

Check & Connect Te Hononga



Check & Connect: Te Hononga

Section 1: Introduction



Purpose of this session

The purpose of this session is for you to learn about:

- why it is important to address ākonga attendance and engagement
- the origins and development of Check & Connect: Te Hononga
- how Check & Connect: Te Hononga works, and what makes it distinctive
- who is involved and what their roles and responsibilities are.

You will also begin to build relationships with some of the people you will be working with.

Who is Check & Connect: Te Hononga for?

Students considered for Check & Connect will be disengaging from learning and be at risk of dropping out.

(Check & Connect: Te Hononga manual, p. 26)

I think the things that worked best for me were seeing someone that I could talk to every week and her checking on my progress and helping me through things I found hard. And she motivated me all the time.

(NZCER 2016 evaluation, p. 41)



How does Check & Connect: Te Hononga work?



- A **two-year, contextualised** initiative
- **Check:** Kaihoe (mentors) systematically check on attendance, achievement, and pastoral data to support problem solving.
- **Connect:** Kaihoe connect with ākonga, providing personalised, timely responses to help solve problems, build skills, and enhance their competence.
- **Hononga:** union, connection, relationship, or bond

Distinctive features of Check & Connect: Te Hononga

- A targeted, intensive intervention intended to complement other school initiatives
- Structured mentoring, focused on educational performance and learning success
- Significantly increases the likelihood that ākonga will stay in school
- Three core elements: relationships, problem solving and capacity-building, and persistence.

(Check & Connect: Te Hononga manual, p. 7)

Activity: The seed of potential

***Kei roto i a koe
tōu ake mana.***

***Within each of
us lies the seed
of potential.***

*Have people always seen the “seed of potential” in you?
What difference has this made to your life?
What is the impact if we do not recognise the potential in others?
What have you seen of this in schools?*



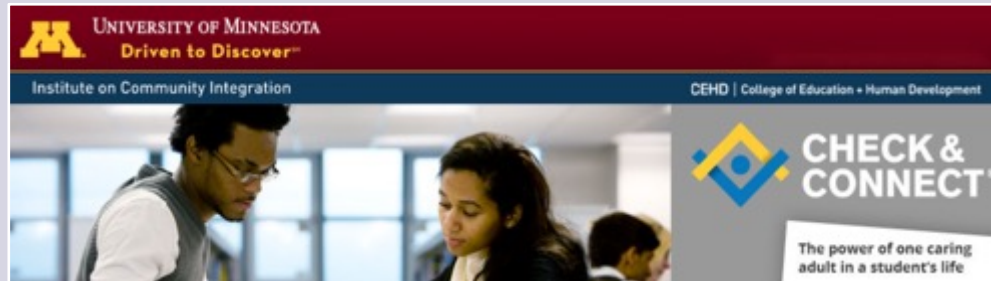
Watch: [Check & Connect - Working with families](#)

Origins of Check & Connect: Te Hononga

Check & Connect:

- was developed by the University of Minnesota in the late 1990s
- has been extensively and successfully used in the USA and many other countries
- evidence shows that it improves ākongā engagement, attendance, and learning outcomes.

For more information, see the [University of Minnesota](#) website.



Check & Connect: Te Hononga in Aotearoa

2012: Implemented in several Christchurch schools following the earthquakes

2013–2016: Piloted in 17 schools

2016: [NZCER evaluation](#)

2021: Publication of the Check & Connect: Te Hononga manual

Implementation:

- is based on evidence about ‘what works’ in Aotearoa New Zealand
- attends to inclusion and culturally sustaining practice.



Honouring Te Tiriti o Waitangi

PRINCIPLES OF TE TIRITI	CHECK & CONNECT: TE HONONGA
Partnership: working with iwi, whānau, and communities to enable ākonga Māori to achieve educational success as Māori	Whanaungatanga (relationships) is at the core of Check & Connect: Te Hononga.
Protection: understanding, respect, and support for Māori concepts, values, and practices	Kaihoe (mentors) work with ākonga in the home, school, and community to strengthen their connections with school.
Participation: Māori involvement in decision making, planning, development, and delivery	Ākonga and whānau are actively involved in goal setting and feedback cycles. Ākonga actively participate in learning, gaining a sense of belonging that increases the chance of educational success.

Why do we in Aotearoa need Check & Connect: Te Hononga?



Attendance is linked to ākonga wellbeing, engagement, and attainment.

Ākonga wellbeing is a key priority of the education system. ... Attending school regularly and being engaged predict the best outcomes for wellbeing on average.

Attendance is clearly linked to engagement and attainment in NCEA ... There is no “safe” level of non-attendance.

Where does Check & Connect: Te Hononga fit within our national context?

Part of [Positive Behaviour for Learning \(PB4L\)](#)

An example of targeted support

Aligned with the priorities of:

- the [Statement of National Education and Learning Priorities \(NELP\)](#)
- the Ministry of Education's [Attendance and Engagement Strategy](#)
- [Ka Hikitia, the Māori Education Strategy](#).

Contributes to achieving the vision of the [Child and Youth Wellbeing Strategy](#)

Educational engagement as a human right

The Government's Child and Youth Wellbeing Strategy sets out a vision of Aotearoa New Zealand as a place where all children and young people are loved, safe, and nurtured, have what they need, are happy and healthy, are learning and developing, are accepted, respected, and connected, and are involved and empowered. Check & Connect supports this strategy by helping schools to provide targeted, long-term support for young people at risk of disengaging from learning.

(Check & Connect: Te Hononga manual, p. 5)

Activity: Enabling educational success



Activity
resources

How is Check & Connect: Te Hononga impacting on people's lives?

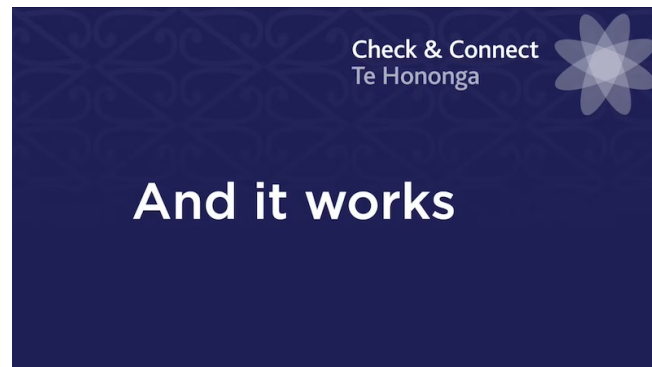
What's enabling these gains?

What are some issues people might face?

What does education success look like for the people you saw in the video?

What are some of the factors that make Check & Connect: Te Hononga work?

Watch: [Check & Connect - And it works](#)



Ngā tūranga o Te Hononga | Check & Connect roles

Everyone involved in the initiative will work towards the same goal of engagement and success for the student. Everyone needs to understand that this partnership is resolutely learning focused.

