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# **Piata Mai**

**A Case Study of a Kaupapa Māori Approach to Developing an  
Electronic System for Ohomairangi Early Intervention Service**

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# Abstract

This thesis endeavours to explore the possibility of developing a system for a small Māori organisation incorporating their Kaupapa Māori needs. A project was undertaken to develop a system for “Ohomairangi”, an Early Intervention Service to assist with sustainable management of data and the production of reports. For this project, a Kaupapa Māori approach to development was chosen to enhance cultural validity, to acknowledge the tikanaga and kaupapa of Ohomairangi, create a stronger sense of shared understanding and trust, and to enable a more appropriate and user-friendly system to be developed.

This project was commissioned by, financially supported by, and will be utilised within Ohomairangi Trust Early Intervention Service (See Appendix B).

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# **Chapter 1**

## **Introduction**

### **1.1 Statement of Problem**

Information Technology offers new development to Māori to generate distinct products and services, and sustain their culture and knowledge. However, developing unique systems for Māori is not commonly recognised, on the shelf software does not meet the needs of Kaupapa Māori based organisations. The thought of initiating the development of a personalised system becomes daunting when the explanation of technology precedes the limitations of the organisation. When systems are developed it is usually the organisation that must adjust to meet the needs of the technology, increasing the potential for an unusable system.

### **1.2 Motivation**

The motivation behind this project was to support the development of a Māori approach to systems development, by utilising Kaupapa Māori research. A Kaupapa Māori approach is taken in order to assist in strengthening the cultural validity of the project and to support the development and acceptance of Kaupapa Māori approaches to systems development.

### **1.3 Objectives**

Piata Mai has been developed for Ohomairangi Trust, Early Intervention Service. Ohomairangi currently have no computerised administration system, all information is recorded using paper-based forms. As their client base grows Ohomairangi would like a system that provides an interactive and user-friendly environment where staff

will be able to access information in a precise and efficient format. The system would be required to:

- maintain data on Kaimahi (Staff), Tamariki (Children/Client base of Ohomairangi), and Ngā whakapa (Address book of Contacts) details of organisations Ohomairangi associate with
- be suitable with the working style of the users, in regards to their processes
- make use of te reo Māori (the Māori language).
- produce reports following a standard format
- allow for key workers to have a child's information readily available
- reduce the administration work required by early intervention staff
- improve on communication between staff

## 1.4 Main Problems and their Solutions

The entire project, from designing the databases and finishing with the implementation is original work. The approach and practice of the project was determined by and in collaboration with Ohomairangi. Ohomairangi controlled the framing of the project, the gathering of the knowledge and the negotiating with the sources of knowledge how best it might be utilised and distributed. The developer's role was to be an active participant in the phases of information systems development and implementation to ensure that the system meets the needs of the organisation [13].

Two of the main problems encountered in the development of the project and their solutions will be presented in what follows:

- The project was to be developed around a Kaupapa Māori framework. Having little knowledge of Kaupapa Māori it was established that Ohomairangi would initiate workshops (see Appendix A) covering the Kaupapa Māori needs of the organisation and to gain a shared understanding of Kaupapa Māori in practice.

- The electronic system was to be bilingual that is in both Māori and English. It was decided that the systems first language would be te reo Māori. By incorporating Māori text in the system we were required to include macron fonts, which are not standard system fonts. The decision was made to purchase Te Kete Pūmanawa Rorohiko. Te Kete Pūmanawa Rorohiko enables macrons to be inserted into most text-based applications by clicking on the Ctrl button, releasing, and then selecting the correct vowel. If the software is not installed Piata Mai will present the long vowels with a dieresis (a vowel with a double dot above it, e.g. ä).

## 1.5 Thesis Outline

Chapter 2 describes the background details behind the development of this project, including background information of Ohomairangi and where Māori are with Information Technology. Chapter 3 presents the detailed systems design. Chapter 4 describes the implementation of the system. Chapter 5 presents the testing process of the system. Chapter 6 provides the results of developing the system.



