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Me mahi tahi tātou

Better at working together

INTERAGENCY COLLABORATION

PART II: **ADVICE ON GOOD PRACTICE**

Oct 2007

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working together for children and young people with high and complex needs



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FOREWORD

This advice on good practice for collaboration has been developed by the High and Complex Needs (HCN) Unit in New Zealand for frontline staff and managers. It forms Part II of a suite of interagency collaboration resources entitled '*Better at Working Together*'. The advice is based on information from Part I of *Better at Working Together*, a literature review undertaken by Melanie Atkinson for the HCN Unit¹, as well as from the self-assessment tool which forms Part III of the resources. This was based on the Partnership Assessment Tool, developed by the Nuffield Institute at the University of Leeds and the Strategic Partnering Taskforce in the UK Office of the Deputy Prime Minister².

The advice also reflects:

- feedback from a workshop in June 2006 on the joint sector response projects, previously funded by the HCN Unit
- focus group feedback from the HCN Advisors, services coordinators and members of the interagency management groups in Christchurch and Whangarei
- the views of managers and other members of the interagency management groups who attended a national meeting on collaboration in Wellington in July 2006
- the views of caregivers and parents
- the pilot of the self-assessment tool by the interagency management groups in Wanganui, Christchurch and Rotorua (Nga Ara Totika) between April and June 2007
- the views of the HCN Unit's Collaboration Advisory Group.

We know the impetus for collaboration often comes from the vision and energy of key individuals, collaboration also needs systems and supports to sustain it. Managers at all levels have a crucial role to play – by making their commitment to interagency work known, by modelling behaviour and by recognising the extra time and effort that working collaboratively will take.

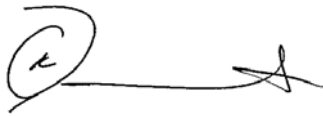
The HCN Unit is keen to share experience of interagency working, for the benefit of children with high and complex needs but also as a contribution to the developing practice of collaboration across the government sector. While the concept of interagency working is widely promoted and accepted, it is hard to find practical advice about how to set up, and maintain, successful interagency processes and services.

¹ Better at Working Together: Advice on interagency working for frontline staff and managers at all levels: Part I, Literature review. Melanie Atkinson, 2006.

² Assessing Strategic Partnership – The Partnership Assessment Tool, Office of the Deputy Prime Minister, London, 2003.

We hope the advice on good practice and self-assessment tool provided in Part III, will help to fill this gap.

We do not have the whole answer on interagency ways of working, and we see these resources as works in progress. We will continue to develop them in light of the experience and feedback we receive.

A handwritten signature in black ink, consisting of a large, stylized 'C' followed by a horizontal line and a small flourish at the end.

Cynthia Tarrant
Manager – HCN Unit

INTRODUCTION

In today's environment, government agencies are increasingly being expected to work collaboratively. There is a growing emphasis on interagency and whole-of-government responses to complex issues. There is also a significant body of literature on the topic of interagency collaboration, but this is mainly about the principles for collaborative working.

In practice, interagency work is often complex, time-consuming and difficult. Sometimes the difficulties that are experienced reflect the 'discomfort' inherent in interagency working that, once identified, can be resolved, or simply accepted and managed. Occasionally, the difficulties – which may be associated with only one of the agencies – will be so serious as to disable the collaborative process. Whatever the perceived strengths or weaknesses of interagency working, it makes sense to ensure that the resources that have been committed to a project are being used effectively.

We have organised this advice around the process of setting up an interagency project - from deciding that a group of agencies needs to work together, through to monitoring and evaluation.

The advice in this section should be read alongside the comments on the principles for collaboration, outlined in Part III of the 'Better at Working Together' interagency collaboration resources:-

PRINCIPLE 1: Recognise and accept the need for collaboration

PRINCIPLE 2: Be clear and realistic about the purpose

PRINCIPLE 3: Ensure commitment and ownership

PRINCIPLE 4: Develop and maintain trust

PRINCIPLE 5: Create clear and robust arrangements to support collaboration

PRINCIPLE 6: Monitor, measure and learn.

Although the practical advice focuses on the interagency process related to children and young people receiving HCN funding, it can also be applied to any interagency work at the local level. Please feel free to use and adapt the good practice advice and self-assessment tool to suit your own purpose.

WHAT DO WE MEAN BY COLLABORATION?

We are aware of the wide range of concepts and definitions of collaboration that can be found across disciplines and services, and the abundance of terms used to describe 'working together'. For the HCN Unit, collaboration means:

The range of activities involved in agencies working together – including cooperation, coordination and interagency collaboration.

For HCN funding, we expect that the agencies will:

- make a formal commitment to a joint process
- agree on lead agency and accountability arrangements
- move beyond the agencies and professional paradigms involved to form a shared view of the issues and the desired outcomes
- jointly develop and agree on a plan that focuses on the outcomes for the child or young person and their family
- be willing to be flexible and to do things differently
- contribute resources (staff time, services, administrative support, funding) to deliver the common plan
- ensure that the results are greater than the sum of the parts.

ADVICE ON GOOD PRACTICE

1. BEFORE STARTING – DO WE NEED TO WORK TOGETHER?

Where the benefits of working collaboratively have not been established, the agencies will need to consider whether collaboration is a good idea in their particular circumstances. Recognising the need for collaboration involves both a personal acceptance of the need to work effectively with others, as well as an organisational one.

The table below is from *Getting Better at Managing for Shared Outcomes* and sets out the questions that agencies should consider before embarking on a collaborative process.

See also the comments on Principle 1, *Recognise and accept the need for collaboration*, outlined in Part III of the *'Better at Working Together'* interagency collaboration resources.

At every step it is necessary to consider whether any new information challenges the merit of pursuing a shared outcome, or if pursuing another option is preferable.

PRE-CONDITIONS Necessary before engaging with potential collaborators.	
Are you clear about the outcome(s) desired?	No – Further work needed.
Is this outcome a high priority for your agency/ minister(s)?	No – Do not proceed any further.
Have you identified who else can make a critical contribution to the outcome(s)?	No – Further work needed.
YOU ARE NOW READY TO ENGAGE WITH POTENTIAL PARTNERS. Agency leaders should develop a relationship with their equivalents in the relevant agencies and carry out a feasibility assessment.	
Is the outcome best pursued by joint working?	No – Do not proceed any further.
Have you agreed the best way of working together?	No – Further discussion needed.
Is joint working acceptable, feasible, cost-effective and within existing capability?	No – Do not proceed any further.
YOU ARE NOW READY TO PLAN FOR A SHARED OUTCOME. Develop an underpinning rationale for collaboration and a method for measuring results needs to be developed.	
Can any informal barriers be managed?	No – Develop a strategy for addressing them.
Are enough success factors in place to achieve a shared outcome?	No – Work on developing them.
YOU ARE NOW READY TO MANAGE FOR A SHARED OUTCOME. Agency leaders will need to create and sustain an environment conducive to the achievement of shared outcomes.	

