



He Ara Hauora: Ka Anga Whakamua

Pathway towards wellbeing: Going forward



He waka eke noa
We are all in this together

A guide for Early Learning Centres and Schools:
Recovering Well from Covid-19 Pandemic
May 2020

Children and young people are experiencing an extraordinary period of history. This is likely a once-in-a-generation event, and it will affect every domain of human life. Disasters and trauma have tested the resilience and emotional strength of our country before and we need to once again tap into that collective resilience to support the wellbeing of our children and young people at this time. It is in our best interests to plan how we as a learning community will recover from this event. The earlier we understand and create awareness of the potential impacts and how to improve it, the better. Any **recovery plan** needs to promote a sense of increased wellbeing, resilience and tolerance in our learning community as we support our children, students and staff members to understand that everyone is on their own recovery path. Some will need longer, while others may not be affected significantly. Acceptance of this difference and giving each other support can foster a healthy recovery environment.

He Ara Hauora: Ka Anga Whakamua/Pathway towards wellbeing: Going forward

operates from an attitude of both knowledge and optimism – it encourages us to move forward from a position of strength, continuing what we are doing well but also daring to do things differently. Our strength is inherent across our diverse genealogy. We acknowledge **whakapapa**, **whakawhānaungātanga**; **kaupapa** and **tikanga**. Knowing our collective strength helps us to move us closer towards reaching a shared awareness of the needs of children and young people as we recover from a life changing event. Tikanga, after all, is about doing the right thing, at the right time for the right reason.

Although we are all in the same storm, we are not all in the same boat. We need to be mindful that it has been a time of turmoil, ongoing stress and much change and it would be unwise to think that we will all return to business as usual when this ends.

Children and young people have and are experiencing substantial changes to their daily routine and social infrastructure, which ordinarily fosters resilience to challenging events. Stressors such as prolonged duration isolation, fears of infection, frustration and boredom, inadequate information, lack of in – person contact with classmates, friends, teachers, lack of personal space at home and family financial loss may have enduring effects on children and adolescents.

The economic turmoil created by Covid-19 will impact on many families, along with the consequent stresses and strains of being housebound for significant periods of time. We know that children living in poverty are at significantly greater risk of experiencing adverse outcomes during and following stressful events. Family stresses related to the Covid – 19 crisis – including unemployment and anxieties over health and finances may heighten the risk of violence and neglect in some homes.

Children and young people will have different levels of resilience and different ways of responding to and recovering from stressful times. They will also have different ways of showing when the demands that are being put upon them outweigh their capacity to cope. New and challenging responses are natural and can be mitigated by calm, patient and empathetic adults. It is important to note that not all individuals will experience a stress response or be in need of psychological support. We should and can expect resilience, but also be on the lookout for those who appear to be struggling or who are likely to experience multiple risk factors and fewer protective factors.

We have learnt that we can change the wiring of the brain through the experiences we expose it to. Thoughtful and compassionate adult responses to this event can strengthen neural pathways in the brain, ultimately supporting children's ability to cope with adversity and build resilience. It is during and after stressful times that we build problem solving skills, a sense of gratitude and kindness to each other and in our communities.

Having an effective School / Early learning psychosocial and mental health recovery plan in place, is critical when a life changing event has significantly disrupted the learning environment for both young children and students.

Please keep in mind, there is no right or wrong to our response. Every person, child, whānau, school or early learning setting is unique. There is a menu of strategies in each education stage to give some ideas, but there are many more which you might like to try. Be kind to yourself and others.

Designing a Psychosocial and Mental Health Wellbeing Recovery Plan

While an entire school has been affected by an event, no two individuals are likely to be impacted the same way. Among the most important protective factors for emotional wellbeing of children after stressful events are secure and ongoing attachment relationships, self-regulation skills, maintaining a sense of agency, and being in an ongoing supportive social system such as school or other child nurturing facility. Most of the emotional responses of children in the wake of a stressful event require basic supportive interventions by trusted others in their environment.