(Check & Connect: Te Hononga manual, p. 23)

Ākonga, whānau, and iwi

Tumuaki

Principal

Kaiurungi

Coordinator

Kaimahi

Staff

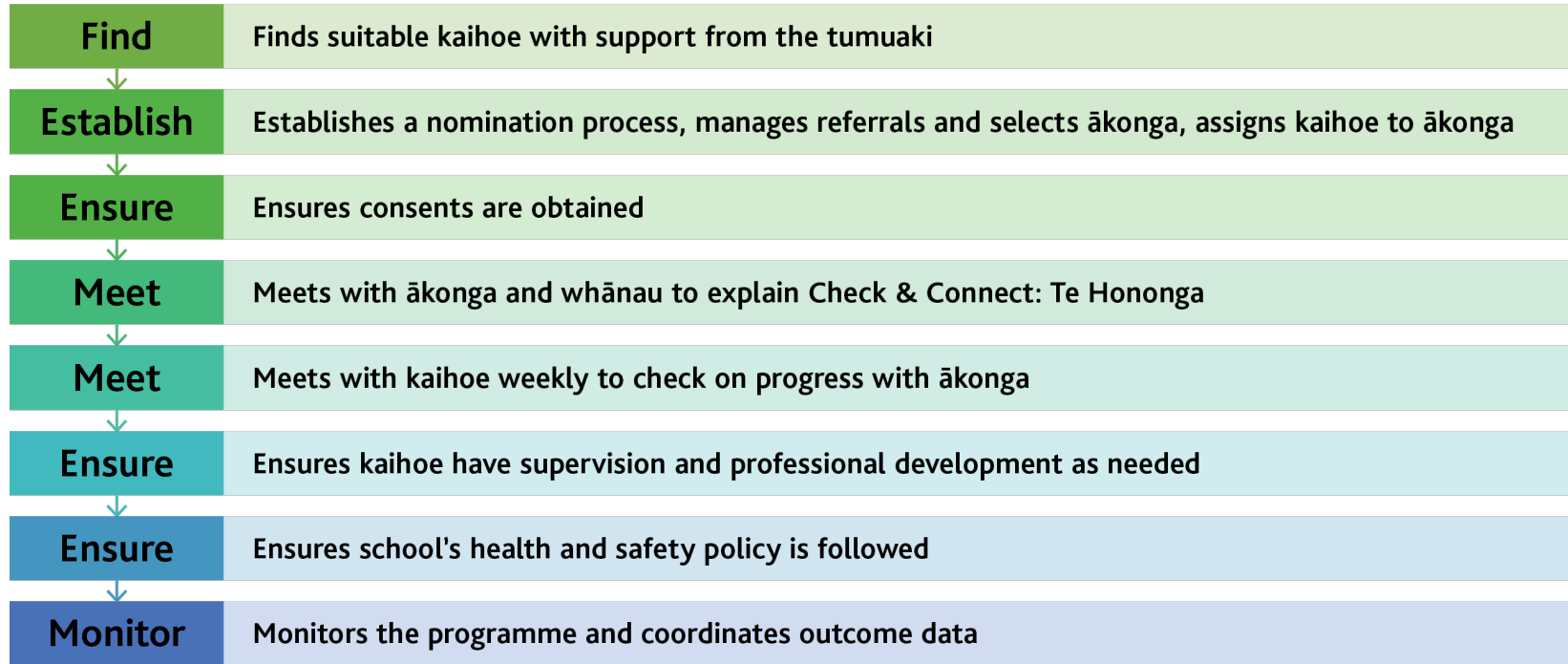
Kaihoe

Mentor

Kaiārahi

Supervisor

Kaiurungi | Coordinator role



Check & Connect
Te Hononga



Continuity of support

Watch: [Check & Connect - Continuity of support](#)



Activity: Kaihoe | Mentor role

Working in pairs or small groups, discuss what you learnt from the video.

Then choose **two** of the following key mentor tasks and briefly discuss what each might involve:

- Collaborates
- Monitors
- Liaises
- Ensures alignment
- Problem solves
- Records

Training overview

There will be:

- One more session for kaiurungi (coordinators)
- Two more sessions for kaihoe (mentors)
- Ongoing support for kaihoe from their kaiārahi (supervisors).

Your manual is your main information source of information, and there is additional support material (e.g., videos) on the PB4L website at [Check & Connect: Te Hononga](#).



Purpose of this session

The purpose of this session was for you to learn about:

- why it is important to address ākonga attendance and engagement
- the origins and development of Check & Connect: Te Hononga
- how Check & Connect: Te Hononga works, and what makes it distinctive
- who is involved and what their roles and responsibilities are.

Have we achieved our purpose for today? Do you have any questions?