# Chapter 2

## Background

### 2.1 Ohomairangi

Ohomairangi is an Early Intervention Service established in February 2001. Ohomairangi was developed because of a need in the community for a service that could focus on developing and providing early intervention in a uniquely Māori way, without the constraints of a crown agency [11]. Ohomairangi consists of a few permanent staff members, contract workers whom provide specialist services and a expanding client-base. Their client-base consists of Māori children with special needs, aged between 0-6 years. This includes children who:

- experience behaviour difficulties
- are developmentally delayed
- have a physical and/or cognitive disability
- experience communication difficulties
- require social and/or emotional support
- or have other developmental needs

The kaimahi are a group of inspiring and talented wahine who specialise in early intervention teaching, speech and language therapy, and educational psychology. Their commitment is to work together with families, and early childhood facilities, to support children to reach their ultimate potential while fully included in their communities [12].

I was first introduced to Ohomairangi in November of 2001. We discussed the possibility of developing an electronic system. I was amazed at the ideas that flowed from each of the participants. Although some of the ideas were somewhat outrageous, we took the approach that everything and anything was achievable. It was great to discover a Māori Organisation that was not only committed to a

sustainable vision, but also one that had already designed and implemented a significant dimension of this vision in all parts of their Organisation.

We knew that there would be a substantial time investment, and we took very seriously the prospect of investing this time into an area of research, in which we were dealing with cultural knowledge and information. We desired to work on a project that we were passionate about, and also to make a contribution to those who were the focus of our research.

## 2.2 Māori and Information Technology

### 2.21 Māori and IT in Tertiary Institutions

Māori are advancing in Information Technology at a rapid pace. Māori are using the technology to promote their language, knowledge and their culture. Māori tertiary computing enrolments increased by 420% from 1994 to 2000, from 181 to 941 students. In 2000 Māori students made up just over 12% of all enrolments in tertiary computing courses [18].

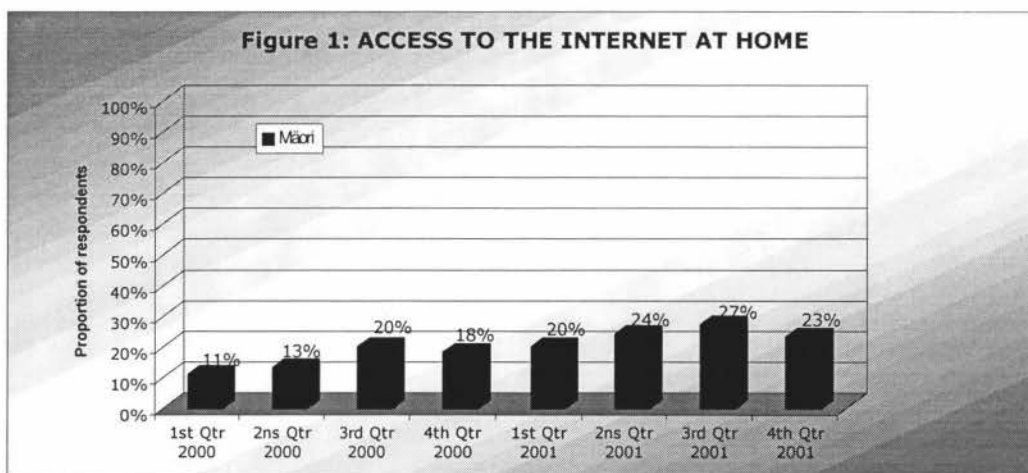
### 2.22 Māori and the Internet

The Internet is a major source of sharing information between whānau, hapū and iwi, and for promoting te reo Māori. An increase of access to Internet technology through home, work, libraries, educational institutions and cyber-café is important to the progression of Māori in the Information Technology Age. There are a number of organisations and recent projects devoted to increasing participation by Māori in Information Technology [19].