Children/ young people spend a great part of the day at school in contact with their teachers. Therefore, it is essential for teachers to be familiar with the different responses that may develop among their akongā or the children they care for. The more teachers know about promoting wellbeing as well as understanding the effects and support options, the better equipped they'll be to help children/ young people to recover. With the right support, the unsettling thoughts and feelings of this life changing event, can start to fade and the wellbeing of children and young people can be restored.

It is crucial that Schools and Early Learning centres **embrace stress reducing activities** as we enter into a recovery phase. Age-appropriate, psychosocial and health-promoting activities can significantly improve the odds that an individual will recover from stress-inducing experiences. For example, regular physical **exercise**, stress-reduction activities such as **mindfulness, gratitude and kindness**, as well as programs that actively build executive function and self-regulation skills can improve the abilities of children and adults to cope with and adapt to adversity in their lives.

However it is also important to be aware of students and staff members who may be more likely to experience adverse impacts including those who:

- ❖ Have had direct exposure to Covid-19 (e.g., exposed first hand or experienced an extreme threat to life in the whānau)
- ❖ Have experienced the death or serious illness of a loved one during this time
- ❖ Had/has a close personal relationship with any confirmed patients
- ❖ Have a history of depression or suicidal thoughts or attempts
- ❖ Have a history of anxiety, shyness, or low self-confidence
- ❖ Have a history of risk-taking behaviour
- ❖ Have experienced prior traumatic events and are at current risk, including:
 - Those exposed to domestic violence
 - Those with a history of abuse and/or neglect
 - Members of economically disadvantaged groups
 - Medically vulnerable individuals
 - Children of first responders and other medical professionals may also be at risk if their parents are/have been in danger
 - Fear and anxiety about disease may lead to certain groups in the school community feeling stigmatized

- ❖ Students with an individualized educational plan (IEP) may need accommodations or additional assistance.

Culturally informed frameworks such as Mason Durie’s Te Whare Tapa Wha¹, Fonofale² and others have guided our thinking regarding the *wellbeing/hauora* of children and young people at this time. Each of the attachments will guide your School or Early Learning Centre to valuable information and strategies to increase the *wellbeing/hauora* of the particular age and educational group you are serving.

It is timely to remember that stressful events more often than not provide the opportunity to challenge our thinking and to do things differently. We all need time and space to heal, be kind to one another and to extend a helping hand.

E vave taunu’u le malaga pe tātou alo va’a fa’atasi
Our destiny is within sight when we paddle our canoe together
Samoan proverb

Tēnā koutou katoa

With thanks to the contributors:³

¹ The use of the word Hauora - a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro taha tinana and taha whanau each one influencing the others, is based on Mason Durie’s work: Te Whare Tapa Whā (1994).

² The Fonofale model is one of a number of Pacific models (Kakala model (Tonga), Seitapu model (Samoan) Vaka model (Tuvalu), Tivaevae model (Cook Islands) used to understand both world views of wellbeing and support effective engagement within the Pacific community. See Tapasā pgs.26,27

³ Vanesse Geel, Sue Hamilton, Brittney Bruin, Deborah Park, Cindy Wu, Ron Chau, Joanna Vivash, Kathryn Reese, Tenille Frank, Ruby Govender, Dawid van Tonder, Sneha Padmasiri. Teresa McKeever, Renee Rughoonandan Linzi Jones, Raji Balachandran, Sandra Smith, Magda DeKock and Christina Cheong- See Russell, Sarah Buckland



SUPPORTING TODDLERS AND YOUNG CHILDREN RETURN TO THEIR CENTRES

HELPFUL CONSIDERATIONS FOR EARLY LEARNING CENTRES

Everyday life changed for everyone for a while and brought with it a level of uncertainty for many children, young people and their families. As they face another period of adjustment, we might notice changes in our children when they return to early learning centres. Through our support we aim to empower young children to enhance their mana and wellbeing in a holistic way, thereby ensuring they come through a stressful time with resilience and hope. [Te Whāriki - Early Childhood Curriculum](#)

CHILDREN'S VARYING RESPONSES

Children coming back into centres/Puna Reo will have had varying experiences to COVID-19, and will each show individual responses. For some children the period of time away from their centres/Puna Reo will have brought increased worries, uncomfortable feelings, and for some a feeling of threat for their survival. For other children, the time away from the centres may have been a more pleasant experience with minor additional stresses. Whatever their experience, children will take time to settle back into feeling safe.