2. SETTING UP – PURPOSE AND MEMBERSHIP

This section covers issues related to the purpose of an interagency project and the membership of the group. As well as being clear about their purpose and having the right people involved, the group needs to ensure that members have a mandate and can make commitments on their agencies' behalf. See also the comments outlined in Part III of the 'Better at Working Together' resources on Principle 2, *Be clear and realistic about the purpose.*

COMMON UNDERSTANDINGS

Consider using an independent facilitator and an information-sharing session to help group members to appreciate each agency's perspective, develop a shared language, and aid in the formulation of project terms of reference. Facilitate agreement about:

- what the collaboration is aiming to achieve
- which agencies and organisations should be involved, and why
- what type of representation is required
- the agenda for action
- the role and responsibilities of each agency and their representative
- governance and operational roles, and where responsibility lies for each of them
- the lead agency
- the level of commitment required from participants (ask participants to commit to staying involved for the life of the collaboration)
- the role of Maori organisations and representatives, and the involvement of other cultural groups and community organisations (see below).

Collaboration needs optimism, vision, leadership and new thinking if it's going to succeed. It breaks down when it becomes adversarial, competitive and focused on funding issues. (HCN ADVISORS)

PURPOSE: THE CHILD OR YOUNG PERSON AND THEIR FAMILY

Recognise that the purpose of the collaboration is the child or young person and their family. Feedback says that having a shared vision for the child or young person is central to an interagency team finding common ground. Some groups begin their collaborative process by developing this shared vision.

INVOLVEMENT OF THE CHILD OR YOUNG PERSON AND THEIR FAMILY

The views of the child or young person and their family are an essential element of effective interagency working. Even the most challenging child or young person has hopes for the future and these provide a motivation for change, if the group can tap into them.

The participation of the family/whanau should, wherever possible, be supported. The insight, love and commitment of the family/whanau will be longer lasting than the involvement of the government agencies and it is important that interagency work recognises and builds on these strengths.

For us [the caregivers], the whole process is very empowering. The entire process of working through the HCN plan, to think further than the day-to-day drama of caring for (young person), to plan for her future, was incredibly helpful. At the same time it was a great leap of faith to include so many professionals in our lives and it took courage to be open and honest about our life with (young person) and our own needs in caring for her. (CAREGIVER OF HCN FUNDED YOUNG PERSON)

IWI/MAORI PARTICIPATION

Before establishing a collaborative initiative, consider the role and representation of Maori on the project. This will require the group to consider:

- Whether the collaboration needs to involve Maori in a partnership role or whether the group will be consulting with Maori. It is important to clarify this, in order to reduce possible confusion or ambiguity about working together.
- The role of Maori staff – recognising that some Maori staff may have accountabilities to both their agencies and to the Maori community that go beyond their work role.
- Who can provide appropriate advice to the group on these issues.

INVOLVING OTHER CULTURAL GROUPS AND COMMUNITY ORGANISATIONS

Consider at the outset whether or not the objectives of the project require community involvement. If participation is required, it is important to be clear about what is being sought – is it participation in the whole project, or consultation on a particular aspect of it?

GROUP MEMBERS WHO REPRESENT THEIR AGENCIES

- Ensure, at the beginning of the process, that group members have the right to speak for the organisation they represent. Clarify what decisions and commitments the members can make for their organisation as part of the collaborative process, and what issues they will need to seek their agency's view on. This will require members to obtain a formal mandate from the organisation they represent.
- Identify the statutory powers of member agencies that may have an impact on the collaborative work. Discuss possible scenarios (eg, placement by Child, Youth and Family, or the exclusion of a child or young person from school) in order to reach agreement about how these situations will be managed within the collaborative process.
- Set an expectation that there will be as little change in agency involvement and representation as possible.
- Recognise that no one agency has all the answers or resources. Reinforce a culture of interagency working and commitment to the project.

It's so important to meet different agencies and talk about expectations, criteria and those kinds of things because I think, if you don't do that, conflict between the agencies can occur . . . A process like this can help avoid interagency conflict by giving an understanding of the restrictions people are working under in different agencies. (EVALUATION OF ENHANCED

TRAINING PROGRAMME FOR INTERAGENCY TEAMS)

MEMBERS WITH EXPERIENCE OF INTERAGENCY WORKING

- Ensure that the staff selected for an interagency project are experienced, that they know their service and their role within it and have enough confidence to be flexible.
- Ensure that some group members have experience of what can be achieved through interagency working and have the energy and vision to inspire others.
- Take time to make sure team members know each other and have a good working relationship.
- Build strong personal links and team-oriented relationships among the project participants. Recognise that partners in collaborative work need to engage in a continuous nurturing process.

GROUP SIZE

Consider the size of the group, and the implications that this may have for participation. One study suggested that a group should comprise no more than eight members. The principle is 'the smallest team that covers all the bases'.

LONG-TERM, NOT SHORT-TERM

Try to avoid setting up short-term collaboration projects. Experience shows that short-term collaborations often do not run long enough to achieve the expected benefits. As well, the pressures related to the short timeframes compound the difficulties of setting up an interagency process, and managing it alongside 'business-as-usual'.

Refer to Appendix 2 for material on the development and life cycle of groups.

*Be aware that collaboration takes time to develop.
Our experience was that it took three years to set up
the project and get it running well.*

(NGA ARA TOTIKA, ROTORUA)

3. AGENCIES WORKING TOGETHER – BUILDING SUPPORT AND SKILLS FOR COLLABORATION

This section focuses on the support that organisations need to provide for interagency work. This support includes the messages of chief executives and other senior managers about collaboration, recognition of collaborative working as part of the agency's outputs, and joint staff development. See the comments on Principle 3: *Ensure commitment and ownership* and Principle 4: *Develop and maintain trust*, outlined in Part III of the 'Better at Working Together' collaboration resources.

SUPPORT FROM THE AGENCIES

Managers in the agencies need to:

- Ensure that senior managers, from the Chief Executive down, are committed to interagency working, and find ways to make this support visible and widely known. It is important for the success of interagency working that all levels of management demonstrate, by their own behaviour, a commitment to collaborative ways of working.
- If the collaborative initiative is one that involves senior management, establish two-way communication with frontline staff. For example, find ways to share the findings and progress of the project with practitioners, and ways for practitioners to provide feedback to the other parts of the organisation. (See Section 6: Monitoring progress, publicising results, page 23.)
- Recognise collaborative working as part of the outputs of the agencies involved. For instance, recognise the attendance of interagency meetings as part of a staff member's role. Acknowledge training provided to other organisations as a legitimate part of the collaborative project.
- Model the attitudes and approach to collaboration that are expected of staff, as well as discouraging non-collaborative working and attitudes.
- Recognise that collaboration on a particular project or issue will have positive spin-offs for other interagency work at the local level. Allow some latitude, so that any collaborative process can support related interagency activity.

Members of any interagency group will need to brief newly appointed managers who take on accountability for the collaborative work, and enlist their support.

COMMITMENTS FROM MANAGERS

The managers who have direct responsibility for the interagency work (eg, the members of the local Interagency Management Group for HCN) should reach agreement about:

- the seniority of the managers who should attend the management meetings
- giving priority to attending the management meetings
- within their agencies, supporting interagency working
- acting quickly to resolve any differences or disputes that arise.