Check & Connect: Te Hononga

Section 2 The role of the kaiurungi

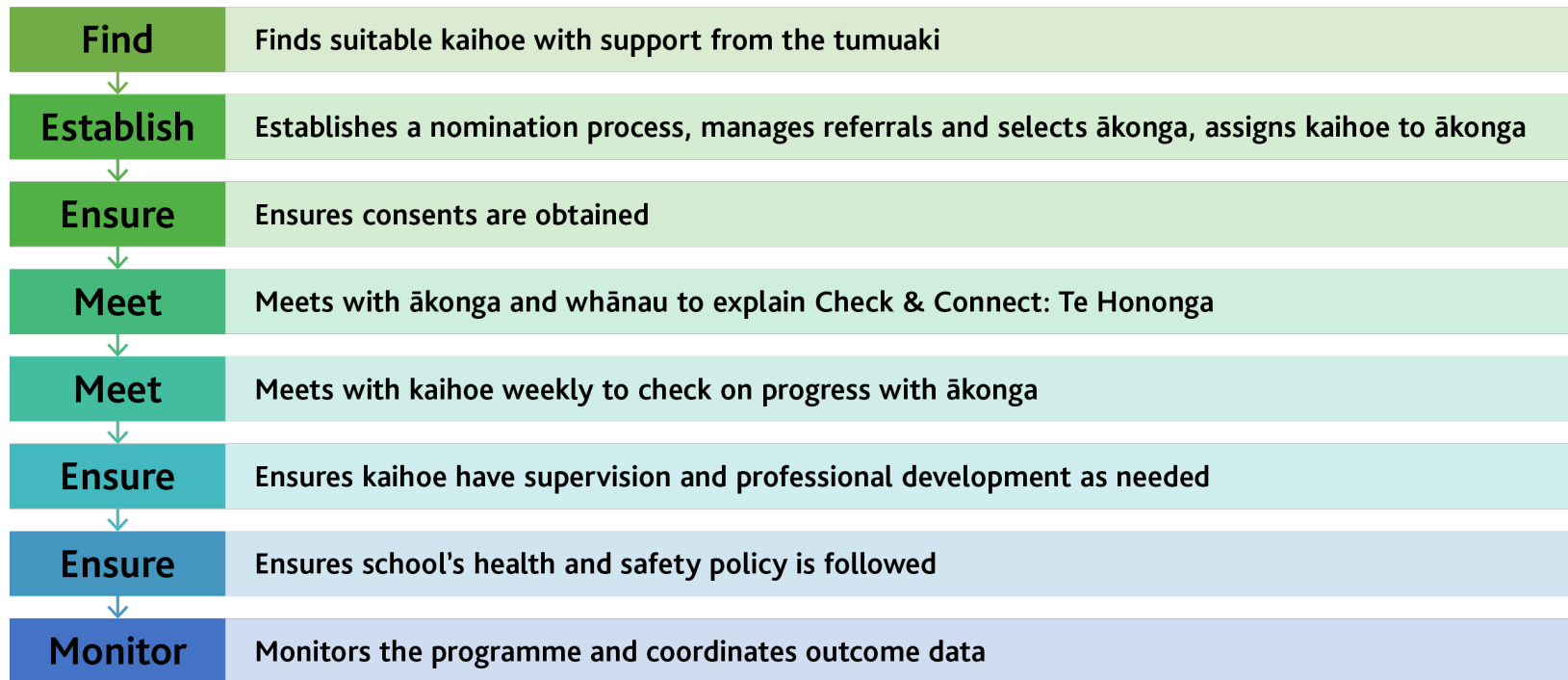


Purpose of this session

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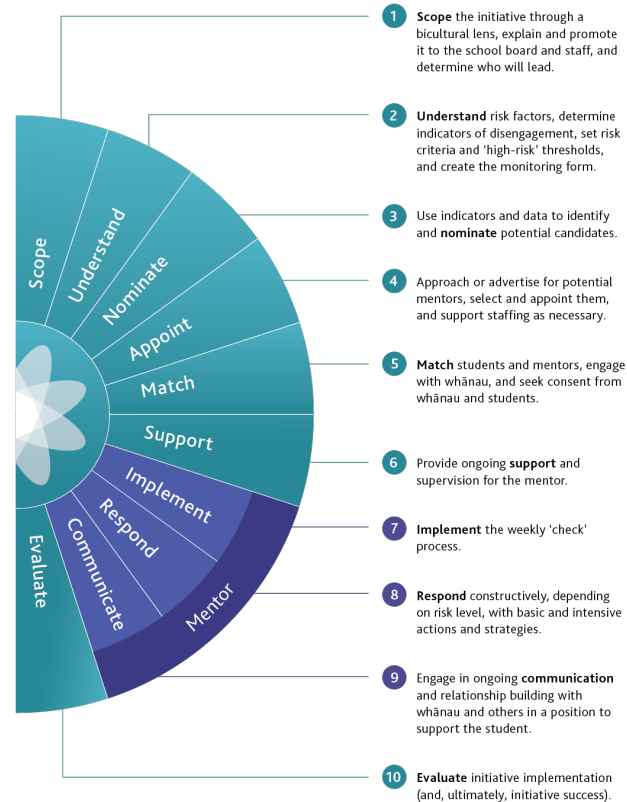
- your role and responsibilities as kaiurungi (coordinator)
- the typical steps involved in implementing Check & Connect: Te Hononga
- the risks and possible indicators of disengagement
- how to support kaihoe (mentors)
- monitoring and evaluation of Check & Connect: Te Hononga.

Overview of the kaiurungi (coordinator) role

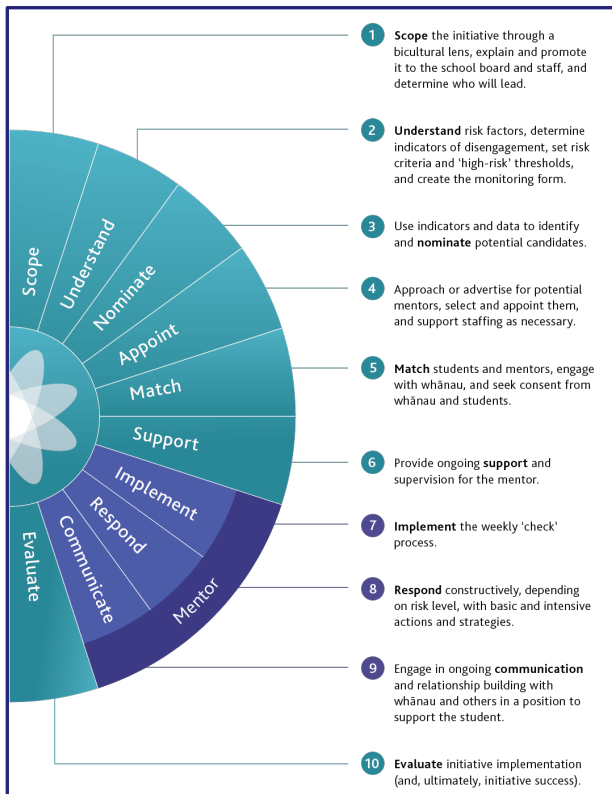


Implementation overview

Key steps in the implementation of Check & Connect: Te Hononga



Activity: Kaiurungi areas of responsibility and tasks



Areas of responsibility and related tasks?

Activity: Requisite knowledge, skills, and qualities



Activity
resources

Coordinators require a good understanding of the aims and structures of Check & Connect, so they can fully support mentors and ensure that the initiative is implemented with fidelity. They ensure that mentors are:

- building positive, [mana-sustaining] relationships with students and whānau*
- checking on student progress by systematically monitoring data and ‘alterable risk factors’ (see page 27, Predictors of dropout)*
- connecting with the student through personalised timely responses, problem solving, and skills building.*

(Check & Connect: Te Hononga manual, p. 16)

Staff and community engagement

Success requires broad support from across the school and its community, from:

- staff
- whānau
- community groups
- contributing schools.

See the manual, pages 22–25.



Gaining staff buy-in and support

School leadership is crucial to the success of Check & Connect. The principal and the senior management team need to understand the transformative aims of Check & Connect and champion its implementation. It's also important that staff understand and support the life-changing potential of the student–mentor relationship.

(Check & Connect: Te Hononga manual, p. 22)

It is important that staff:

- understand and support the intent of Check & Connect: Te Hononga
- understand why kaihoe (mentors) need access to student data and help them to source the information they need
- are available to discuss progress and data with kaihoe when required
- recognise that the kaihoe is not a 'magic wand' or 'fix-it' for the ākonga.



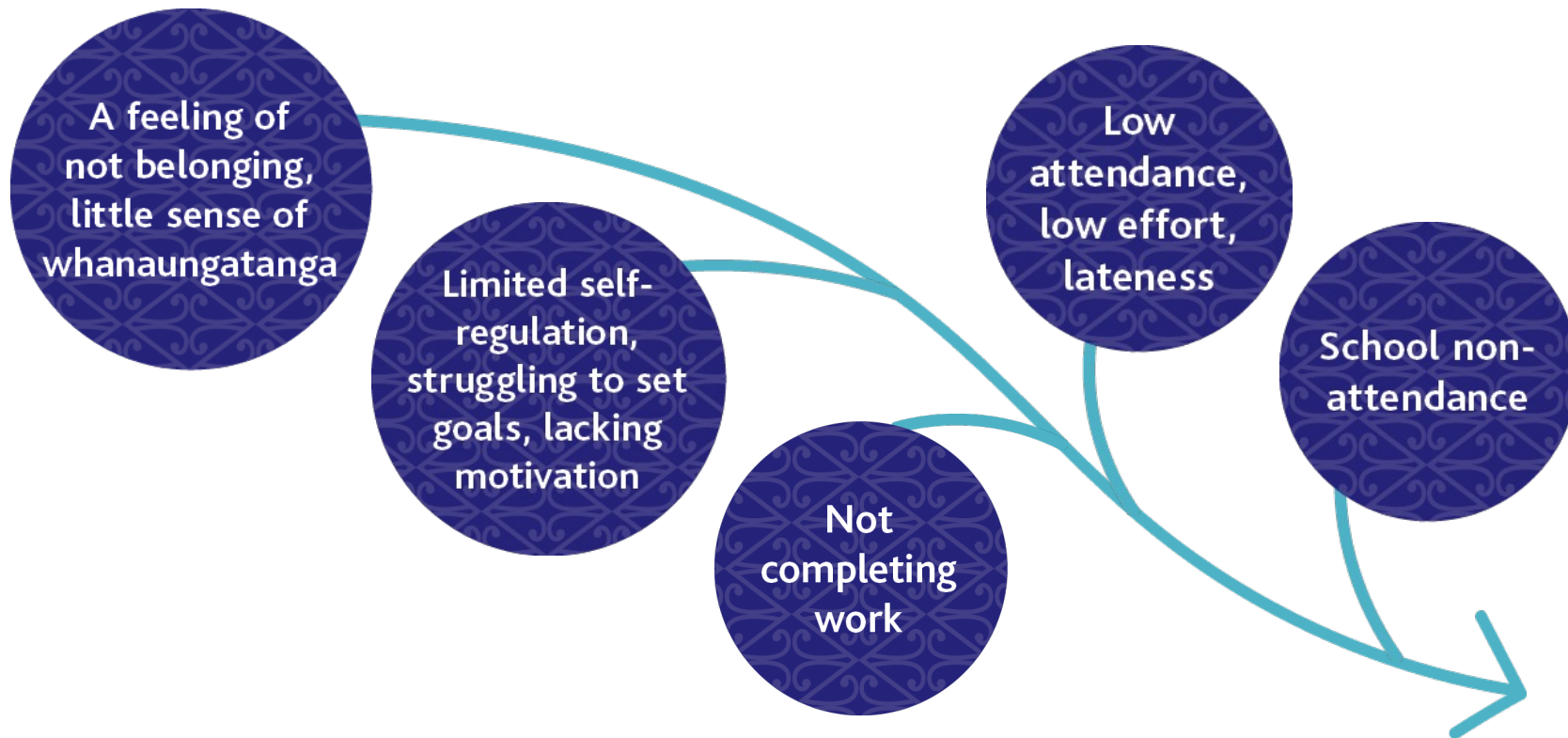
Activity: The risks associated with disengagement