CHANGES IN WELLBEING

Some changes in children's behaviour are attempts to cope with a difficult or challenging situation. For example, some of the common responses to stressful events seen in children 2-5 years old can include:

- **Increased clinginess** – emergence of, or increase in, behaviours associated with separation anxiety (e.g., physically clinging onto parent/caregiver, distressed crying).
- **Regression in developmental milestones** (emotional and/or physical) – e.g., acting like a younger child or a sudden return to behaviours such as bed wetting, thumb-sucking, losing recently acquired skills (such as toilet training).
- **Repetitive, imaginary play** that includes reference to recent events such as separation, illness, taking care of others, etc.
- **Complaining about physical problems** (e.g., headaches, stomach aches).
- **Crankier or more irritable than usual.** You may also see increased crying, more tantrums, and more aggressive or disruptive behaviour.
- **Increase in fears** – e.g., of the dark, of monsters, of being alone.
- **Sleep problems** – parents/caregivers may report that their child is having difficulties falling or staying asleep, has reluctance sleeping on their own (more than normal), or is having nightmares.
- **Changes with eating patterns** – e.g., eating more or less than normal, refusal to eat.
- **Increased level of distractibility** – e.g., difficulty paying attention or sitting still.
- **Expressing general worries** – e.g., about the future, about family members getting sick.

When returning to their centres/Puna Reo, young children may have ongoing worries and concerns about their families. It is common to show the above behaviours immediately after experiencing stress. It is important to know that children are resilient and the majority of children, over time, will return to their prior levels of functioning.

WHAT TO DO IF CONCERNS CONTINUE

A number of factors can impact on young children's response to a stressful event. On-going difficulties at home, poverty, racism or exposure to other traumatic events may make recovering from this recent event more difficult. For some young children, this event may have resulted in significant levels of anxiety and it may be necessary to involve other agencies for support. Centres/Puna Reo know their children and communities well, and are best placed to identify who may need this extra support.

It will be important to closely monitor the wellbeing of young children exposed to the risk factors above. If a child continues to show any of the behaviours listed in the **changes in wellbeing** section for an **extended period of time**, it may be necessary to seek professional help. This will be particularly important if you notice that there is an **increase** in the frequency or intensity of these behaviours. Please refer to the appendices for a list of community supports and resources.

WELLBEING STRATEGIES TO SUPPORT YOUNG CHILDREN

The following are recommendations of strategies that you can use to support young children's wellbeing. Many of these strategies will be familiar to you, and potentially already central to your teaching practice. However these strategies become even more important during times like these.

RELATIONSHIPS

- A **secure and warm relationship** is one of the strongest factors for building resilience
 - **Connection** is key – e.g., through telling children that they are loved, cared for and safe.
 - Be **attuned** to children's needs - this might mean sensing when you need to give them more love and affection (e.g., when to spend extra time with them).
- Encourage **child-directed play and pretend games** to keep them busy and engaged – this can be cathartic for children as it is how they process their world and problem-solve.
 - Provide activities (e.g., drawing, painting, dancing, singing, art, and other creative ideas) and do it **together** with children to maintain bonding and connectedness. There are read aloud stories from YouTube channels such as [The StoryTime Family](#), [Kid Time Story Time](#), and [StoryTime At Awnie's House](#).

REASSURANCE

- **Provide extra reassurance** and give children relevant information in a way that is developmentally appropriate.
- **Make time to listen** to children's comments, worries and fears, and demonstrate empathy.

- **Normalise** feelings of uncertainty and worry by letting them know it is okay. For example:
 - **Name and acknowledge** children’s feelings (e.g., “*I know that this might feel scary*”), and then **validate** them (e.g., “*It’s okay to feel worried because lots of changes are happening*”, “*I’m here for you*”). This will help them to feel heard and accepted.
- Encourage expression of feelings through creative means, e.g., drawings, stories, music, dance.