Managers should write up their understanding about their governance role for the interagency work. Appendix 2 includes an example of an agreement between local managers about the collaborative process related to HCN funding.

Staff need to trust the staff in other agencies. They also need to trust that their manager will support the interagency work when difficulties arise. (EVALUATION OF ENHANCED TRAINING PROGRAMME FOR INTERAGENCY TEAM)

JOINT STAFF DEVELOPMENT TO SUPPORT COLLABORATION

Consider providing joint training to help agency staff to work collaboratively. Holding staff development days with staff from all the agencies can help staff to get to know their counterparts in the other agencies, to understand their roles and responsibilities, and to deal with misconceptions and stereotypes.

A suggested approach for a series of staff development sessions is:

- in the first session, get each of the agencies to outline their role
- use the second session for 'myth busting'
- in the third session, use case scenarios and presentations by each agency to explore the different professional paradigms and ways of working with the issues
- allow plenty of time in the breaks for networking.

As well as addressing practice issues, training sessions should, ideally, provide the opportunity for staff to enhance the skill-set necessary for effective collaboration. This includes:

- being able to cooperate with and respect others and to resolve conflict
- effective communication – listening, negotiating and compromising

- being flexible about one's own professional paradigm and agency operating rules – experience shows that successful collaboration involves the group developing a shared way of thinking and 'pushing the boundaries' for the greater good
- being able to build an effective collaboration process.

Repeat the joint staff development sessions every 12-18 months, and more often if staff turnover is high.

Publicise successes locally.

The sectors meeting regularly with a joint goal (instead of disparate ones) had a positive impact on relationships and joint working in other areas.

(ON TRACC)

INCREASED CONTACT AMONG THE PARTICIPATING AGENCIES

As well as providing joint training, encourage work-shadowing and other opportunities for staff to see for themselves the role and approach of the other agencies, and to get to know their counterparts. One example is agencies swapping staff members for a few days. Others include secondments and the co-location of staff.

Encourage participants to establish close working relationships and personal links with colleagues in the other agencies.

4. THE GROUP WORKING TOGETHER

This section covers issues that are in the hands of the collaborative group itself. It comments on the understandings the group needs to reach about its way of working and the steps that help to build a solid process and a successful team. See the comments on Principle 3: *Ensure commitment and ownership* and Principle 4, *Develop and maintain trust* outlined in Part III of the 'Better at Working Together' Interagency Collaboration resources.

The HCN process has given us a more in-depth picture of (young person). We now have a much better idea of what goes on in his life and that assists us in how we work with him at school. (TEACHER OF HCN FUNDED YOUNG PERSON)

TERMS OF REFERENCE AND OTHER DOCUMENTATION

Ensure that agreements about the collaboration are written up as terms of reference. These terms of reference should be signed off by the relevant senior managers in each participating agency to provide a mandate for the project. Also consider documenting project principles, ethics and code of conduct.

The project needs a statement of principles and conduct – 'do no harm, state differences in power, describe the process'.

(ONEHUNGA PASIFIKA PROJECT)

THE LEAD AGENCY ROLE

Give one agency the mandate to lead or coordinate the collaboration project. This will help to resolve issues of accountability for management of the project, finances and contracting. Also agree a process for other parties to have an input in decision making.

The qualities and attributes required for leading interagency work include:

- being organised, efficient and skilled at encouraging all voices and the input of all stakeholders
- drive and tenacity to surmount the obstacles to progress
- strategic vision that can bring together the team in order to effect change
- sharing power rather than imposing hierarchy
- taking a holistic rather than a fragmentary view of the organisation and the community
- a focus on facilitation and process

- being flexible rather than controlling
- being proactive rather than reactive
- focusing on process and product rather than product only
- building personal relationships.

Issues, such as accountability for goals, outcomes, finances and contracting, were largely resolved by one agency taking a lead role. (EVALUATION OF THREE JOINT SECTOR PROJECTS IN CENTRAL AUCKLAND)

DECISION MAKING AND SIGN-OFF

Be explicit about sign-off procedures so that it is clear what decisions the group can make, and what sign-offs are required at a higher level within the participating agencies.

A PROJECT COORDINATOR OR 'BROKER'

Consider appointing a project coordinator or 'broker' to manage the operational side of the project. (When there is HCN funding, the Services Coordinator role is specifically funded for this purpose.) A dedicated coordinator for the project at the implementation stage can:

- provide the lead in bringing people, agencies and different levels of government together
- act as an arbiter, negotiating the multiple agendas, accountabilities and tasks as the project progresses
- help the project to stay on task and on time
- provide technical assistance, such as facilitating action planning, developing formats for plans and writing project plans and funding proposals
- document agreed ground-rules for meetings (see next page).

Bring a nice bowl and an assortment of wrapped sweets. People will trade them across the table, it starts the exchange. (SERVICES COORDINATOR WHO CONVENES AN INTERAGENCY TEAM)

POWER AND CONFLICT

- Encourage respect and a positive view of the workers in other agencies and their roles.

- Ensure that the group discusses and agrees at the outset how it will resolve the difficulties that will arise.
- Allow openness and robust discussion to ensure that the group considers the full range of possibilities for the child or young person at the centre of the process. Consistent and cohesive responses may indicate that a particular view or approach has become the one that is most dominant.
- Cater for the imbalance of power (between individuals, professional groups, agencies) by using questionnaires or other forms of anonymous communication, to ensure voices that may be less dominant are heard. This is particularly relevant if the group is making important or contentious decisions.
- Acknowledge that while community and voluntary groups may be considered equal members in the collaborative process, the government agencies hold significant power by virtue of their mandate, resources and ownership of the project. It is the responsibility of the government agencies to enable participation, to give effect to decisions and to ensure that project outcomes are achieved.

The most fruitful discussions were when team members put aside their previous beliefs and started talking about things they could do to change the relationships between the child, their parents and significant others. (EVALUATION OF ENHANCED TRAINING

PROGRAMME FOR INTERAGENCY TEAMS)

GROUND RULES

Document agreed ground rules for meetings. Introduce these to any new members who join the group and ask them to sign up. The sort of issues to be covered in the ground-rules for an interagency team include:

- agreeing on a schedule of regular meetings, so that all the participants can diary them at the beginning of the process
- providing written comments on progress against the plan before each meeting
- arriving at meetings on time
- structuring the meeting around the plan and the desired outcomes for the child or young person
- having only one conversation at a time
- not blaming

- agreeing on processes for dealing with disagreement (for example, by identifying what is agreed and getting a subgroup to work on the area of disagreement)
- agreeing on the process for getting a second opinion on clinical issues.

Expect all members to attend every meeting. As early as possible in the process, set regular meeting dates for the coming year, or for the life of the project. Decide whether to include a 'reflective' session and how often (eg, six monthly).

I don't let my team criticise workers in the other agencies. I always say they get out of bed for the same reason as you: they want to make a difference. I find out what the real issue is and we try to solve it.

[SITE MANAGER, CHILD, YOUTH AND FAMILY]

ESCALATION PATHWAYS

When a group member does not have the knowledge or authority to address an issue about their agency's eligibility or operating rules, ask them to bring the appropriate manager from the agency to the meeting, in order to make progress on the issue.