- *Te Wānanga O Raukawa* requires all students to purchase a computer when enrolling in their tertiary programmes. An Internet connection, training and support is also provided by the wānanga.
- *New Zealand Māori Internet Society* was established in 1998 to promote Māori on the Internet.

- *Te Wairere Wahine* (Society for Professional Māori Women in Information Technology) supports Māori women who work in information technology or who wish to become information technology professionals.
- *Cyberwaka Enterprises* developed by Cisco Systems and Te Rūnanga O Te Whānau Apanui. An interactive web-based curriculum, which allows students to gain industry recognised qualifications for the computer-networking field.
- *Wairoadotcom* a community computer hub, which enables the community of Wairoa access to more than 20 computers, along with Internet connections to learn computer and Internet skills.
- *Cyber Tek* a community computer hub in South Auckland developed by the Manukau Urban Māori Authority (MUMA), provides a base for Māori in South Auckland to gain computer skills, so as to increase their employment options.
- *The Ministry of Education* provided laptops, videoconferencing and technical and professional development support to the Māori Secondary Teachers Association.
- *NAMMSAT (National Māori Mathematicians, Scientists and Technologists)* established to help improve Māori participation and achievement in science, mathematics and technology.

The ACNielsen Netwatch survey reported that there was an increase by twofold of internet access in Māori homes between 2000 and 2001 [18].



Several Māori iwi (tribes) have established an Internet presence, Māori are selling their products and services, there are Māori advocacy sites, news sites, sites providing

information in regards to our histories and personal home pages. This has reflected in the dramatic increase in the Māori presence on the web. In 2000 Karaitiana Taiuru's search of the word 'maori', using the Internet search engine [www.altivista.com](http://www.altivista.com), revealed 77,880 web pages [15]. Today the same search delivered 547,899 web pages.

## 2.23 Māori and Software Development

Software development is slowly progressing within maoridom. There are many different software products available those that are developed by Māori for use by Māori, by Māori for non-Māori, or by non-Māori. The majority of software developed is for use for educational purposes.

- *ReddFish* market Te Kete Pūmanawa Rorohiko, the Māori Language software kit (<http://www.reddfish.co.nz/>). It provides macron fonts to enable Māori fonts to be represented in their true form (ā). The long vowel sound, within software, has in previous years been represented using a dieresis (a vowel with a double dot above it, e.g. ä) or as double letters
- *VeCommerce* a Sydney based company developed the VeCab system for Auckland Co-op Taxis. The system uses speech technology to enable passengers to book taxis via the telephone. Because a lot of the place names in New Zealand are Māori names and represent different sounds that are not found in the English language, the system incorporated the use of the Aculab's LexMan dictionary manager. This dictionary manager enables developers to create, update and extend multiple text-to-speech lexica for custom pronunciations and provides a phonetic vocabulary for the Māori pronunciations and makes them available to the application [9].
- *Carich Productions* developed the Tangata Whenua, an interactive CD-ROM of Māori culture and lifestyle in New Zealand [17].

Although Māori are well on their way to conquer Internet technologies, and are making progress in the development of software, there has not been much progress in the development of software built for Māori by Māori and specifically to reduce workloads on Māori organisations or communities.

## 2.24 Māori and user-defined systems

The cost of developing software is a considerable deterrent to Māori to develop their own user-defined systems. There is a high set up cost to personally develop a system with no guarantee that the end product will meet the needs of the organisation. In order to develop systems to meet the Kaupapa Māori needs of an organisation, the system developers must have considerable knowledge of their culture and the ability to first meet the needs of the organisation with disregard to the potential difficulties of the technology.

## 2.3 A Kaupapa Māori Approach to Systems Development

At the initiation of this project there was no definitive text setting forth a commonly used and accepted approach on developing Information Systems for Māori. Thus one aim of the project was to investigate Kaupapa Māori and what does it mean to take such an approach. It must also be acknowledged that at the initiation of this project my knowledge on Kaupapa Māori was limited and there is still much for me to learn.