ROUTINES

- **Keep to your daily routines** as much as possible (meal times, mat times, and play times) but it’s good to slow things down a little.
 - If you are putting in new activities during the day, try to keep the times **consistent**. The fewer disruptions to routines, the better.
 - Changes are unavoidable and that’s okay. Explain to children any changes to routine as soon as possible, and introduce new activities slowly and gently.
 - Use visuals for all children to support routines
 - Here is a link to some books to support children in discussing changes: [Once I was Very Very Scared](#) , [Trinka and Sam](#) and [24 Perfect Back-to-School Read Alouds](#).
- **Building Independence and Resilience**
 - Teach children to take action to give them a **sense of control**. Give children specific activities they can do to keep strong and healthy. For example, teach children about washing/sanitising hands regularly and well, coughing/sneezing into elbows, sanitising surfaces, healthy eating etc. Here are some resources to help with this:
 - **Use a metaphor** to explain social distancing and staying at home. Children can be taught how to be **social butterflies**, *keeping a distance of two wingspans from others when on walks in the neighbourhood*.
 - Elmo teaches us [how to stay healthy](#) and the [the right way to sneeze](#).
 - The Singing Walrus has a [Wash your Hands song](#) video, and The Wiggles also have a great [handwashing song](#) and explain [social distancing](#).
 - Give children some age-appropriate choices, e.g., choosing games, stories.

REGULATION

- **Modelling** effective emotion regulation strategies is key to supporting children develop a healthy response to the current climate, for example:
 - Model calmness and composure
 - Regularly model good hygiene behaviours
 - [Every Little Cell in my Body is Happy](#) is a song to model positivity to children
- **Use calming spaces/breakout spots** with cosy blankets, toys, cushions, bean bags, tents, and forts to encourage them to take time out. Here is a link to more tips around creating a quiet space for young children: [Creating a quiet space](#)
- **Focus on emotional connection** with children to help **co-regulate** and **soothe** their “big” emotions. For example, you could say things like: “*this feels a bit scary, but it won’t last forever*”; “*it’s okay to feel worried, but we’ve dealt with hard things before so I know we can handle it*”.

Mindfulness to support emotion regulation

Mindfulness is about the state of intentional focus on what is happening in the present moment. Mindfulness relaxation activities can encourage the brain to calm, and help to protect against stress and anxiety. The way mindfulness is practiced with young children is different from adults. For mindfulness to be effective with young children, it needs to be:

1. Made part of the **daily routine** (e.g., in the morning, mat time, afternoon nap time).
2. Avoid calling it hard names such as “mindfulness” or “meditation”. Children are more likely to respond if you **use simple explanations or turn it into a game**. For example, you could call it ‘relaxation time’ and/or describe the activities by saying “*let’s breathe slowly like a sloth*” or “*let’s imagine blowing a balloon in and out to help us calm down*”.
3. Children are much more likely to do these activities if adults do it **with** them.
4. **Do these when they are calm!** When a child is very upset, the best thing you can do is give them a cuddle. When they have relaxed a little, then you can try these.

There are a wealth of resources on mindfulness activities out there. The [Big Life Journal](#) provides a collation of apps, books, and videos to do with young children. Here are more links you can use with young children to practice mindfulness **together**:

▪ Meditation

- [Susan Kaiser Greenland](#) provides some kid-friendly guided meditations, including more “active” ones for children who struggle to sit still.
- [InsightTimer](#) is an app that provides series of sleep meditation and relaxation tools to help children unwind and prepare for sleep.

▪ Breathing Exercises – Dr Karen Treisman explains [hand breathing relaxation activity](#).

- Here is a list of video links on doing breathing exercises with young children:
 - [Sesame St video on tummy breathing](#)
 - [Bulldog finds his Quiet Place](#)
- Other controlled breathing activities are blowing bubbles, blowing watercolour paints through a straw on paper, blow candles, tissue papers, and table tennis balls.