Managers will, from time to time, need to endorse 'bending the rules' to achieve the desired outcomes for a particular child or young person. They will also need to show leadership, model collaborative working and get involved to resolve disputes.

You plan for an innovative service with good research and good intentions BUT things work out differently, and you need to be flexible with implementation.

[ON TRACC]

PLAIN ENGLISH

As much as possible, use plain English to reduce the confusion that can result from the use of technical language and the paradigms of the various professions involved in the collaborative process.

AN INDEPENDENT PERSON TO WORK WITH THE FAMILY

Consider appointing an independent person to work with the family/whanau and to sustain their involvement with services. Experience shows that a facilitator who is not from one of the main service agencies can greatly improve the engagement of the family and make it easier for them to establish and maintain contact with services.

I [father] was getting sick of talking to different people about the same thing over and over and over again. This way I could say it to one person and they would pass it on. The other way there is a lot of stuffing around – it takes twice as long to get things done. It's a lot more sensible idea getting everyone together so they are all on the one plan, instead of having five different plans. (EVALUATION OF ENHANCED TRAINING PROGRAMME FOR INTERAGENCY TEAMS)

PATIENCE FOR PROGRESS AND RESULTS

- Recognise that collaboration is slow-moving and that results – both in the services being delivered and a good collaborative process being created – take time to emerge. Note that some groups have spent more time in the first year on building relationships than they have on improvements to services. (See the material in Appendix 2 on the development and life cycle of groups.)
- If the group has a number of tasks, consider selecting one that is simple first, and use an already-proven approach to complete it. Leave complex tasks and innovative approaches until the group has had some successes.
- Avoid setting unrealistic timelines and overly ambitious agendas.

While important work has been done, it is vital that this team-approach not only continues over the next 12 months but also expands to include staff from work and community placements who will support the (young person) in the future.

(HCN INTERAGENCY PLAN REVIEW)

'COLLABORATION FATIGUE'

Ensure the group is clear about its place in the wider work context, especially when group members are involved with other collaborative initiatives in the same area.

Recognise that collaboration fatigue occurs when:

- expectations are unrealistic
- the interagency work is too reliant on the passion of the individuals involved
- the interagency work is not supported by the agencies.

5 ADMINISTRATIVE SUPPORT, FINANCIAL AND OTHER RESOURCES

This section focuses on the day-to-day supports for an interagency project. The first priority is someone to make arrangements for the group. Other important elements are tools and templates to simplify processes, and clarity about funding and other resources. See the comments on Principle 5: *Create clear and robust arrangements to support collaboration*, outlined in Part III of the 'Better at Working Together' collaboration resources.

ADMINISTRATIVE SUPPORT

Ensure that project administration is handled effectively (ie, booking of meeting rooms, writing of minutes, circulation of papers, etc). For example, in some areas a designated administration support person from one of the participating agencies organises these for the HCN Interagency Management Group. When there is HCN funding for a plan, the Services Coordinator on the interagency team has this role.

FUNDING AND OTHER RESOURCES

Interagency work is time and resource intensive. The group will need to identify:

- how the joint project is to be funded. This includes an assessment of the resources required for interagency working, the direct costs to the project, as well as transaction costs and staff time. It may also be useful to clarify the resources required for community groups and voluntary organisations in relation to their involvement, and to consider what support these organisations need if they are to participate.
- the type and quantity of resources required at each stage of the project.

ADMINISTRATIVE TEMPLATES

Get access to standard templates for common administrative tasks, such as contracts, agendas, minutes, ground-rules for meetings and project reports (see the local-level agreement, ground rules and minutes template in Appendix 2).

GUIDELINES AND CHECKLISTS

Consider relevant guidelines that are already available. It will be necessary, for example, to access guidelines on:

- the collection and sharing of information among Crown agencies (see, for example, the Ministry of Justice guidelines for Youth Offending Teams and the Child, Youth and Family guidelines on information sharing and the Privacy Act 1993.)

- the Treaty of Waitangi and engaging Maori.
- engaging the community – for instance, see the community engagement checklist produced by the Office for the Community and Voluntary Sector. (references and links in appendix 1.)

This has been an exceptional case of shared vision and support, in which a highlight has been the quality of the professionals who have demonstrated a belief in, and commitment to, collaborative work at all stages of the process, from early work in compiling an application for HCN funding, to the development and implementation of the Interagency Plan, through to the most recent supports . . . The involvement and commitment of [young person's] parents to the collaborative process throughout this period has been unique and contributed greatly to the many successes experienced over recent months. (HCN INTERAGENCY PLAN REVIEW)

6 MONITORING PROGRESS, PUBLICISING RESULTS

This section makes suggestions about the group identifying success factors at the beginning of the work and then monitoring progress at agreed intervals. It also comments on ways of publicising results among the partner agencies and further afield. See the comments on Principle 6: *Monitor, Measure and Learn*, outlined in Part III of the 'Better at Working Together' resources.

MONITORING THE GROUP'S PROGRESS

- At the beginning of the team's work together, agree on the success factors for the particular child or young person.
- Keep these success factors to a small number of items related to:
 - the desired outcomes for the child or young person and the services to be delivered
 - the interagency process.
- At the beginning of the team's work together, decide whether to use the self-assessment tool and at what intervals.
- At the agreed intervals (eg, annually, or at the end of the interagency plan) review group progress and identify and agree changes.
- Write up agreements about the next phase in an action plan.

The cooperation and commitment shown by those involved in working with (young person) has given her the consistent and reliable support she has needed to address issues across all aspects of her life. (HCN

INTERAGENCY PLAN REVIEW)

Monitoring the progress of interagency plans for a child receiving HCN funding

Interagency teams use the quarterly reviews of intervention plans for the HCN Unit as a time to reflect on collaborative working, as well as the young person's progress in achieving the goals in the plan. The questions to consider include:

- are all the agencies involved represented at meetings?
- has the child or young person and their whanau or caregivers had the opportunity to contribute to the planning and review processes?
- what have been the key successes to date, and what has contributed to these?
- what are the key remaining challenges, and how will the group tackle these?
- what is the best way for agencies to support this work?

The teams are also asked to report on the benefits of, and barriers to, interagency working.

The Interagency Management Group should consider the team's conclusions and feedback when the Final Review is being forwarded to the HCN Unit.

There have been benefits of the interagency collaboration, such as all people involved in the care of (young person) being aware of his needs and activities. It has also been a good place to challenge him about some of his behaviours as he needs to be accountable to the people at the meetings and cannot play one agency off against the other.

(HCN INTERAGENCY PLAN REVIEW)

PERFORMANCE MONITORING BY THE AGENCIES

Reinforce the importance of collaborative approaches and behaviours by formally recognising them in job descriptions and performance agreements for staff.

PUBLICISING RESULTS AND CELEBRATING SUCCESS

Think about the different groups who need to hear about your experience, for example:

- local staff and managers of the agencies
- senior management and ministers for each of the agencies
- other collaborative groups, either in the same area, or involved with a similar client group or population.