### 2.31 Kaupapa Māori

In order to discuss the approach taken to develop the system we need to first discuss briefly what is Kaupapa Māori. Kaupapa Māori in general is a Māori way of doing things. Tuakana Nepe [10] states Kaupapa Māori as being a 'body of knowledge' accumulated by the experiences through history, of the Māori people. Mereana Taki [16] interprets the word kaupapa using its distinct parts:

Kau is often used to describe the process of 'coming into view or appearing for the first time, to disclose'. Taken further ka u may be translated as 'representing an inarticulate sound, breast of a female, bite, gnaw, reach, arrive, reach its limit, be firm, be fixed, strike home, place of arrival' (H.W. Williams c1844-1985:464). Papa is used to mean 'ground,

foundation base'. Together kaupapa encapsulates these concepts, and a basic foundation of its 'ground rules, customs, the right way of doing things.

Kaupapa Māori can be seen in many different ways, as an outcome from the Kaupapa Māori workshops conducted between Ohomairangi and the developers we established different views on what Kaupapa Māori meant to each of the contributors. For me it is a personal thing that drives me to accomplish things in everyday life.

## 2.32 Kaupapa Māori Approach

The approach can be separated out in to separate parts as based on the statements set out by Fiona Cram's thesis in regard to the process of Kaupapa Māori research [5]. Acknowledging that these concepts were based on the process of research and not that of developing systems.

### A respect for people

*About allowing people to define their own space and to meet on their own terms.*

In order for a system to be successful there are a few essential values that should be adhered to, mutual respect, communication and responsiveness to human needs.

Coming from a western base of knowledge for developing systems it would be inappropriate to force this conception of development on a Kaupapa Māori based organisation. The process needs to be empowered by the organisation and based around the processes they adhere to.

The first thing that must be realised is to establish a relationship between the developers and the organisation. Not just an understanding of one another but one of whakawhanaungatanga, an ongoing process of forming and maintaining relationships.

The second thing is that the developers need to become involved physically, ethically, morally and spiritually in the development and not just as a 'developer' concerned with the technology.

In the development of Piata Mai this was partly accomplished through workshops, where both the organisation and the developers provided knowledge to enable the two partners to establish an understanding of concepts of Kaupapa Māori based around the organisation and of Information Systems Development. Also through the use of cultural protocols and methods such as karakia (incantation to initiate a meeting) and mihi (acknowledgement of members).

### **He Kanohi Kitea**

*About the importance of meeting with people, face-to-face.*

The source of this statement is the whakatauki “He reo e rangona, engari, he kanohi kitea”, “A voice may be heard but a face needs to be seen”. It is important in the development of systems to meet face-to-face with the organisation. It is just as important to meet with the organisation in their space and to adhere to their protocols.

Within developing systems for Māori organisations it is also important to spend time prior to the conception of development to allow the developers and the organisation to build trust before the sharing of knowledge can occur.

### **Titiro, whakarongo... korero**

*About the importance of looking and listening so that you develop understandings and find a place from which to speak.*

It is extremely important to ensure that as the systems developer you listen to the needs of the organisation. Being the so called expert can sometimes put you in a predicament where you would like to interrupt to state how things should be, without listening to the reasons behind why it is necessary for this approach. For example, the storing of the Kaimahi and Tamariki in the database, although it would seem more



appropriate to have the records uniquely represented by a number, it was the wish of the organisation for the staff and children to be uniquely identified by their given names.

It is of equal importance to ensure that you observe the processes and protocol of the organisation in order to understand the best way to approach the development of the system.

### **Manaki ki te Tangata**

*About a collaborative approach to research, research training, and reciprocity.*

It needs to be understood that both the developers and the organisation have something meaningful to contribute to the development process. Without the ongoing information provided by the organisation the success of the system would inevitably be adverse. The control of the development does not lie within the developer's constituency but within that of the organisation.