Sensory Grounding Activities

- [Rhythmic movements](#) and left-right movements can support self-soothing and maintain self-regulation during times of stress. Some examples include [drumming](#), hopping, clapping, stamping, swinging, swaying side-to-side.
- Multi-sensory activities help to calm anxiety and can be especially effective for active children. Examples include:
 - Sand play, playing with water/play dough/slime, finger painting, blowing bubbles, other craft and arts activities. More can be found at [Sparklers](#).
 - Deep pressure and movement sensory activities for high energy children, e.g., sweeping, pushing a heavy box, carrying a heavy item.

PHYSICAL EXERCISE

Regular exercise is important for everyone. You can spend short bursts of quality time with children doing physical activities they enjoy, e.g., roughhousing, stretching, running, throwing/kicking/hitting a ball. If you are stuck inside on a rainy day, [Cosmic Kids Yoga](#) has plenty of free videos on YouTube.

SUPPORTING CHILDREN WITH ADDITIONAL NEEDS

Students with additional learning needs such as behaviour, developmental, communication or physical needs may need extra support, attention and reassurance coming back into centres. This is because they may be more at risk when trying to understand what is happening around them.

Staff may need to **simplify their language** and use social stories, transition books and visuals to transition them back into the centre. Also, those with developmental delays may show their worries non-verbally by changes in their behaviour. [Sue Larkey](#) provides tips and templates on using social scripts to help children with Autism to understand COVID-19.

For many of the children in your ECE centre/Puna Reo who have additional needs, you will already have a team of teachers and professionals who are working together to support them. You can discuss this with the family and the child's support team if you have particular concerns around their additional needs.

Additionally, for those children who are eligible for disability support services, [Explore](#) is now providing immediate wellbeing and behaviour support advice via their phone line. Whānau can call them from 8am – 8pm Monday to Friday on 0800 000 421.

STRATEGIES FOR SUPPORTING SEPARATION ANXIETY

Many children may initially find it difficult to separate from their parents/caregiver. Here are some suggestions below to support the process:

- Talk to parents about how they can **prepare** their child so that they know what to expect each day during this period of transition.
- Suggest that parents/caregivers create a quick '**goodbye ritual**' (e.g., special wave, goodbye kiss) as part of the drop-off routine – and then practice with young children.
- It's best when parents/caregivers are **consistent** each day and avoid lingering around the centre/stalling their exit.
- It is helpful when parents/caregivers **practice** separation (e.g., leaving their child for brief periods of time with an extended family member).
- It is important for parents/caregivers to keep their promise (e.g., return when they say they will) and to **set clear limits** during drop-off times (e.g., sticking to scripts and routines). Again, it all comes back to consistency, setting expectations and modelling that separation is okay.

For more information about and tips on supporting young children's separation anxiety, see this useful [link](#). Other books such as [Llama Llama Misses Mama](#) and [The Kissing Hand](#) can also help ease the transition and normalize the process of separation.

SUPPORTING THE WIDER COMMUNITY

It is likely that parents/whānau and teachers will also be feeling more anxious/worried/overwhelmed than usual. This is to be expected given the circumstances.

KAIAKO WELLBEING AND RESILIENCY

For managers of teachers it will be important to be flexible and compassionate to your staff. Returning to work will be stressful for them, they may have their own children returning to ECE or school and be worried about how they will settle. They may have vulnerable family still at home. Checking in on their wellbeing levels on a regular basis will be key to the smooth running of your centre. Adopting a buddy system, regular check and connect with staff, ensuring regular breaks, and opportunities to talk at the end of the day alongside communicating clearly with them around changes and consulting and reassuring them about new procedures will help them adjust back to the new style of working.

Try to adopt a growth mind set – finding value in obstacles that arise and positive self-talk. See this [link](#) for more ideas.

PARENTS/ WHĀNAU

It is important to remember that most children will **not** suffer long-term emotional harm as a result of COVID-19 lockdown. The brain has an amazing capacity to adjust and young children are very adaptable.

Children are keen observers – they look to the important adults around them to see how worried they should be. Children will pick up on our feelings if we are anxious or if we are feeling overwhelmed and that will increase their own anxiety levels. Parents can help children by being supportive, by remaining as calm as possible, and by reducing other stressors in their lives. Although this can be very difficult, it's important to have and to show a sense of calm.