Decide on the most appropriate way of sharing the lessons learned with different audiences, for example:

- feedback through staff meetings, management meetings and joint training sessions
- contributions to agency newsletters and the HCN Unit's newsletter
- reporting through agency monitoring and reporting processes
- presenting case studies at workshops and conferences.

Agree on how the group would like to mark notable events (for example, particular successes and milestones, completion of the group's work together).

HCN supports have enabled (young person) to remain in the community of her choice, close to family and those important to her. The collaboration has worked well and has been of great benefit to her. (HCN

INTERAGENCY PLAN REVIEW)

SUCCESSION PLANNING

Even with the best of intentions, changes of agency representatives are unavoidable and need to be well managed, for example:

- inform the group of the change of membership as early as possible
- ensure that the new representative of the agency has the necessary skills, experience and authority (see section 2 above, from page 11)
- arrange an induction for the new member and ask them to sign up to the agreements the group has made about its way of working
- ensure there is an appropriate handover of responsibilities and some overlap (for example, the departing and new members should both attend one of the meetings)

APPENDIX 1 **USEFUL LINKS**

COLLABORATION RESOURCES

Getting Better at Managing for Shared Outcomes. State Services Commission, 2004.
<http://www.ssc.govt.nz/display/document.asp?NavID=257&DocID=4127>

Better at Working Together: Interagency Collaboration. Part I: Literature review. Melanie Atkinson, Wellington 2007.
www.hcn.govt.nz/publications

Better at Working Together: Interagency Collaboration. Part III: Self-assessment tool and principles for collaboration. HCN Unit, Wellington 2007.
www.hcn.govt.nz/publications

Youth Offending Teams Induction Pack – available from the Advisor, Youth Offending Team, Ministry of Justice, Wellington (04)918-8800

The Strengthening Families website – www.strengtheningfamilies.govt.nz

Health Promoting Schools: Supportive environments for learning and health. Centre for Health Promotion, Adelaide, South Australia.
<http://www.chdf.org.au/resources>

Assessing Strategic Partnership – Partnership Assessment Tool. Office of the Deputy Prime Minister, London, 2003.
http://www.communities.gov.uk/pub/539/PartnershipAssessmentToolPDF201Kb_id1136539.pdf

Every Child Matters: cross-Government working with local partners to achieve better outcomes for children and young people. Department for Education and Skills, London
<http://www.everychildmatters.gov.uk/deliveringservices/multiagencyworking/>

INFORMATION SHARING

Interagency information sharing guidelines – for organisations involved in care and protection of children. Child, Youth and Family, Ministry of Social Development, Wellington.
http://www.cyf.govt.nz/documents/info_sharing.pdf

Information Sharing at Youth Offending Team Meetings. Available from the Ministry of Justice, Wellington.

CONSULTATION AND ENGAGEMENT WITH MAORI

A Guide for Consultation with Maori. Ministry of Justice, Wellington, 1997.

http://www.justice.govt.nz/pubs/reports/1998/maori_consultation/index.html

Consultation and Engagement with Maori – Guidelines for the Ministry of Education.

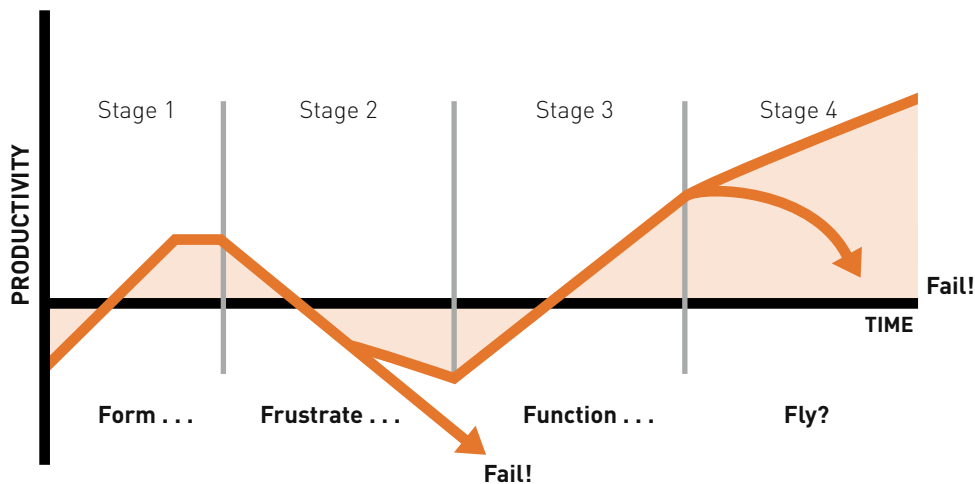
Ministry of Education, Wellington, 1999.

http://www.minedu.govt.nz/web/downloadable/dl5531_v1/consultationnet.doc

APPENDIX 2 RESOURCES

1. PARTNERSHIP LIFE-CYCLE³

It is helpful to think of partnerships as going through a series of stages, during which particular tactics are most appropriate to ensuring partnership progress and success. These are similar to the stages that any team is likely to go through, as people come together to achieve common goals.



TYPICAL CHARACTERISTICS OF EACH STAGE:

STAGE 1. FORMING

- common cause, arising from shared interests, opportunities, threats
- early enthusiasm: new challenge, new relationships
- exploring what's needed, what's possible
- nature of commitments unclear

STAGE 2. FRUSTRATION

- partners feel 'in a fog'
- disputes or tension over priorities and methods
- individuals questioning purpose of the partnership and reasons for being there
- hidden agendas influencing what partners do
- doubts about what each other brings to the party
- partners competing for credit and control

³ http://fivevital.educe.co.uk/index_1.htm

STAGE 3. FUNCTIONING

- renewed vision and focus
- progress through joint project teams
- partners talk in terms of 'we' not 'you'
- clear roles and responsibilities
- full accountability to each other for actions

STAGE 4. FLYING

- successful achievement of partnership goals
- shared leadership
- partners changing what they do and how they do it to achieve partnership objectives
- trust and mutual respect
- partnership priorities central to partner activities

STAGE 5. FAILING

- disengagement
- lack of commitment
- recurrent tensions
- breakdown or frittering away of relationships

MOVING PARTNERSHIPS FORWARD

IF YOU'RE AT THIS STAGE . . .	CONSIDER . . .	IS THIS ACTION RELEVANT?
1. FORMING	<ul style="list-style-type: none"> • create opportunities for people to get to know each other • encourage partners to focus on a common vision, the difference they want to make together • define tasks and tangible outcomes • shepherd the process of building the partnership agenda – including through use of research • ensure neutral meeting ground 	
2. FRUSTRATION	<ul style="list-style-type: none"> • revisit the common ground – allow time to redefine issues, purpose, etc • maximise opportunities for practical involvement • implement actions that demonstrate progress ('little victories') • encourage open expression and constructive disagreement • clarify benefits to individual partners • promote mutual appreciation of what each other can contribute • fix the problem, not the blame 	
3. FUNCTIONING	<ul style="list-style-type: none"> • agree clear objectives, milestones, responsibilities, success measures • establish principles/protocols for collaboration • encourage shared leadership and accountability • develop common methods and quality standards • seek learning consciously through cross-partner project teams joint training and reviewing activities 	
4. FLYING	<ul style="list-style-type: none"> • anticipate future challenges and build partner capacity to respond • take stock of how well the group is performing • keep working at communications • avoid any unnecessary partnership working • ask: does the partnership still serve its purpose? • ensure that all partners are getting the benefits they expect • continue to celebrate success 	
5. FAILING	<ul style="list-style-type: none"> • go back to the advice offered for stage 2 – frustration • wind up the partnership 	

THE PARTNERSHIP LIFE-CYCLE IN PRACTICE

Some partnerships may never get beyond Stage 2 of Frustration, and may skip directly to Stage 5 – Failing (the downward arrow on the graph). This is where the partnership disintegrates, for example, for want of a sufficient common cause, changes in people involved or a failure to work at partnership.