What are some of the risks of disengagement?

Can you provide an example or story to illustrate each risk you identify?

How was the risk addressed so that there were positive outcomes for the ākongā?

The process of disengagement



Activity: Indicators of disengagement



Activity
resources

TYPE	DEFINITION
Behavioural	Lateness, missed classes, truancy, referrals to dean, minimal co-curricular participation
Academic	Lack of academic progress, failure to complete class tasks and projects
Cognitive	Unwillingness to engage in individual learning, low academic self-efficacy and perceived competence
Affective	Apparent lack of personal goals, social isolation, feelings of not belonging.

(Check & Connect: Te Hononga manual, p. 27)

Activity: Predictors of non-attendance

Check & Connect aims to reduce the number of alterable risk factors, and their seriousness, and to enhance what are known as ‘protective factors’.

(Check & Connect: Te Hononga manual, p. 28)

Risk factors predictive of non-attendance may be:

- unalterable **‘status factors’** (e.g., age, disability)
- **alterable factors** (e.g., attendance, behaviour).

These may be countered by **protective factors** (e.g., a caring relationship, a skill or interest).



Nominating and referring ākongā

Kaiurungi need to establish:

- criteria to guide their school's identification and nomination process
- guidelines for deciding who are most likely to benefit from a kaihoe.

[Interactive PDFs for Check & Connect:
Te Hononga](#)



The weekly 'check-in'

The weekly monitoring form (which may be hard or soft copy) is a key component of Check & Connect. It is the subject of each weekly 'check' meeting, the means by which the student and mentor keep focused on the student's educational and learning goals, and a means of measuring and celebrating progress. It allows mentors to record the 'connect' actions and strategies they have employed – both 'basic' and 'intensive' – in response to what the 'checking' process reveals.

(Check & Connect: Te Hononga manual, p. 31)

Setting risk thresholds

Indicators and thresholds:

- need to be workable
- will look different across different schools
- should set high but realistic expectations.

RISK INDICATOR	DEFINITION	HIGH-RISK THRESHOLD
Lateness	Arriving late for school or class	Five or more incidents per month
Missing classes	Missing selected class periods within a day without an excused reason	Three or more incidents per month
Absenteeism (truancy)	Full day's absence with or without an excuse. Days out when suspended are also included. Mark the student as absent if most of the classes in a day are missed.	Three or more incidents per month
Inappropriate behaviour	Being sent to office or senior staff for inappropriate behaviour	Three or more incidents per month, in combination with other concerns
Low achievement	Not engaging at the appropriate curriculum level	More than one year level below expected achievement levels in two or more classes

(Check & Connect: Te Hononga manual, p. 33)



Activity: Selecting, appointing, and supporting kaihoe

Relevant tasks include:

- Select kaihoe, in consultation with the principal
- Develop job descriptions and employment agreements
- Source (and possibly provide) training for kaihoe
- Appoint a kaiārahi (supervisor) for the kaihoe and establish a support network
- Meet with kaihoe regularly to provide support
- Ensure kaihoe have training in relation to safety (e.g., during home visits)
- Ensure kaihoe adhere to the school's health and safety policy
- Match ākonga and kaihoe
- Develop risk indicators for moving from basic to intensive mentoring.

Activity: Working with kaihoe | mentors

For everyone's safety and wellbeing it is important that kaihoe:

- are inducted into the school and helped to become familiar with its staff, systems, and practices, including its student management system (SMS)
- know and understand the school's health and safety policies and procedures
- receive cultural supervision and guidance, when necessary
- receive support and guidance from a kaiārahi (supervisor).



Watch:

[Check & Connect - Working together](#)

Obtaining ākongā and whānau consent



Remember:

- When approaching whānau, the aim is to work together as partners to support the ākongā.
- The approach for whānau should be individualised and build upon the current relationship between whānau and school.
- After the initial approach and obtaining consent, the kaihoe becomes the key contact person for whānau.
- Written consent can be difficult to obtain. Evidence of verbal consent can be sufficient.

Activity: Working with whānau

- How open and trusting are our school's current relationships with whānau whose tamaiti need additional support? To what extent are they mana-enhancing?
- What strategies might we use to support kaihoe in their liaison with whānau (e.g., around initial introductions, information-sharing, or cultural competence)?
- Which of these strategies could we immediately action, and which might first require input from senior leadership?



Watch:

[Check & Connect - Working with families](#)

Monitoring and evaluation play a key role in understanding the impact of Check & Connect for individual students and in determining how well the initiative is being implemented.

Three key aspects of monitoring and evaluation for Check & Connect are:

- monitoring its impact for individual students*
- assessing fidelity of implementation*
- evaluating the initiative.*

(Check & Connect: Te Hononga manual, p. 74)

Monitoring the impact for individuals

Dee

Dee started Check & Connect in year 10. She had low self-esteem and was experiencing grief from losing a significant adult in her whānau. Her parents were separated, and she had no siblings.

In year 11, Dee's attendance rate improved significantly to 75%, and teachers commented on her confidence in class and great attendance. In November, she passed NCEA level 1 prior to external exams.

In year 12, Dee is working to complete NCEA Level 2. She has lost another significant adult in her life, and grieving is making it difficult for her to attend school. However, she has been able to re-engage with school and reset her goals to improve attendance and gain 40 level 2 credits by the end of term 3.

Assessing fidelity of implementation

‘Fidelity of implementation’ refers to how closely implementation adheres to the intentions of an initiative. If an evidence-based initiative is not implemented as intended, the outcomes are likely to be disappointing.