Parents should try to keep their emotions in check to avoid stressing children and have their own wellbeing strategies. Attend carefully to your own **self-care** (e.g., healthy eating, sleep, exercise, routines, and social connection) are also important. There are many online apps that provide relaxation, mindfulness exercises ([Notice that you're Alright, Right now](#)), anxiety, and supports to address insomnia – [Smiling Mind](#), [Mentemia](#), [Melon](#). Children are also good listeners and will overhear conversations meant for adults but often not make sense of them. It is good to be aware of what we say in front of children. Children do well if the adults around them are doing well. [Zero to Three](#) has a wealth of resources of tips on self-care and adult wellbeing for families with young children.

If you have concerns about how any of your parents are coping you may want to share some of the community supports listed in the appendices.

APPENDIX OF LOCAL COMMUNITY SUPPORTS

For more information or for further support, please see the list of community partners and agencies below.

NOTE: Website links can be accessed by hovering over text that is [blue and underlined](#).

Health Services

- [Healthline](#) Healthline is free health advice and information, anytime, 24 hours a day, 7 days a week. Interpreter services available if needed – 0800 611 116.
- [Healthpoint](#) New Zealand’s national health service directory.
- [Starship Community Service](#) Service ADHB. Phone (09) 639 0200 or visit www.starship.org.nz for more info.

Education Services

- Local Ministry of Education office.** Contact details for the Auckland offices can be found [here](#).
- [Behaviour Crisis Response Service](#) If you have an extreme event at your school, the Behaviour Crisis Response Service can respond to your emergency.
- [Learning from home](#) Distance learning support during COVID-19. Including wellbeing guides – [here](#).
- [Ki te Ao Mārama](#) Online learning resources for te reo Māori learners.
- [He Māpuna te Tamaiti](#) He Māpuna te Tamaiti: Supporting Social and Emotional Competence in ECE is a resource for kaiako in early learning settings. For more information see [here](#).

Family Support Services

Family Violence & Children’s Care and Protection

- [Oranga Tamariki](#) If you believe a child is in immediate danger, call the Police on 111. If you are worried about a child and want to make a referral or report of concern, call 0508 326 459.
- [Women's Refugee](#) National Helpline: 0800 REFUGE / 0800 733 843
- [Shine*](#) Domestic Abuse Helpline: 0508 744 633
- [Shakti New Zealand](#) Provides immediate help and support to women, children and youth of Asian, African and Middle Eastern origin who have experienced sexual abuse, domestic violence and discrimination. They have a 24/7 Crisis Line with multi-lingual staff: 0800 SHAKTI / 0800 742 584
- [Safe to talk/Kōrero mai ka ora](#) 24/7 Sexual Harm Helpline: 0800 044334 or text 4334

Family Violence Information Line	Family Violence Information Line is part of the 'It's Not OK' campaign. 0800 456 450 (available 9:00am-11:00pm daily)
Alcohol and Drug Helpline	Offer a 24/7 Helpline (0800 787 797) – all calls are free and confidential.
Parent Support/Other	
Parenting Helpline	Free service, is available 9am – 9pm, 7 days a week – Call 0800 568 856
PlunketLine	Free parent helpline and advice service available to all families 24/7 0800 933 922
Asian Family Services	Nationwide face to face or telephone support to Asian families living in New Zealand.
Immerse	Immerse is a not-for-profit Charity that works alongside individuals and families to become lasting foster parents.
FairWay Mediation Services	Help families working through conflict, for example disputes on parenting arrangements following separation. Call on 0800 77 44 20.
Strengthening Families	Available for any whānau in New Zealand when more than one community support organisation or government service is or could be required. It is a free service.
Family Works	Provide a range of social services for children, young people, families and whānau, facing challenges in their lives, which they are not able to overcome on their own.
Barnardos	Aotearoa largest children's charity. Visit their website to find out more.
Anglican Trust for Women and Children	Provide a range of services for families/whānau across Auckland.