Partnerships need to work through the stages of the life-cycle in order to function with greatest effectiveness (or 'fly'.) Even in the best partnerships, there is a tendency for partnerships to falter and perhaps fail, unless the partners consciously manage their progress through the critical stages of the life-cycle.

Quite often, partnerships find themselves in a 'crossover' zone between Frustration and Functioning. In these cases, partners may have a heightened sense of the partnership failings, and may doubt the point of the partnership. Action may be needed to get the partnership refocussed on the partnership potential and vision, benefits and some early wins to build confidence and commitment.

2. **TEAM DEVELOPMENT AND LIFE-CYCLE: FORMING, STORMING, NORMING, PERFORMING AND ADJOURNING**

A team has “a small number of people with complementary skills who are committed to a common purpose, performance goals, and a common approach for which they hold each other accountable”.

- **Forming** – team members are introduced.
- **Storming** – the team transitions from ‘as is’ to ‘to be’.
- **Norming** – the team reaches consensus on the ‘to be’ process.
- **Performing** – the team has settled its relationships and expectations.
- **Adjourning** – the team shares the improved processes with others.

STAGED DEVELOPMENT OF TEAMS

The forming, storming, norming, performing stages are seemingly obvious but are, in fact, difficult to achieve.

- Participants want to move to the performing stage without passing through the first three stages.
- The forming stage is relatively easy.
- The storming stage is difficult and, many times, is the cause of the team’s failure.
- Performing seems easy once the storming process is complete.

FORMING

The ‘polite’ stage in which the team starts to form.

Everyone is trying to figure out what the team concept is.

Initial ‘silent’ leaders may take the reins.

The team is usually positive – for the most part – for the initial meetings.

No-one has offended anyone at this point yet!

Forming includes feelings and behaviours of:

- Excitement, anticipation and optimism.
- Pride in being chosen for the project.
- A tentative attachment to the team.
- Suspicion and anxiety about the job.
- Defining the tasks and how they will be accomplished.
- Determining acceptable group behaviour.

- Deciding what information needs to be gathered.
- Abstract discussions of the concepts and issues, and for some members, impatience with these discussions. There will be difficulty in identifying some of the relevant problems.

Because there is so much going on to distract members' attention in the beginning, the team accomplishes little, if anything, that concerns its project goals. This is perfectly normal.

STORMING

The honeymoon is over.

The silent leaders may be clashing for control of the group.

People disagree and may blame the team concept, saying it doesn't work.

Management needs to do a lot of coaching to get people to work past their differences, which may take separate one-on-one meetings with people.

Storming includes feelings and behaviours of:

- Resisting the tasks.
- Resisting quality improvement approaches suggested by other members.
- Sharp fluctuations in attitude about the team and the project's chance of success.
- Arguing among members even when they agree on the real issues.
- Defensiveness, competition and choosing sides.
- Questioning the wisdom of those who selected this project and appointed the other members of the team.
- Establishing unrealistic goals. Disunity, increased tension and jealousy.

The above pressures mean that team members have little energy to spend on progressing towards the team's goal. But they are beginning to understand one another. This phase sometimes takes three to four meetings before arriving at the norming phase.

NORMING

The team is starting to work well together, and has turned around from the 'storming' phase.

They may start to 'brag up' the team concept to others who aren't in the team and will be very positive about their role/team.

Often, the team will bounce back and forth between 'storming' and 'norming' when issues crop up.

Regressions will become fewer and fewer and the team will bounce back to 'norming' more quickly as the team 'matures'.

The natural leaders at this stage may not be the ones who were visible in stages 1 and 2 (those people may no longer have the 'unofficial lead roles' within the team).

This team still takes management direction, but there is less storming.

Norming includes feelings and behaviours of:

- An ability to express criticism constructively.
- Acceptance of membership in the team.
- An attempt to achieve harmony by avoiding conflict.
- More friendliness, confiding in each other and sharing of personal problems.
- A sense of team cohesion, spirit and goals.
- Establishing and maintaining team ground rules and boundaries.

As team members begin to work out their differences, they have more time and energy to spend on the project.

PERFORMING

This is the level where the team is a high-performance team.

They can be given new projects and tasks and accomplish them successfully, and very seldom fall back into the 'storming' phase.

At this level, the team is taking on new work on their own, and selling it to other teams.

At this level, the team can usually take on a new member or two with little trouble as far as regressing goes.

They are a complete self-directed team and require little, if any, management direction.

In many organisations, it can take six months or longer to reach this stage.

Performing includes feelings and behaviours of:

- Insights into personal and group processes, and better understanding of each other's strengths and weakness.
- Constructive self-change.
- Ability to prevent or work through group problems.
- Close attachment to the team.

The team is now an effective, cohesive unit. You can tell when your team has reached this stage because you start getting a lot of work done.

ADJOURNING

The team briefs and shares the improved process during this phase.

When the team finally completes that last briefing, there is always a bittersweet sense of accomplishment coupled with the reluctance to say goodbye.

Many relationships formed within these teams continue long after the team disbands.

3. **EXAMPLE OF A LOCAL LEVEL AGREEMENT**

MANAWATU/HOROWHENUA INTER-AGENCY COLLABORATION MEETINGS (JUNE 2004)

These meetings occur at six-weekly intervals and involve:

- Special Education
- Child, Youth and Family Service (CYFS)
- Child and Adolescent Mental Health Service (CAFS)
- SupportLinks (Needs Assessment Service Coordination Agency)

Each agency is represented by their manager and a senior practitioner, including agreed Maori practitioner representation. The function of these meetings is to maximise interagency collaboration and coordination where there is multi-agency involvement with clients.

PURPOSE

There are two major aims for these meetings:

- 1 To provide an interagency management group for screening and supporting applications to the High and Complex Needs Unit.
- 2 To provide a forum for finding solutions where barriers are making interagency work with clients problematic.

The focus is on those children and young people and their families who have very complex needs and where there is already multi-agency involvement.

Within this context it is intended that:

- Trust, information-sharing and co-working grow between involved agencies.
- There will be increased willingness to collaborate and find solutions for both individuals and groups of children – whether or not they are prioritised for application to the High and Complex Needs Unit.
- Managers become aware of all the high and complex need applications in their locality. Individual caseworkers/teams are not able to progress high and complex need applications without the endorsement of the interagency management group.
- A better appreciation of service gaps, system dysfunction and what needs to be done to find solutions.
- Local policies and initiatives are developed to address service gaps.
- While the involved agencies take responsibility for solving issues and barriers at a local level each will take individual responsibility for briefing their respective national bodies over the need for change where policy negatively affects ability to provide effective service to joint clients.