The organisation needs to become familiar with the design process as well as the developers becoming familiar with the workings of the organisation. The collaboration between the designer and the organisation (those who will potentially use the system) in the development process would ensure the usability of the system. The un-usability of systems is a tremendous problem all over the world; the usability of the system should be one of the main focuses of development. The developers ideas may be different from that of the users, working in collaboration would ultimately conclude in the development of a system which best meets the needs of the organisation and its participants. It is important to note that the system is ultimately designed for the organisation and should take into account all aspects and concepts in which the organisation realises. It is not up to the developer to decide what is best for the organisation but to assist in decision-making only by way of suggestions.

The organisation should be thought of not only as the client or the users, but also as part of the design team. Not only the designers but also the users-to-be should participate in the whole process of development. In order for this to be successful, as



already acknowledged, a close relationship with the organisation needs to be established. The organisations input should be sought from the beginning, and not after initial concepts, visions and prototypes already exist. This approach would evidently ensure that the system would be developed to respond to the users real needs. Through the involvement of the organisation in the development process it is also important to acknowledge their contribution to the end product.

### **Kia tupato**

*About being politically astute, culturally safe and reflexive about our insider/outsider status.*

An aspect that is commonly overlooked in the development of systems is that of cultural safety. The organisation must feel that they're safe and secure within their culture. That is their needs to be respect shown to Māori values, history and culture, and in everything we say and do.

### **Kaua e takahia te mana o te Tangata**

*Don't trample the mana of the people. About sounding out ideas with people, about community feedback that keeps people informed about the research process and the findings.*

The exchange of knowledge between the developers and the organisation needs to flow in both directions. That is we do not enter an organisation and take information without giving back knowledge gained through our academic reality. It is important to share your learning with the organisation to enable them to better understand the concepts involved. As discussed this can be accomplished through the process of workshops. We need to ascertain the understanding that the development process is a partnership and one cannot be without the other.

## Kaua e mahaki

*Don't flaunt your knowledge. Also about sharing knowledge and using our qualifications to benefit our community.*

Systems developed 'by Māori for Māori' will enable the development of technology that incorporates or even enhances our own traditions and culture. It is important for Māori to be able to apply Māori tradition, knowledge and approaches to assist their own organisational development and sustainability. Māori should themselves, set the agenda for development and have considerable control over processes and structures, this will enable the system to be developed in the way in which it was intended, to meet the needs of the organisation.

Evidently the end process would realise certain outcomes for the organisation:

- a knowledge of systems development
- increased technical skills
- a system suitable with the working style of the organisation

# Chapter 3

## System Requirements, Analysis and Design

The goal of this project is to develop a system to meet the needs of Ohomairangi Trust Early Intervention Service. The system was developed to incorporate the administrative tasks, and reporting requirements of Ohomairangi. It also provides an interactive and user-friendly environment so staff can access information in a precise and efficient format. The interface and database(s) must be stable, and easy to control. The interface must also be suitable with the working style of the users, in regards to their processes and with the use of te reo Māori (the Māori language).

### 3.1 The System Requirements

#### 3.1.1 Technical Architecture

Different services make different demands on the networks. These demands have determined which networks are suitable for the organisation, and have led to the network planning and design. Ohomairangi is a relatively small organisation; one of their requirements is to enable staff to work in parallel on the system. The main reason for developing a network environment is to create a computerised collection of interrelated stored data that serves the needs of multiple users within the organisation. Other advantages of using electronic databases over files [6]:

- integration for easy access and update
- control of data redundancy
- improved data accessibility and responsiveness
- increased productivity
- data consistency
- improved data integrity

### **3.12 Hardware and Software**

Originally Ohomairangi Trust had two desktop computers and two printers. Additional computers were purchased in order to ensure accessibility to the system. It was decided to purchase laptops, this would allow the staff to record information immediately on home visits while they are with the children and also to be able to complete associated work activities from home. A goal for the future can be to enable the staff to be connected to the central database from outside the proposed network structure.

The system as implemented in this project requires at least a Pentium II or compatible, 256 Mb RAM, and running on Windows XP Professional.