(Check & Connect: Te Hononga manual, p. 75)

Evaluating the initiative

QUESTION	TO ANSWER THE QUESTION
To what extent are Check & Connect students more likely to stay in school?	Consider enrolment and retention rates, mobility, attendance, lateness, frequency of missed classes, stand-downs, and suspensions.
To what extent are Check & Connect students more likely to make progress in school?	Consider academic attainment, assignment completion, NCEA credits gained, and behaviour referrals.
To what extent are Check & Connect students more likely to complete their secondary schooling?	Calculate the number of years Check & Connect students are spending at school on average (e.g., three, four, or five years).
To what extent are Check & Connect students re-engaging with school and learning?	Collect data on teacher and student perceptions of student engagement using a locally developed or other survey. Track Check & Connect students' participation in school-wide activities.

(Check & Connect: Te Hononga manual, p. 77)

Purpose of this session

The purpose of this session was for you to learn about:

- your role and responsibilities as kaiurungi (coordinator)
- the typical steps involved in implementing Check & Connect: Te Hononga
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- how to support kaihoe (mentors)
- monitoring and evaluation of Check & Connect: Te Hononga.

Have we achieved our purpose for today? Do you have any questions?

Check & Connect: Te Hononga

Section 3

The role of the
kaihoe

Session 1



Reviewing prior learning

Check & Connect: Te Hononga

- is for ākonga who are at risk of disengaging from learning or non-attendance
- involves **checking** ākonga data and **connecting** with ākonga to plan responses
- was developed in the United States and is successfully implemented in many countries
- has been adapted to Aotearoa New Zealand and gives effect to the Treaty of Waitangi
- works best with a two-year commitment from a kaihoe (mentor)
- involves meeting weekly with ākonga to set goals for improved learning and wellbeing
- involves collaboration across a team of people, with ākonga and their whānau at the heart.

Purpose of this session

The purpose of this session is for you to learn about:

- whakawhanaungatanga – building connections with ākonga – the heart of the matter
- your role and responsibilities as kaihoe (mentors)
- the skills, knowledge, and attributes your role requires
- the risks of disengagement and how it happens
- possible indicators of disengagement and the importance of monitoring them
- the guidance in the manual.

Activity: The role of the kaihoe | mentor

Working in pairs or small groups, can you recall the six key mentor tasks that we discussed at our last session?

(The first and last are given for you below.)

- Collaborates
- Monitors
- Liaises
- Ensures alignment
- Problem solves
- Records



Persistence plus

- **Persistence:** The kaihoe helps ākonga see themselves as learners who can succeed.
- **Continuity:** Mentoring is for up to two years and builds on connections with whānau.
- **Consistency:** The kaihoe consistently reinforces the importance of education and learning.



Key kaihoe (mentor) processes

Key processes to establish:

- building trusting relationships with ākongā and whānau
- communicating with kaiako
- drawing on school and community resources
- setting up routines for planning and record keeping, using the forms and documents the school uses for Check & Connect: Te Hononga
- accessing data on the school's management system (SMS).

Activity: Kaihoe skills, knowledge, and attributes

Watch: [Check & Connect - Continuity of support](#)

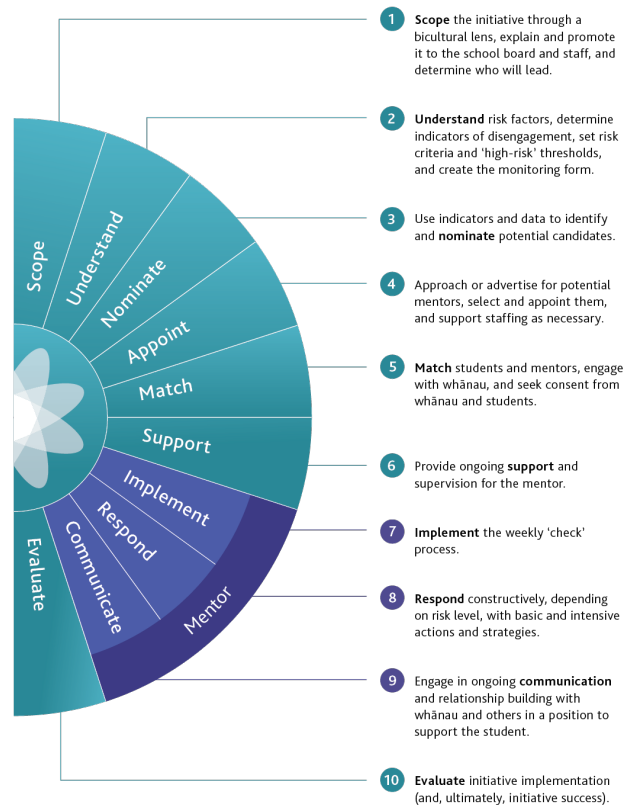


The mentor role is critical. Mentors are adults who have the knowledge, skills, attitudes, and cultural awareness that will enable them to form strong relationships with their assigned students and whānau, and to work collaboratively with school staff.

(Check & Connect: Te Hononga manual, p. 16)

Implementation of Check & Connect: Te Hononga

Key steps in the implementation of Check & Connect: Te Hononga



Working with the kaiurungi (coordinator)

Watch: [Check & Connect - Working together](#)



Support from the kaiurungi (coordinator)

The kaiurungi will:

- arrange your employment agreement and provide you with a job description
- make sure you have adequate support and guidance from a kaiārahi (supervisor)
- match you up with one or more ākonga to mentor
- meet regularly with you to support you in your work
- ensure you understand how to keep yourself and others safe
- ensure you know and understand the school's policies and procedures around health, safety, consent, and confidentiality.

Support from a kaiārahi (supervisor)

Your kaiārahi (supervisor) will:

- help you identify issues of concern and suggest ideas for supporting your ākonga
- address safety concerns and help refer ākonga to other services
- meet with you for a minimum of one hour every three weeks.



