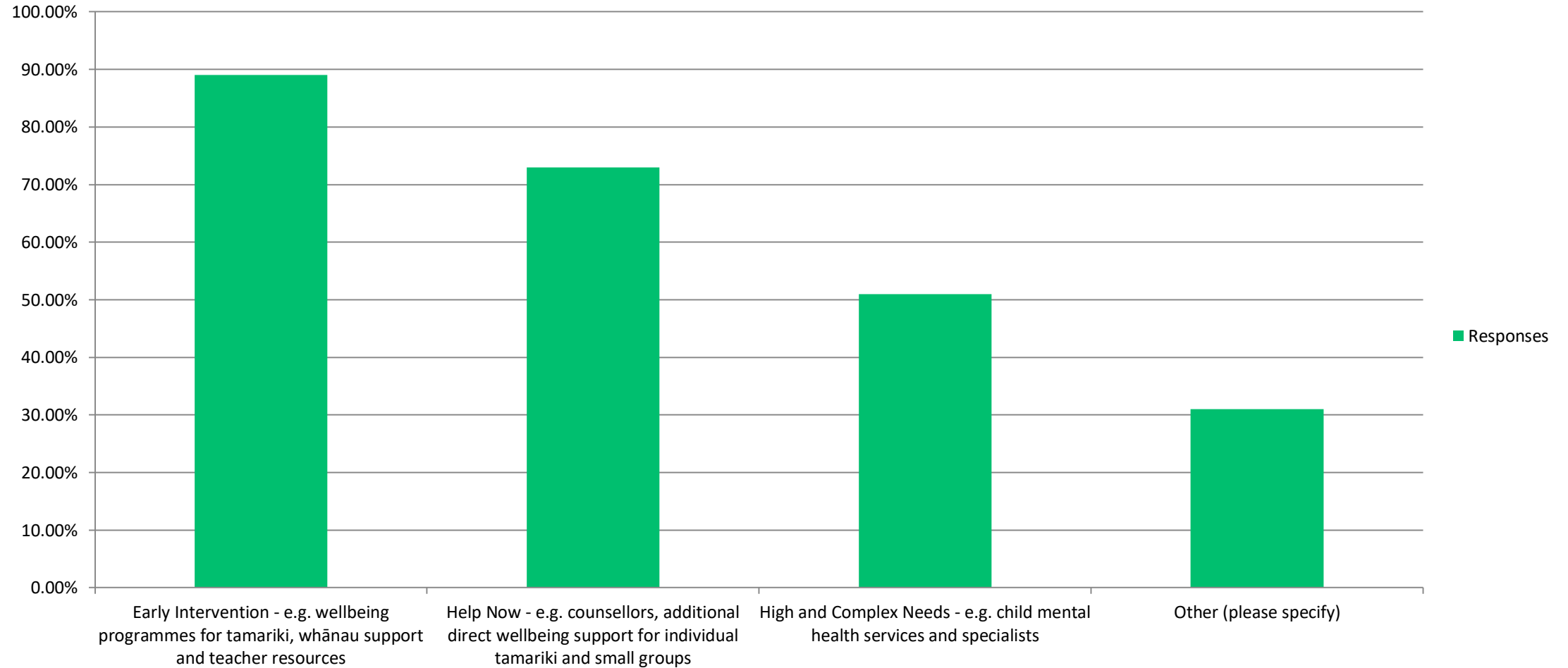
*"I think with children this young, it starts with the parents/carers. A program of work that can support them in a casual setting. Friendly, easy to understand information such as workshops. This would then connect them to other families and hopefully build some relationships with others on a similar journey. Give them resources and tools that both the school and home can use. A free service that is taken to a place near them."*

*"Support for whānau to understand how to support their tamariki and to be aware of tamariki needs."*