### **3.13 Extendability**

The system has been designed to enable future developments to be eventually included. The design of the interface and of the database(s) must be considered and allow future extensions to be included. For example:

- additional modules and forms
- modifications to existing forms

### **3.14 Help System and Manual**

A help system/manual has been developed to ensure that existing and future users of the system are able to fully make use of all functions provided by the system. The help system can be accessed directly from the electronic system. The manual is in paper form to ensure that people who are not familiar with the use of computers are able to confidently find out and understand how to use the system under discussion.

## 3.2 The System Analysis

The system was developed using a Rapid Application Development (RAD) approach. This choice was motivated by the following three reasons:

- (1) the time frame – within a nine month period
- (2) familiarity of the author with the RAD tool – C++ Builder
- (3) RAD combines elements that work together so that the total effect is greater than the sum of individual effects [3].

### 3.21 Interviews and Meetings

Meeting with staff and prospective users is the ideal way of collecting information to develop a system. As the organisation currently have no computerised system in place, the forms in which the organisation base their structure around were collected and ordered into the various components necessary for the system to envisage. The forms will evidently become the style in which the system will be designed ensuring the easy transition from the paper-based system to the proposed computerised system. There was also an ongoing process in which the developers and the users came together to make decisions based on the outcomes of interviews and meetings.

### 3.22 Workshops

Workshops (Appendix A) were conducted during the initial stages of the project at the request of the organisation. The workshops enabled the organisation to gain knowledge of the processes involved in developing information systems and for the developers to understand and acknowledge the processes and the key values of the organisation. In order to design a system successfully you need to first understand the foundation on which the organisation stands.

### 3.23 C++ Builder

There are various visual RAD tools available to develop systems Delphi, Visual Basic etc. My choice was to use C++ Builder for various reasons one being that my knowledge of Builder is superior to that of Visual Basic, and Delphi.

The main qualm I have with using Builder is the use of database access. Database access in Visual Basic is very simple compared with Builder. Just one component is used to open the recordset, offer a navigator visual interface and link to the data controls, while in Builder we have to use three components for the same purpose a dataset, datasource and navigator object. Builder also has its advantages; it enables you to combine different dataset and navigator components and to place the dataset and datasource components in a central data module.

### 3.24 Macromedia Dreamweaver and Macromedia Fireworks

The help system will be designed using Dreamweaver and Fireworks. Dreamweaver allows you to create, build and manage websites, internet applications and easy creation of web pages while working in a single environment. The main two reasons for choosing them were:

- the ability to manage the system via a site repository, enabling changes to URL addresses within the site to be automatically updated.
- the advantage of creating a standard template design for each of the web pages, any changes to the template will automatically take effect to all web pages created by the template.

### 3.25 Microsoft Access

Microsoft Access is the desktop database chosen to develop the system. It is not designed to compete with systems such as Oracle or SQL Server whose engines are superior in terms of speed and multi-user capabilities. The advantage of MS Access is that it is affordable and fairly easy to use. It can be used by almost anyone of any level. Beginners can get to grips with it very easily using the wizards and the easy-to-understand interface whilst developers can push it to its limits and do some extraordinary things with it. It is a system for everyone as it was created with a mixed user-level in mind.

### 3.26 Te Kete Pūmanawa Rorohiko

The Māori alphabet consists of 15 characters:

5 vowels	a, e, i , o, u (vowels can have short or long sounds represented by ā, ē, ī, ō, ū)
8 constanants	h, k, m, n, p, r, t and w
2 digraphs	wh and ng

The long vowel sound, within software, has in previous years been represented using a dieresis (a vowel with a double dot above it, e.g. ä) or as double letters e.g. aa. The reason these forms of long vowels were used was the macron fonts were not commonly available. Macron fonts are not standard fonts and require you to purchase specific software. Te Kete Pūmanawa Rorohiko produced by ReddFish was purchased to enable Piata Mai to incorporate macron fonts. The macrons can be inserted into most text-based applications by clicking on the Ctrl button, releasing, and then selecting the correct vowel.