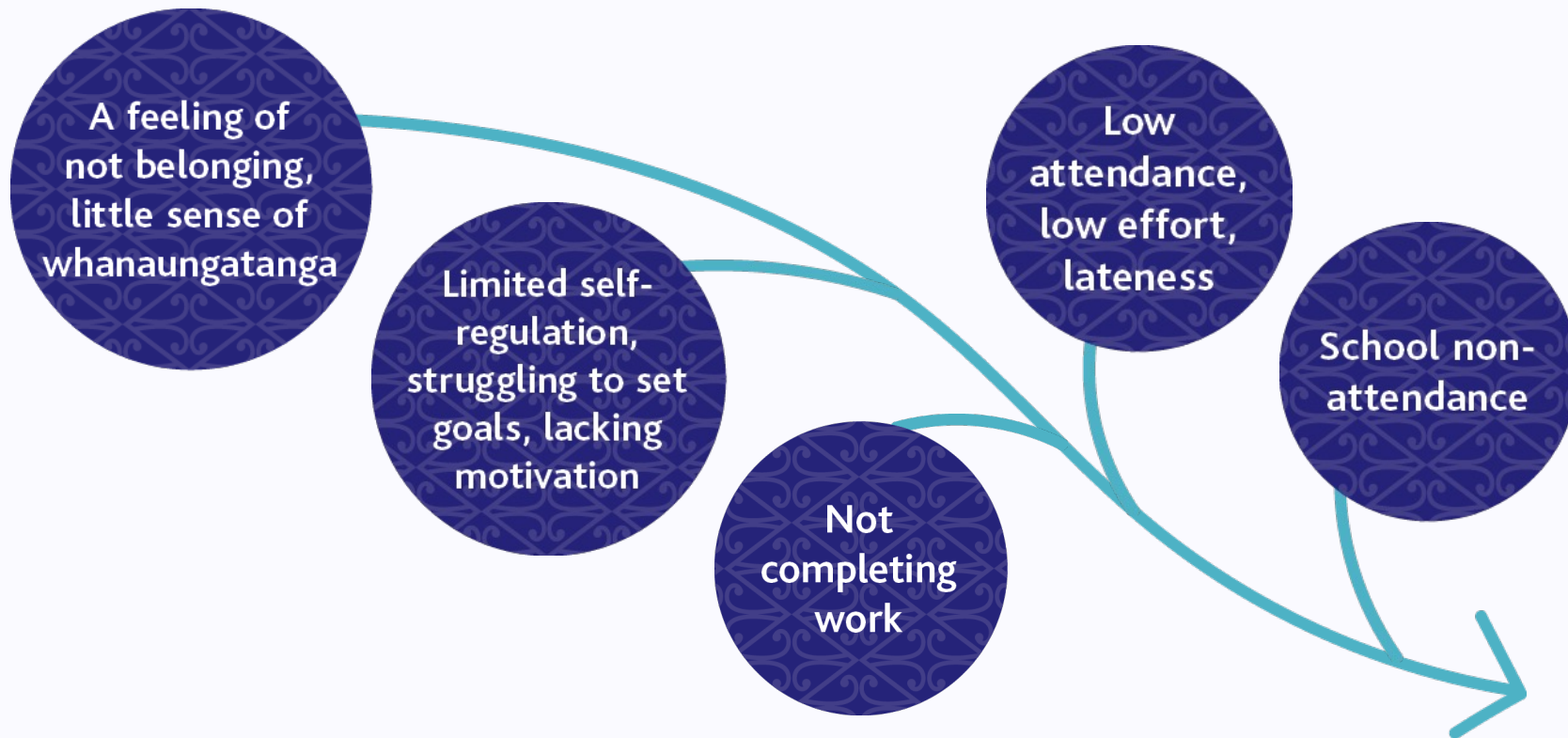


Activity: The risks associated with disengagement

Risks from disengagement include:

- ākongā joining networks outside of school that could be detrimental to their long-term wellbeing
- a reduction in the informal controls on behaviour that come through school attendance
- social exclusion from positive peer groups
- changes in how identity develops, which can change how ākongā feel about themselves
- academic failure
- elevated risk of anxiety or depressive symptoms
- greater risk of low income and unemployment later in life.

The process of disengagement



Activity: Indicators of disengagement



Activity
resources

TYPE	DEFINITION
Behavioural	Lateness, missed classes, truancy, referrals to dean, minimal co-curricular participation
Academic	Lack of academic progress, failure to complete class tasks and projects
Cognitive	Unwillingness to engage in individual learning, low academic self-efficacy and perceived competence
Affective	Apparent lack of personal goals, social isolation, feelings of not belonging.

(Check & Connect: Te Hononga manual, p. 27)

Activity: Identifying types of disengagement



Activity
resources

I was great at primary school; the teachers liked me and cared about me. High school is different. The teachers don't know me.

NCEA and exams and stuff don't really matter. I don't care about them. You don't need them for what I want to do in life.

The friends I hang out with are not at school. I used to play for a school team, but I stopped because I was always home gaming.

I can't be bothered to do the work in class. When the teacher has a go at me, I get annoyed and disrespectful to get sent out.

I could get NCEA credits but don't get around to doing the work and handing it in.

Discuss:

- What type of disengagement is suggested by each quote?
- What might be causing it?
- What's an appropriate response?

Activity: Predictors of non-attendance

Check & Connect aims to reduce the number of alterable risk factors, and their seriousness, and to enhance what are known as ‘protective factors’.

(Check & Connect: Te Hononga manual, p. 28)

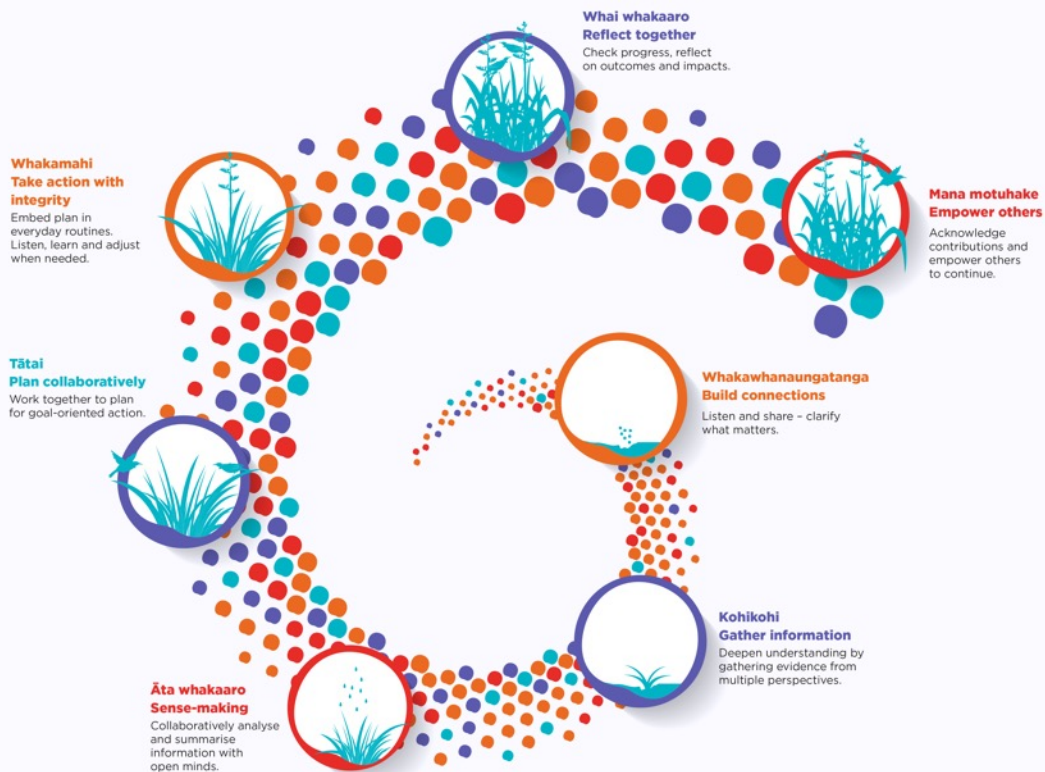
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- **alterable factors** (e.g., attendance, behaviour).

These may be countered by **protective factors** (e.g., a caring relationship, a skill or interest).



The kaihoe role in practice



Activity: Whakawhanaungatanga – Building connections with ākonga

- What is the purpose of your relationship with ākonga?
- What should that relationship look like?
- What are some strategies for building trust and influence with ākonga?
- What are some specific factors you need to consider when working to build connections with ākonga Māori or ākonga of Pacific descent (e.g., around language, culture, history, and whānau)?



Whakawhanaungatanga
Build connections

Listen and share – clarify
what matters.

Check & Connect
Te Hononga



**Purposeful
relationships**

Watch: [Check & Connect - Purposeful relationships](#)

To ensure safety for yourself and the student, discuss the school's procedures with your coordinator or the school's pastoral care team.

Check & Connect students are vulnerable young people, and their emotional safety as well as their physical safety must be considered at all times.

If you believe that you or the student are at risk of harm, seek support immediately from the school or your supervisor.

(Check & Connect: Te Hononga manual, p. 45)

Setting boundaries to ensure safety

Consider:

- the values, knowledge, skills, and competencies you bring to this mahi
- the importance of setting appropriate boundaries and being clear about your role
- the power differential in your relationship with an ākonga
- the importance of cultural safety and of developing your own cultural competence
- the availability of support and guidance to help you develop further in your role
- the potential for relationship breakdowns and importance of seeking help when needed.