PROTOCOLS

- 1 It is the responsibility of participating agencies to ensure that their teams and front-line staff are aware of the role and function of the interagency management group and the protocols that govern its operation.
- 2 The child or young person's family/whanau or legal guardians must have given prior consent for information to be shared with the interagency management group. It is the responsibility of the referring agency to ensure consent has been gained using the form specifically designed for this purpose.
- 3 The referring agency should table information using the attached form.
 - Information can be tabled verbally, but should follow the headings outlined on the form.
 - Written information and reports should be circulated one week prior to the meetings.
 - Key workers from referring agencies can attend.
 - Where additional agencies are intensively involved they will be invited to the prioritisation portion of the meeting when the particular referral is tabled.
 - Referrals and any supporting information should be tabled with the manager of the agency currently coordinating the meetings.
- 4 The interagency management group will meet every six weeks. It is the responsibility of each agency to ensure that their staff are aware of meeting dates. Each meeting should have a nominated facilitator and minute taker. Minutes should be distributed to those present and agency managers. Minutes should record outcomes, actions required and responsibility.
- 5 On the basis of information presented, the interagency management group will decide whether to support an application to the High and Complex Needs Unit. Whatever the outcome, the meeting should continue with an ongoing commitment to minimise barriers and find ways to make the very best use of existing resources/ services in the interests of the client.
- 6 The interagency management group will take responsibility for ensuring that individuals with high and complex needs funding transferring into the area have an identified lead agency and service coordinator before they move. Agencies should alert the group to any knowledge of intending transfers.

THIS PROTOCOL IS AGREED TO BY:

District Manager, Special Education

Date:

Manager, Needs Assessment and Service Coordination Agency

Date:

Manager, Child, Youth and Family

Date:

Manager, Child, Adolescent and Family Mental Health Service

Date:

INTERAGENCY COLLABORATION PROBLEM-SOLVING REFERRAL

Client Name:

Referring Agency:

For HCN Prioritisation? Yes/No

Presenting Issue/Concerns:

Three horizontal orange bars for text input.

What have we done to facilitate a solution?

Three horizontal orange bars for text input.

What else could we consider doing?

Three horizontal orange bars for text input.

What could other agencies do to facilitate a solution?

Three horizontal orange bars for text input.

What outcomes are being sought?

Two horizontal orange bars for text input.

Team members involved:

One horizontal orange bar for text input.

Informed consent to discuss client's case at meeting: Yes / No

Form attached: Yes / No

INTERAGENCY PROBLEM-SOLVING AND HCN INTERAGENCY MANAGEMENT GROUP

CONSENT FORM

I agree to (name) _____

being tabled at a meeting of the Interagency Problem-solving/Interagency Management Group.

I acknowledge that giving consent means that information held by (agency)

_____ about (name) _____

and his/her current needs will be shared between Special Education, Child, Youth and Family and Child and Adolescent Family Services.

I understand that the information tabled will be used to assist with assessment planning and service delivery for (name) _____

Signed:

Date:

Please circle: Parent/Legal guardian

FULL NAME (PRINT)

INFORMATION SHEET: HIGH AND COMPLEX NEEDS

FUNDING OPPORTUNITY FOR CHILDREN AND YOUNG PEOPLE WITH HIGH AND COMPLEX NEEDS

The High and Complex Needs Strategy promotes interagency collaboration in relation to children and young people with the highest and most complex needs. Its focus is on those who are presenting extremely challenging behaviour that may constitute a risk to themselves or others, who may have associated mental health or disability issues and whose parents, whanau, or caregivers often experience extreme levels of stress.

The service delivery arm of at least two or three government agencies will be actively involved and working together. In our area this generally means the Child and Adolescent Mental Health Service (CAFS), Special Education, Needs Assessment and Service Coordination Agency (SupportLinks) and Child, Youth and Family Services. Intense case coordination is also likely to have taken place, often through the Strengthening Families process.

When these young people have accessed all services and resources to which they are entitled and that are available in the area, but they continue to present with significant levels of unmet needs, additional funding from the High and Complex Needs Unit (HCN) may be available to support further, intensive, interventions that would otherwise not be possible.

Decisions to apply for this funding to support individual intervention packages need to be taken by the casework team (ie, everyone working with and supporting the child or young person), in conjunction with the family/whanau.

If you are working with a child with needs like this, the first step is to discuss a possible application with the agency managers on the Interagency Management Group that meets regularly to prioritise applications to put forward to the Wellington-based HCN Unit.

This group also receives referrals requesting increased levels of collaboration/cooperation where there is multi-agency involvement with clients. Referral forms and protocols are available from your team leader or Manager.

(Insert name) is the coordinating agency for the local prioritisation group for the remainder of **(insert year)**.

Meeting dates for **(insert year)**:

(dates to be listed here)

4. **GROUND RULES FOR GROUPS**

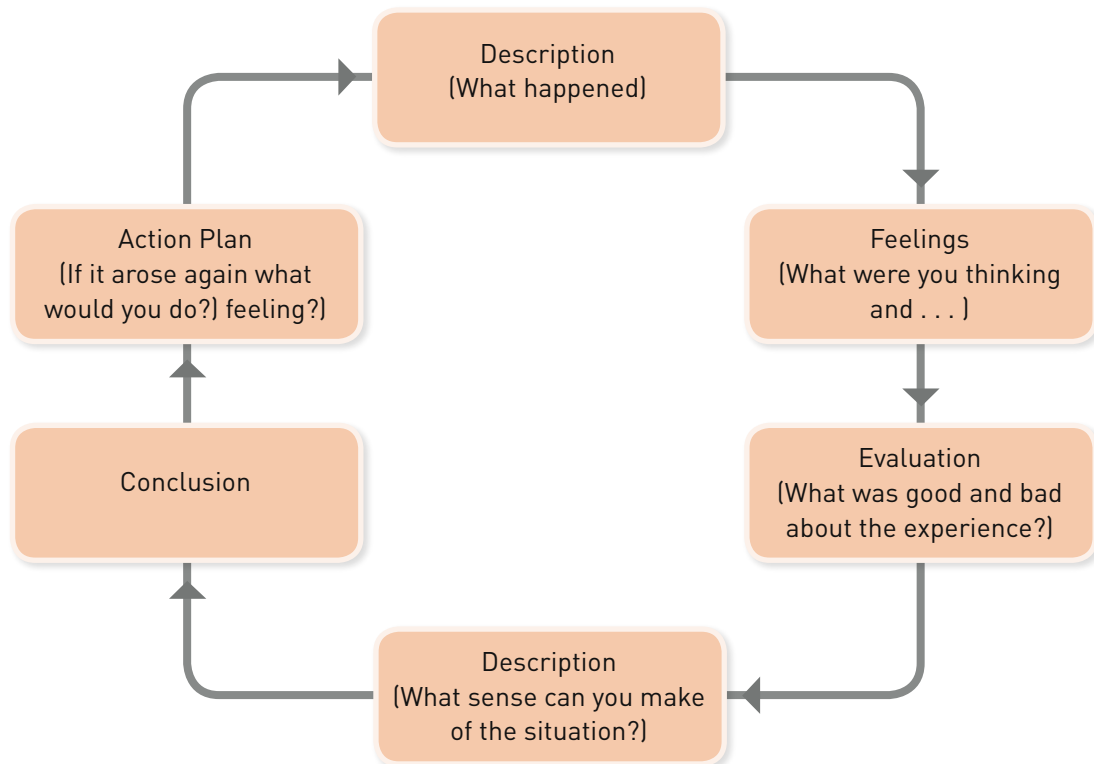
It is important for groups to agree on the ground rules for their meetings, and to document them. The group needs to introduce the ground rules to any new members who join the group and ask them to sign up.