## 3.3 The System Design

The information provided from the interviews and meetings established that there would need to be two databases created; one for the staff and clients and another for the contact list of associated organisations and people. There was also additional information or attributes that needed to be included that were not found within the organisations forms.

### 3.31 Database Modelling and Design

During database modelling tables were designed to represent information that would be stored in the database. The tables show the following information:

- **Name of Attributes** – the name of the field in the database table
- **Description** – a description of what the attribute represents
- **Data Type** – the data type of the attribute
- **Data Size** – the size of the data, if required
- **Constraint**
  - **Primary Key:** Uniquely identifies a record in the database table
  - **Alternate Key:** An alternative key which uniquely identifies a record in the database table
  - **Automatically calculated:** The field does not require data to be entered, it is automatically calculated
- **Default Value** – A value that the field is assigned on the creation of a new record
- **Null Value** – Whether the field must or may not contain a value



### Kaimahi (Staff)

The Kaimahi are the staff members of Ohomairangi Early Intervention Trust. This includes Early Intervention workers, contract workers and general staff. The contract workers are hired on a needs basis, they may be contracted to work with one or more children. This may be for reasons that specialist care is required for individual tamariki.

### Kōrero mō ia Kaimahi (Staff personal details)

The system is required to maintain information regarding personal details, Iwi (tribe), hapu (sub-tribe), emergency contact details, medical conditions, doctor contact details and also bank account details of each staff member.

Table 1: Entity-Kōrero mō ia Kaimahi (Staff personal details)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the staff member. This field and the DOB field uniquely identify a staff member.	Text	120	Primary key		No
Aka	The name the staff member may also be know as.	Text	120			Yes
DOB	The date of birth of the staff member. This field and the Staff_Name uniquely identify a staff member.	Date		Primary key		No
Address	The address of the staff member.	Text	200			Yes
Phone	The home phone number of the staff member.	Text	10			Yes
Mobile	The mobile number of the staff member.	Text	12			Yes
Email	The email address of the staff member.	Text	50			Yes
Emergency_Contact	The name of the staff members next of kin or preferred emergency contact.	Text	120			Yes
Emergency_Phone	The phone number of the emergency contact.	Text	10			Yes
Emergency_Mobile	The mobile phone number of the emergency contact.	Text	12			Yes
Relationship	The relationship between the staff member and the emergency contact.	Text	40			Yes
Illness_Allergies	Any illnesses or allergies that the staff member has.	Text	200			Yes
Allergic_Medication	Any medication the staff member is allergic to.	Text	200			Yes

Health_issues	Any health issues the staff member may have.	Text	200			Yes
General_Practitioner	The name of the staff members doctor.	Text	120			Yes
Phone_GP	The phone number of the staff members doctor.	Text	10			Yes
Bank	The bank account number of the staff member.	Text	50			Yes
IRD	The IRD number of the staff member.	Text	10			Yes
Bank_number	The bank account number of the staff member.	Text	50			Yes
Name_of_Bank	The name of the staff members bank.	Text	50			Yes
Status	Whether the staff member is permanent or a contract worker.	Text	20		'Permanent'	No

### Additional attributes

#### *Aka*

Previous generations of Māori under colonisation lost the right to use their Māori name, now Māori are reclaiming this right and hence the reason for the inclusion of this attribute. There is also the reason that a staff member may go by an alternate name for example a nickname they have been brought up with.

#### *Status*

This field was included to allow the separation of the permanent staff from the contract workers via way of a query.

### Iwi and Hapū (Tribe and Sub-tribe of the Staff)

A separate table needs to be created for Iwi and Hapū as staff members may have more than one Iwi or Hapū.