Information safety, confidentiality, and privacy

Issues and concerns may arise around:

- suicide or self-harm
- threats of harm to others
- threats of harm to you
- the disclosure of criminal offences
- worrying ākongā behaviours (e.g., heavy substance use)
- mentor wellbeing / burnout
- conflicts of interest.



Protective strategies



Protective strategies include:

- support from your kaiurungi (coordinator)
- support from your kaiārahi (supervisor)
- cultural supervision
- peer support
- self-care / life balance strategies
- professional development
- asking for help sooner rather than later.

Purpose of this session

The purpose of this session was for you to learn about:

- whakawhanaungatanga – building connections with ākonga – the heart of the matter
- your role and responsibilities as kaihoe (mentors)
- the skills, knowledge, and attributes your role requires
- the risks of disengagement and how it happens
- possible indicators of disengagement and the importance of monitoring them
- the guidance in the manual.

Have we achieved our learning intentions for today? Do you have any questions?

Are there challenges you are encountering or anticipating that you would like to address in our next session?

Check & Connect: Te Hononga

Section 4

The role of the
kaihoe

Session 2



Our previous session ...



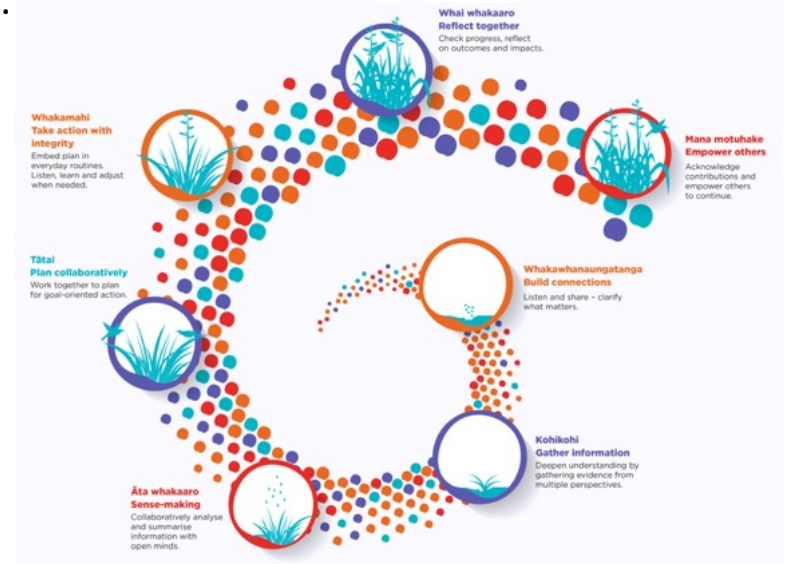
In the last session, we looked at:

- your role and responsibilities as kaihoe
- the competencies this requires
- the risks of disengagement and how it happens
- possible indicators of disengagement and how to monitor them
- whakawhanaungatanga – building connections with ākonga – the heart of the matter
- the guidance in the manual.

Purpose of this session

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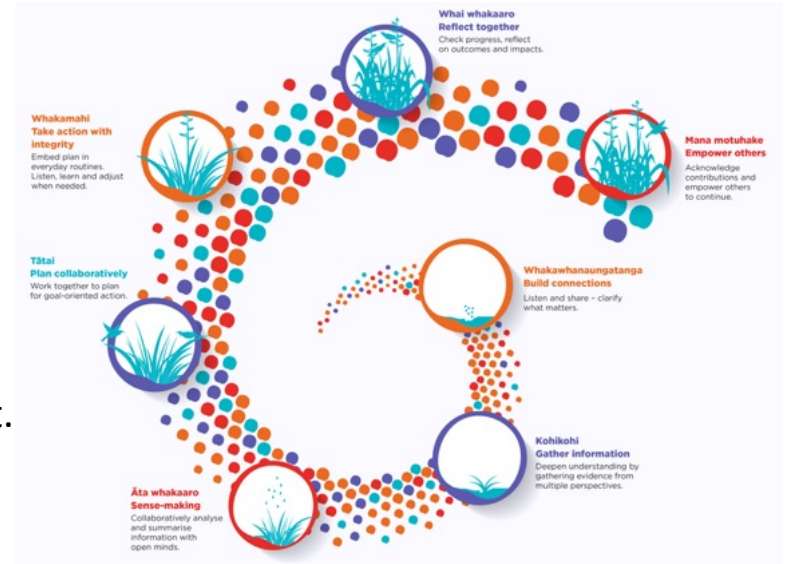
- Kohikohi: Gathering information
- Āta whakaaro: Sense making
- Tātai: Planning and setting goals
- Whakamahi: Taking action and student engagement
- Whai whakaaro: Reflection and problem solving
- Mana motuhake: Empowering ākonga



Purpose of this session: cont.

You will also learn about:

- Basic and intensive responses
- Building connections with whānau
- Monitoring and evaluation
- Ending a Check & Connect: Te Hononga commitment.



Activity: Whakawhanaungatanga – review

- What is the purpose of your relationship with ākonga?
- What should that relationship look like?
- What are some strategies for building trust and influence with ākonga?
- What are some specific factors you need to consider when working to build connections with ākonga Māori or ākonga of Pacific descent (e.g., around language, culture, history, and whānau)?



Whakawhanaungatanga

Build connections

Listen and share - clarify
what matters.

Kohikohi: Gathering information – getting started

Helpful appendices from the manual:

- Appendix 1: Student risk inventory
- Appendix 3: Student nomination form
- Appendix 2: Gathering information
- Appendix 8: Ngā mahi o te oranga



Kohikohi **Gather information**

Deepen understanding by gathering evidence from multiple perspectives.

Activity: Kohikohi: Gathering information – The weekly check-in

Remember:

- **Check** refers to systematic monitoring of attendance, achievement, and wellbeing.
- **Connect** refers to personalised, timely responses focused on problem-solving and building competence.



Kohikohi **Gather information**

Deepen understanding by gathering evidence from multiple perspectives.

Discussion questions for pages 48–49 of the manual:

- *What are the key points on the page that you read?*
- *How do you expect to use the monitoring form in your regular meetings with an ākongā?*

The monitoring forms in Appendix 4 are [available online](#) as interactive PDFs.

Āta whakaaro: Sense making

Table 3: Examples of defining indicators and thresholds for high risk

RISK INDICATOR	DEFINITION	HIGH-RISK
Lateness	Arriving late for school or class	Five or more incidents per month
Missing classes	Missing selected class periods within a day without an excused reason	Three or more incidents per month
Absenteeism (truancy)	Full day's absence with or without an excuse. Days out when suspended are also included. Mark the student as absent if most of the classes in a day are missed.	Three or more incidents per month
Inappropriate behaviour	Being sent to office or senior staff for inappropriate behaviour	Three or more incidents per month, in combination with other concerns
Low achievement	Not engaging at the appropriate curriculum level	More than one year level below expected achievement levels in two or more classes



Āta whakaaro Sense-making

Collaboratively analyse and summarise information with open minds.

(Check & Connect: Te Hononga manual, p. 33)

Tātai: Planning collaboratively and setting goals



Tātai **Plan collaboratively**

Work together to plan for goal-oriented action.