*"Health coaches to walk whanau through the processes."*

*"Funding for activities such as sports, art classes, swimming lessons, etc... More program designed to nurture attachment and emotion coaching within whanau. More support for parents/caregivers that is easily accessible, free, and realistic about time commitments and constraints. Hands-on learning for whānau."*

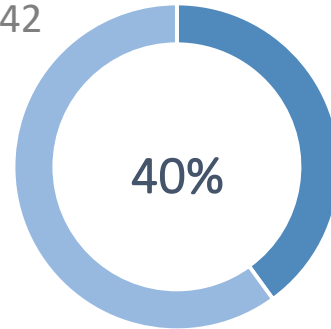
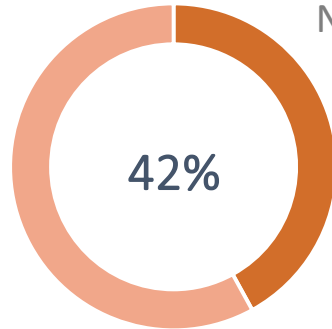
Where do you feel is the most important place to start in providing additional mental health and/ or wellbeing services for tamariki? (tick one or more) N=88



# What would you identify as the most significant gap in accessing mental health and wellbeing supports for tamariki and their wider whānau within schools and the wider community?

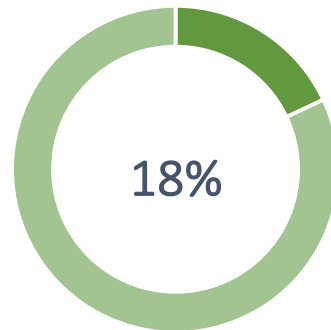
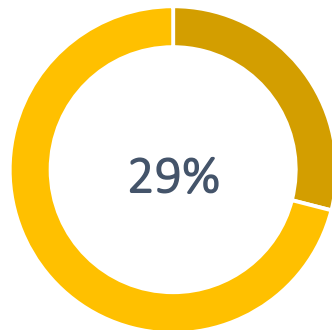
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**Accessible Services**  
e.g. Overloaded services, Long wait times, not enough support / funding, lots of criteria and forms



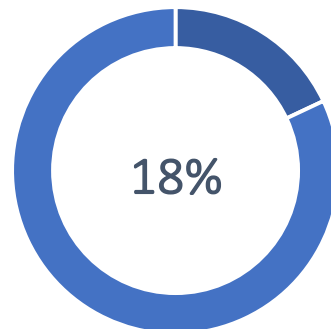
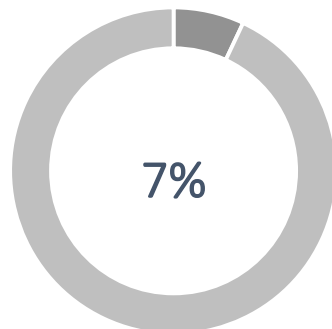
**Lack of Services**  
e.g. appropriate supports don't exist, nothing available, lack of funding, lack of professionals

**Education**  
e.g. awareness of what supports exist and how to access them, activating and empowering whānau



**Right People, Right Fit**  
e.g. culturally appropriate, agency trust, connection, professionalism, age/gender appropriate, dui people not hui people.

**Systemic Issues**  
e.g. Pākehā systems for Māori outcomes, bureaucratic systems, referral processes, silos



**Practical Challenges**  
e.g. petrol, transport, whakama, unorganised, environmental obstacles, technology access, cost of access.