The following are the kinds of issues covered in the ground-rules for a high and complex needs interagency team:

- agreeing on a schedule of regular meetings, so that all the participants can diary them at the beginning of the process
- providing written comments on progress against the plan before each meeting
- arriving at meetings on time
- structuring the meeting around the plan and the desired outcomes for the child or young person
- having only one conversation at a time
- not blaming
- agreeing on processes for dealing with disagreement (for example, by identifying what is agreed and getting a subgroup to work on the area of disagreement)
- agreeing on the process for getting a second opinion on clinical issues.

Expect all members to attend every meeting. As early as possible in the process, set regular meeting dates for the coming year, or for the life of the project. Decide whether to include a 'reflective' session and how often (eg, six monthly).

6. REFLECTIVE CYCLE



[Gibbs 1988]

STAGE 1: DESCRIPTION OF THE EVENT

Describe in detail the event you are reflecting on. Include, for example, where were you; who else was there; why were you there; what were you doing; what were other people doing; what was the context of the event; what happened; what was your part in this; what parts did the other people play; what was the result.

STAGE 2: FEELINGS

At this stage, try to recall and explore the things that were going on inside your head – that is, why does this event stick in your mind? Include, for example, how you were feeling when the event started; what you were thinking about at the time; how did it make you feel; how did other people make you feel; how did you feel about the outcome of the event; what do you think about it now.

STAGE 3: EVALUATION

Try to evaluate or make a judgement about what has happened. Consider what was good about the experience and what was bad about the experience or didn't go so well.

STAGE 4: ANALYSIS

Break the event down into its component parts so they can be explored separately. You may need to ask further detailed questions about the answers to the last stage. Include, for example, what went well; what did you do well; what did others do well; what went wrong or did not turn out how it should have done; in what way did you or others contribute to this.

STAGE 5: CONCLUSION

This differs from the evaluation stage in that you have now explored the issue from different angles and have a lot of information on which to base your judgement. It is here that you are likely to develop insight into you own and other people's behaviour in terms of how they contributed to the outcome of the event. Remember the purpose of reflection is to learn from an experience. Without detailed analysis and honest exploration that occurs during all the previous stages, it is unlikely that all aspects of the event will be taken into account and therefore valuable opportunities for learning can be missed. During this stage you should ask yourself what you could have done differently.

STAGE 6: ACTION PLAN

During this stage, you should think yourself forward into encountering the event again and to plan what you would do – would you act differently or would you be likely to do the same?

Here the cycle is tentatively completed and suggests that, should the event occur again, it will be the focus of another reflective cycle.

Gibbs G, 1988. *Learning by Doing. A Guide to Teaching and Learning Methods*. Further Education Unit, Oxford Polytechnic, Oxford.

Jasper M, 2003, *Beginning Reflective Practice – Foundations in Nursing and Health Care*, Nelson Thornes, Cheltenham.

APPENDIX 3:

1. COLLABORATION AND THE HIGH AND COMPLEX NEEDS INTERAGENCY STRATEGY

The High and Complex Needs Interagency Strategy was developed in 2001 as a joint initiative of the Ministries of Health, Education and Social Development and the former Department of Child, Youth and Family Services. The Strategy is a way of working together across agencies and professional boundaries to improve outcomes for children and young people. The vision of the Strategy is to improve outcomes for children and young people with high and complex needs through effective interagency collaboration by:

- fostering collaboration between agencies
- improving the effectiveness of service delivery
- building agency capability.

The Strategy was developed as a response to the government's recognition that, sometimes, local agencies lacked the resources and mechanisms to meet the requirements of children and young people with high and complex needs. The government wanted to meet these needs and to provide a better coordinated response across agencies and professional boundaries.

This is not a prevention strategy – instead, it is about managing the severe and current needs of the most challenging children or young people. It is for short term, intensive interventions aimed at making significant improvements.

At the heart of the Strategy is the belief that effective interagency working makes a positive and essential difference to the lives of children and young people. When needs are high and complex and two or more government agencies are involved, it makes sense to work together. This means that, for every child or young person supported by HCN funding, there will be an interagency team of professionals and family/whanau working together on one plan to improve the child or young person's wellbeing. This plan is supported by at least two local managers, and one agency takes the lead in managing any funding that is approved.

The Strategy has a collaboration framework that involves frontline workers, expert practitioners and interagency management groups. Everyone's expertise is needed on the team to make sure interventions meet the needs of the child or young person, rather than the child or young person having to make do with what is available.

You will find more information about the High and Complex Needs Interagency Strategy on the HCN website: www.hcn.govt.nz

APPENDIX 4: **THE HCN UNIT'S COLLABORATION ADVISORY GROUP**

The HCN Unit was supported over the course of the project by its Collaboration Advisory Group. The Advisory Group members brought a great depth of experience and a wide range of perspectives, from practitioners, managers and national office staff, from the partner agencies for the High and Complex Needs Strategy and from other sectors.

CHAIR

Cynthia Tarrant Manager, HCN Unit

MINISTRY OF EDUCATION

Vijaya Dharan Senior Advisor, Professional Practice Unit, Group Special Education, Ministry of Education

Yvonne Hope Senior Advisor, Operational Policy, Ministry of Education

HEALTH SECTOR

Carol Clarke Rural Operations Manager, Waikato District Health Board

Pam Lee Family Health Policy, Ministry of Health

CHILD, YOUTH AND FAMILY

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Jo Field Manager, Professional Practice, Office of the Chief Social Worker, Child, Youth and Family

MINISTRY OF SOCIAL DEVELOPMENT

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Alison Goffin Senior Analyst, Service Development, FACS, Ministry of Social Development

Richard Joblin Team Manager, Child, Family and Community Policy

Susan Peake Strengthening Families Coordinator, Ministry of Social Development, Christchurch

Paula Strickson Team Manager, Collaborative Initiatives, FACS, Ministry of Social Development

OTHER AGENCIES

Nicola Atwool Office of the Children's Commissioner

Leigh McPhail Youth Justice, Ministry of Justice

Wendy Reid for her involvement with local government

RELATED TO THE HIGH AND COMPLEX NEEDS INTERAGENCY STRATEGY

Carey Ewing Services Coordinator, Christchurch

Louise Guy Services Coordinator, Auckland

Gaye Stanley HCN Advisor

Dee Twiss Services Coordinator, Auckland

Margaret Weston HCN Advisor