Mental Health Services

Mental Health Foundation	<p>Provides an overview of mental health services including crisis services, helplines and support for young people. Contact their information service on (09) 623 4812. They also have specific information on getting through COVID-19 - here.</p> <p>The Mental Health Foundation also provides a Community Directories, which is a list of national and regional community supports.</p> <p>They have also developed this resource - which includes information on what to do in a crisis or emergency and provides a comprehensive list of helplines and other mental health services.</p>
TalkingWorks	Have a directory of counsellors/ psychologists/psychotherapists/play therapists in Auckland – can be searched by speciality (e.g., ASD, Trauma).

Child and Adolescent Mental Health Services (CAMHS)

Auckland DHB:	Kari Centre Community Teams / (09) 623 4646
Waitemata DHB:	Marinoto Child and Youth Mental Health Services / 0800 489 555
Counties Manukau Health:	Whakatapu Ora (Infant Mental Health) / (09) 265 4000 (Under 4 years) Taunaki & Te Puawaitanga (Child and Adolescent Mental Health) / (09) 265 4000 (4- 18 years)

Māori and Pacific Service Providers

Whānau Ora	Whānau Ora work with whānau to find the services and support needed. See He Ara Takahinga for a directory of services in Auckland to support Whānau Ora.
Te Puni Kōkiri (Ministry of Māori Development)	Te Puni Kōkiri has information and resources for Māori including Protect our Whakapapa information sheets to keep whānau safe .
Te Rōpū Whakakaupapa Urutā	Te Rōpū Whakakaupapa Urutā (National Māori Pandemic Group) has for information developed by leading Māori medical experts for whānau Māori.
Ministry for Pacific Peoples	The Ministry for Pacific Peoples has information and resources specifically for Pacific peoples.
Pasifika Futures	Pasifika Futures is a Whānau Ora Commissioning Agency. They work with regionally based providers and partners to build the capability and capacity of Pacific families.

Disability Support and Services

Office for Disability Issues	Has an overview of the current Disability Support Services available in New Zealand. Find this here.
Explore Specialist Advice	National provider of behaviour support for those with disabilities and autism.
Taikura Trust	Provide free needs assessment and service coordination (NASC) in the greater Auckland region.
Disability Connect	Have compiled a list of resources and useful links.

Other Agencies/Community Services

Refugees as Survivors New Zealand	Refugees as Survivors New Zealand (RASNZ) is New Zealand's leading mental health and wellbeing service for people from refugee backgrounds living in Aotearoa.
Red Cross New Zealand	Red Cross provides a wide range of services to support people in the community.
The New Zealand Foodbank Directory	Find a local food bank using the New Zealand Foodbank Directory.

Useful Websites for further Information and Resources

Resources for Managing Coronavirus Anxiety

<u>Centre on the Developing Child by Harvard University</u>	Provides resources and guides to supporting young children through COVID-19.
<u>Zero to Three</u>	Provides information on supporting toddlers/young children through COVID-19.
<u>Kids Health</u>	Provides information on coping with worry and anxiety about COVID-19 for children.
<u>Child Mind Institute</u>	Has useful information on coping with the Coronavirus and managing worry.
Updates on COVID-19 <u>COVID-19 Website</u>	Provides up-to-date information to support families and businesses during COVID-19.
<u>Ministry of Social Development</u>	Website includes information on support available to people who have been affected by COVID-19, including community services and family supports.

Resources for children with Additional Needs

<u>UNC Frank Porter Graham Child Development</u>	Their Autism Team have created a comprehensive information pack on 'Supporting Individuals with Autism through Uncertain Times'.
<u>Altogether Autism</u>	Information on Autism during COVID-19, including resources recommended by Altogether Autism experts.

Service and Resource Directories

<u>The Family Services Directory</u>	An online nationwide database of family support organization and the services/programmes they offer to support New Zealand families.
<u>Hearts and Minds</u>	See Hearts and Minds (formerly known as Raeburn House) for their support services directory.
<u>Health Pages</u>	Directory of a wide variety of social services in Auckland.