*"Services being snowed under. For example, only having 1.5 education-based occupational therapists for all of Northland."*

*"There simply isn't enough availability - right person, right place and right time is not realistic here with the current system structure."*

*"Complete lack of mental health and well-being supports available. Waiting lists and bureaucratic systems designed to create barriers for access."*

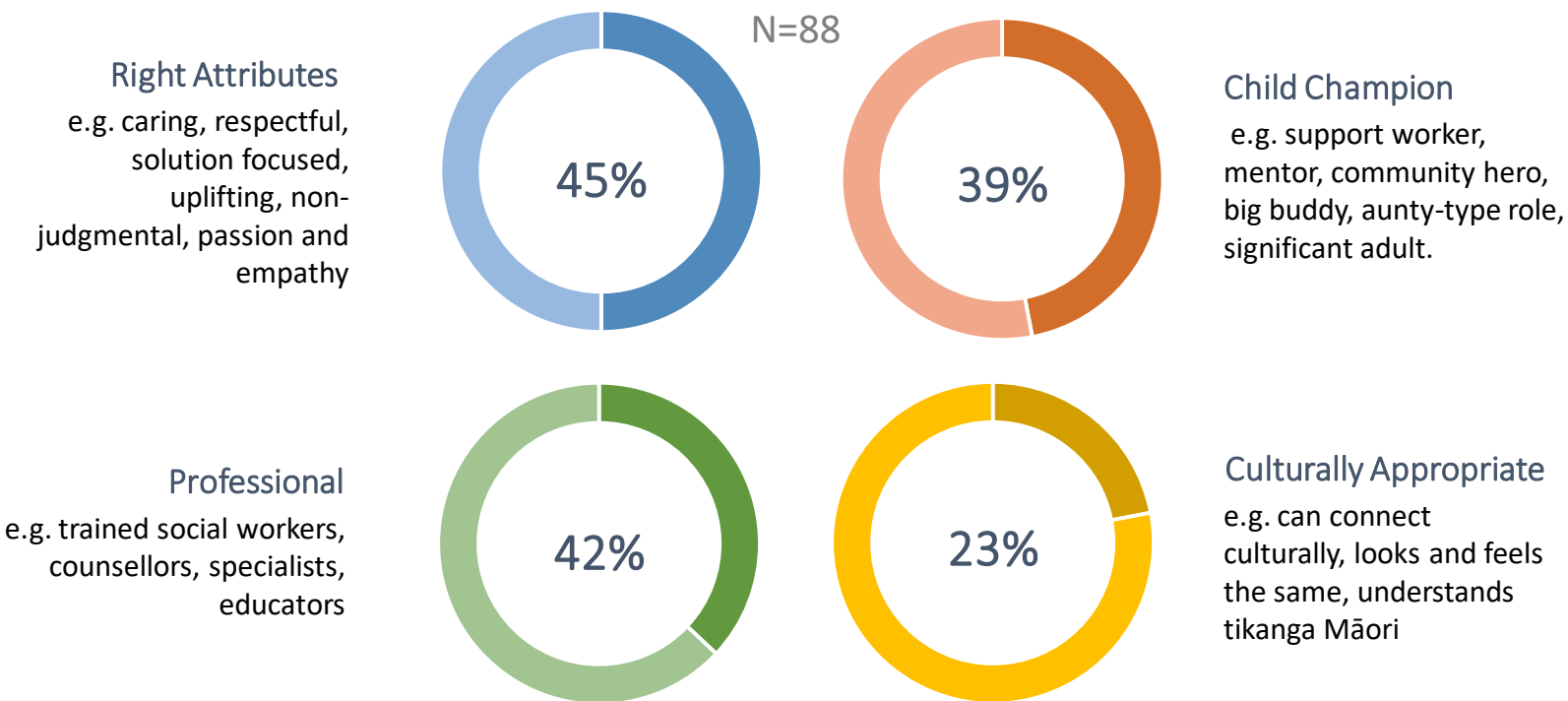
*"Lack of psychologists and counsellors available; lack of therapy for milder forms of anxiety or depression so as to treat before it becomes more severe."*

*"Services that target prevention and intervention. There is a big gap at the intervention stage and the criteria for mental health and wellbeing supports are set at a clinical level, not a wellbeing level."*

*"Whanau themselves not knowing they can access supports. Schools not passing on information / or normalizing accessing those supports. Schools not listening to Tamariki when they are asking for help."*