Goal setting is a core Check & Connect strategy that has the potential to make a great difference to your student's educational trajectory and life options. It is also helpful for mitigating many of the alterable risk factors that keep students from achieving their educational potential.

(Check & Connect: Te Hononga manual, p. 51)

Attend – Engage – Invest

*Check & Connect offers a framework for helping students move from poor attendance to successful school completion. As a mentor your job is to identify your student’s strengths and needs, and to use this knowledge to adopt strategies and set goals with the student that will support this change. For some, the first step will be to **attend** school. Once they are attending, you’ll work towards increasing their **engagement** with school and learning. When they decide that school is important and worth it, your aim will be to interest them in setting and working towards goals with long-term benefits: that is, to **invest** in their future.*

(Check & Connect: Te Hononga manual, p. 53)



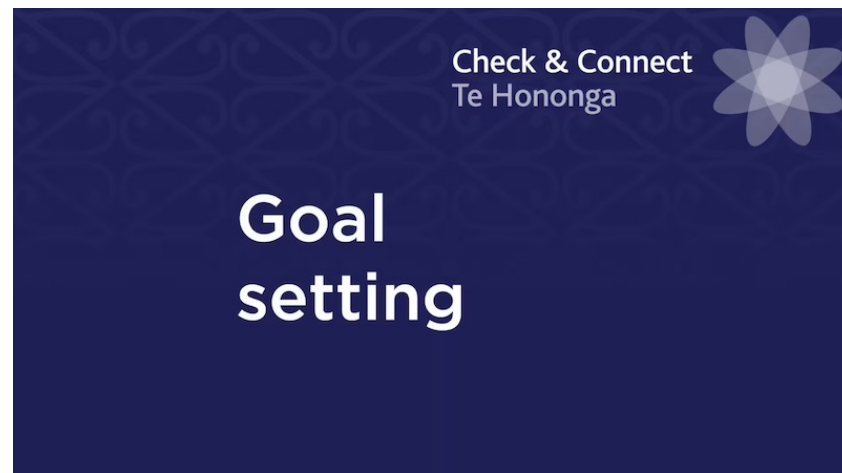
Tātai **Plan collaboratively**

Work together to plan for goal-oriented action.

Activity: Goal setting

Discuss:

- factors that can enable goal setting and factors that can be a barrier
- strategies for building on strengths, overcoming barriers, and making goal setting real.



Watch: [Check & Connect - Goal setting](#)

Whakamahi: Taking action and supporting student engagement

As you continue meeting with the student and checking data, you'll also identify areas in which they can learn to exercise agency (rangatiratanga) in ways that will support their engagement and learning. While some aspects of their lives may currently be outside their control, support them to understand that there is much that is potentially within their control.

(Check & Connect: Te Hononga manual, p. 54)



Whakamahi **Take action with** **integrity**

Embed plan in everyday routines. Listen, learn and adjust when needed.

Activity: Whai whakaaro: Reflecting together using problem solving

Step 1: Stop! Think about the problem or risk.

Step 2: What are some choices?

Step 3: Choose one.

Step 4: Do it.

Step 5: How did it work?



Whai whakaaro Reflect together

Check progress, reflect on outcomes and impacts.

Mana motuhake: Empowering the student

The ways in which you respond to your student and their situation will determine to what extent they feel empowered and supported to exercise mana motuhake (agency, autonomy).

Effective responses:

- *are intentional, not haphazard*
- *use data as the basis for decisions*
- *are designed in collaboration with the student and whānau*
- *enhance the student's protective factors*
- *reinforce beneficial behaviours*
- *take account of multiple target areas (e.g., specific classes, home support, extra-curricular activities)*



Mana motuhake Empower others

Acknowledge contributions and empower others to continue.

(Check & Connect: Te Hononga manual, p. 57)

Activity: Levels of response: Intensive responses

Intensive responses are designed to achieve a person–environment fit for the student: they support the student to change their behaviour and encourage whānau, teachers, and school (the environment) to change their policies or practices in ways that encourage participation and engagement. There are many ways of doing this: both student and environment can change.

(Check & Connect: Te Hononga manual, p. 63)



Activity: Building connections with whānau

As mentor, you provide a link between school and whānau. Your aim is to build a relationship that will support the educational achievement of your Check & Connect student. Assume that the whānau and the school both want the best for the student, and that by working together they will achieve more than by working in isolation. Engagement occurs through dialogue, mutual problem solving, and shared decision making in relation to expectations, goals, and learning outcomes for the student.

(Check & Connect: Te Hononga manual, p. 64)

1. What is the purpose of your relationship with whānau?
2. What should that relationship look like?



Watch: [Check & Connect - Working with families](#)



Activity: Building connections with whānau – Building trust

The way whānau react and interact differs. There are no hard and fast rules for linking the culture of the whānau with the education context and vice versa, but there are recommended processes. The first recommendation is knowing the background of the whānau and the history of the mana whenua. Other considerations include using moderate language (gentle in tone and pitch), being personable and warm, and being honest.

If unfamiliar with cultural protocols then say so, and concede that mistakes may occur.

(Angus Macfarlane, quoted in Check & Connect: Te Hononga manual, p. 65)

3. What are some strategies for building trust and influence with whānau?
4. What do you need to consider when working with Māori and Pacific whānau?

Building connections with whānau – Communication



Communicating with whānau may not always be easy, and whānau may sometimes find it difficult to communicate with you. Don't assume a lack of interest. Persist in reaching out. Make it clear that you are in this for the long haul, and that your kaupapa is simply to support their child to achieve educationally. Discover how whānau prefer to communicate, and be flexible.

(He Māpuna te Tamaiti, quoted in Check & Connect: Te Hononga manual, p. 67)

Ending a Check & Connect: Te Hononga commitment

Typically, a kaihoe will work with an ākonga for at least two years.

Three related considerations are:

- Recognising that progress takes time
- Knowing when a student needs more intensive support
- Recognising when a student is ready to move on.



Te aroturuki me te arotake | Monitoring and evaluation



Monitoring and evaluation play a key role in understanding the impact of Check & Connect for individual students and in determining how well the initiative is being implemented.

Three key aspects of monitoring and evaluation for Check & Connect are:

- *monitoring its impact for individual students*
- *assessing fidelity of implementation*
- *evaluating the initiative.*

(Check & Connect: Te Hononga manual, p. 74)



Activity: What good looks like

She builds rapport based on trust, which is key for many of these young people, who often have trouble trusting adults in their lives.

Our kaihoe advocates for her mentees, regardless of the concerns/issues raised in the school. She holds her mentees to account, but always lets them know that she is there for them.

Her target setting with the individual students allows them to be self-reflective and ambitious with their future selves.

Our kaihoe is always looking at new connections for the students under her watch, with external or internal school programmes and resources being accessed.

Due to the dynamic nature of college, our kaihoe is always willing to step in and support our pastoral staff with students in trouble or at risk, which is VERY much appreciated by us all.

(Feedback on a kaihoe from a school leader)

Purpose of this session

The purpose of this session was for you to learn about:

- Kohikohi: Gathering information
 - Āta whakaaro: Sense making
 - Tātai: Planning collaboratively and setting goals
 - Whakamahi: Taking action and supporting student engagement
 - Whai whakaaro: Reflecting together using problem solving
- Mana motuhake: Empowering ākonga
 - Basic and intensive responses
 - Building trust and connections with whānau
 - Monitoring and evaluation
 - Ending a Check & Connect: Te Hononga commitment.

Have we achieved our purpose for today? Do you have any questions?