*"Whakamā, Stigma, Transport, Distance, Time, Availability, (private) Space/Room."*

## Describe the best type of person to provide mental health and wellbeing support?



*"We don't need psychologists to support with anxiety management strategies - an empathic person with a mental health cert can do that. So, I actually don't think discipline is particularly relevant here, as much as the training, passion, and empathy to do the role-as well as the knowledge of knowing when it needs to be handed up the chain."*

*"Some one connected to their community they are working in.  
Approachable and can relate to Te Ao Māori."*

*"Patient, experience in working with children. Has a manner that children are drawn to. More males to work with our boys."*

*"Manaaki, maramatanga , awhi whānau, friends, teacher, sports coach, mentors, social worker, role model, celebrity."*

*"Any trained clinician - Occupational therapists trained in mental health are especially valuable, with support available from a psychologist or counsellor."*

*"They see the world through a Te Ao Māori lens, they are a story teller, can create safe spaces for kōrero to happen, no judgement, nurturing."*

*"Team of committed caring hapū/community people. It maybe a team rōpū of Aunties in one community. Nannies in another. A selection of ages. A marae rōpū."*

# Iwi/Hapū Feedback about Mental Health And Wellbeing And Te Ao Māori Principles

## Key Points

Māori Frameworks Used

Māori Paradigms Embedded

Culturally Familiar Way Of Being – Kaha Tikanga

Whole of Whānau Child Centric Approach

Awhi and Nurture

Marae Based Korero and Wananga

Hapū Based Solutions – (Not one size fits all)

Listen to the voice of Māori

*"Mental health and well being support from a Te Ao Māori perspective demands an indigenised approach. It utilises Māori frameworks and strategies deliberately grounded in Te Ao Māori. Māori paradigms are firmly embedded throughout the entire process in many forms, including; but not limited to whanaungatanga, karakia, waiata, and purakau. These inherent taonga nourish active engagements in a culturally familiar and unique way for māori. It is a way to help contextualize support in relation to ancestral ways of being. This methodology creates an environment that enables māori to make sense of who we are by empowering a re-indigenised self in all spaces we occupy."*

*"hapū solutions and centric - no one model fits every hapū.  
Maybe a conceptual framework, that has the same elements and the approach is responsive to the need of that particular hapū/iwi - school/ hapori"*

*"Listen to the voice of māori. This includes, but is not limited to service delivery cohorts, their whānau, local community hapū and surrounding iwi."*

*"Whakapapa, Te Taiao and Mātauranga at the forefront."*



## Mental Health And Wellbeing Supports And Programmes Schools Currently Access Or Deliver (Page 1 of 2 : n=54)

Name of Support / Programme	# of Mentions
None (by community organizations)	35
Social Workers in Schools (SWIS)	24
Te Roopu Kimiora (TRK)	18
Resource Teacher of Learning and Behaviour (RTLB)	20
Special Education Needs Coordinator (SENCO)	13
Learning Support Coordinator (LSC)	13
Ministry of Education Specialists (MOE)	7
Te Manawa Tahī	5
Kahui Ako	2
Miriam Centre	8
Family Works	1
Doctor (G.P)	5

Name of Support / Programme	# of Mentions
Public Health Nurse (PHN)	4
Oranga Tamariki	4
School Nurse	2
School Counsellor	8
Teacher Aides	4
Zones of Regulation	21
Mana Potential	5
Seasons for Growth	14
Life Education	4
Positive Behaviour for Learning (PB4L)	12
Pause Breathe Smile	6
Mindfulness	2
Māori Mindfulness	1

## Mental Health And Wellbeing Supports And Programmes Schools Currently Access Or Deliver (page 2 of 2)

Name of Support / Programme	# of Mentions
Meditation	1
School Wellness Kit	1
School Resilience Kit	1
I Have a Dream (IHAD)	5
Ngāwai Champions	2
Te Ora Hau	5
Salvation Army	2
Kiwi Can	2
Travellers	1
Youth Mentoring	3
Te Whare Tapa Wha	5
Sparkle	1
Skills for Life	2

Name of Support / Programme	# of Mentions
Mau Rakau	1
Te Aho Matua	1
Ngāti Hine	1
Ngāti Kahu	1
Horahora School Trust Programmes	1
Lego Therapy	1
Riding 4 Disabled (RDA)	5
Sport Northland	1
Gumboot Friday	1
Incredible Years	5
Whāngarei Youth Space	1
Man Alive	1
Paddleboarding	2

## Mental Health And Wellbeing Professional Development And Training That Schools Have Accessed (n=54)

Name of Training / PD Provider	# of Mentions
None	10
Trauma Informed Practice (Karina Shruers, Nathan Wallis, Kathryn Berkett)	12
Brain Development (Karina Shruers, Nathan Wallis, Kathryn Berkett)	10
Positive Behaviour 4 Learning (PB4L)	11
Understanding Behavior Responding Safely (UBRS)	6
Mana Potential	6
Zones of Regulation	11
Praxis - Response Ability Pathways (RAP)	2
Te Whare Tapa Whā	2
Pause Breathe Smile	5

Name of Support / Programme	# of Mentions
Sensory PLD	1
ASD / ADHD	2
Sunshine Circles	1
In-House Training	3
Kahui Ako Wellbeing Training	4
MOE	3
SWIS / RTLB	3
Cognition	1
Lego Therapy	2
Māori Achievement Collaborative	1
Māori Mindfulness	1
Incredible Years	1
Skills for Life	1

## Mental Health And Wellbeing Collaborations or Networks That Schools Are Involved With (n=54)

Name of Collaboration / PD Network	# of Mentions
None	29
Kahui Ako Wellbeing Hub	10
Sencom Pastoral Meetings	3
Te Manawa Tahi Hub	2
Positive Behaviour for Learning (PB4L)	3
Te Roopu Kimiora	2
Miriam Centre	2
Oranga Tamariki	2
Cognition Education	1

# Tamariki Feedback : Things That Make Me HAPPY



GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Rugby	Eating Food	Drawing	Playing the Game	My Dog
Devices	Playing Video Games	VBucks	Being Around Friends	Flip Out
Going on Games	Making Money	Getting Excited	Playing X-Box	Roblox Games
Anime	Pokemon2	Friends Helping Me	Art	Playing on the game
Minecraft	Watching TV	Kapa Haka	Time With Whānau	Friends
Buying Stuff	Custard	Dancing	Big Fun Trips	Basketball
Positive Thoughts	Learn From Parents	Games	Playing PS4	Dad Makes Me Stuff
Seeing Friends	McDonalds/ KFC		Devices	Playing PS4
People Support Me	Riding The Wave		Playing on Phone	Mc Donalds
Encouraging Words	Singing		Going to Waterpark	KFC
Eating McDonalds	Learning		Seeing all my family	Going to The Park
	Finding Confidence		Pets	Playing Dodgeball
	Achieving Goals		Choice stuff to do	
	Going on Phone		Carnivals with Family	

# Tamariki Feedback : Things That Make Me SAD



GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
COVID	Not Making Friends	Fighting	Nan Passing Away	Getting Sworn At
Dying on Device	Growlings	Getting all emotional	Missing Nana	Whānau Passing Away
Lockdown	No Devices	Put Downs	Dad Moving Away	Getting Hurt
Dying on Game	Being Told Off	My games taken away	Bullying	Fighting
No Ice Cream	Not Being Respected	People talking about me	Mum Passing Away	Need something but don't have it
When Teacher is Mean	Being Bullied	Parents Seperating	Dad Passing Away	Pets passing away
Negative Words	Not Learning		Violence	Lost pets
Can't See Friends	Boring Stuff		Fighting	Bullying
Not allowed to play				Losing People
When Parents Lie				