Table 2: Entity-Iwi (Staff Tribe)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the staff member.	Text	120	Primary key		No
Iwi	The Iwi or Tribe of the staff member.	Text	100	Primary key		No

Table 3: Entity-Hapu (Staff Sub-tribe)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the staff member.	Text	120	Primary key		No
Hapu	The Hapū or sub-tribe of the staff member.	Text	100	Primary key		No

### Rātaka Mahi (Diary Sheet)

Each staff member is required to fill out a diary sheet, this is not meant to keep track of how many hours each staff member is working each week, but to keep track of how many hours are spent on different job contracts. For permanent staff the job contracts consist of Ministry of Education (MOE) Early Intervention, Team, Management, Te Puni Korkiri (TPK) and Leave. Contract staff members are only required to record time spent with each of the tamariki allocated to them, and any leave that they may incur. There are a set number of hours that temporary staff are required to spend with each tamariki. This is compared with the actual time and allows for further planning. The information stored will later be used to produce detailed reports to assist with decision-making and financial funding, and will be useful for staff planning for the following year.

Table 4: Entity-Rātaka Mahi (Diary Sheet)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the staff member.	Text	120	Primary key		No
Area	The job contract associated with the appointment.	Text	80	Primary key	'Early Intervention'	No
Description	If the attribute Area is MOE Early Intervention this would be a child's name, if it is Leave then it would be the type of leave taken etc.	Text	120	Primary key		No
Service	This is the service provided to the child and is only related to Early Intervention Teaching.	Text	100	Primary key	'N/A'	No
Date	The date of the appointment.	Date		Primary key		No
Hours	The number hours spent at an appointment.	Number				Yes
Comments	Any comments related to the diary entry.	Text	100			Yes

**Te Whakapakari Tangata (Personal Development)**

As part of the working environment permanent staff have the opportunity to set annual goals they would like to accomplish during the period of a year. The goals are separated into sections Wairua, Mouri Ora, Hau Ora, Hau Aio, Hau Whenua, Hau Moana, and Hau Tangata to coincide with the mana kaitiakitanga framework.

Table 5: Entity-Te Whakapakari Tangata (Personal Development)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the staff member.	Text	120	Primary key		No
Area	The different sections of goals.	Text	120	Primary key	‘Wairua’	No
Goal	The goal of the staff member.	Memo		Primary key		No
Year	The year in which the goals were started.	Number		Primary key	The current year	No
Start_Date	The start date of the one year period set for the goals.	Date			Today’s date	Yes
End_Date	The end date of the one year period set for the goals.	Date			One year from today’s date	Yes
Action_Timeline	The estimated time in which the goal will be completed.	Text	100			Yes

**Additional attributes**

*Year*

This attribute was included to clearly define the year in which the goals are set. This is because the start date and end date may be different for goals set within a specific year.

**Te Whakatau Mahi (Performance Agreement)**

The performance agreement is based partially on the personal development section, which is necessary to be completed before this initiation of the performance agreement. This is an agreement by staff members to fulfil certain goals. A staff member allocated as supervisor monitors the agreement. The agreement is revisited bi-annually.

Table 6: Entity-Te Whakataui Mahi (Performance Agreement)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the staff member.	Text	120	Primary key		No
Section	The different sections of agreement	Text	200	Primary key		No
Expectations	The expected outcome of the goal set.	Memo		Primary key		No
Year	The year in which the agreement was established.	Number		Primary key	The current year	No
Date_from	The start date of the one year period set for the agreement.	Date			Today's date	Yes
Date_to	The end date of the one year period set for the agreement.	Date			One year from today's date	Yes
Measures	The measures taken to complete the goal.	Memo				Yes
Comments	General comments in relation to the goal.	Memo				Yes
Final_Review	The final outcome of the goal.	Memo				

#### Additional attributes

##### *Year*

This attribute was included to clearly define the year in which the agreement was prepared. This is for reasons that goals may be altered within the year setting the end date outside of the current year.

##### Te Whakapakari Kaimahi (Professional Development)

The staff are required to record courses attended throughout their employment. A full description of what the course was, where it was held, the duration and the cost need to be stored.

Table 7: Entity-Te Whakapakari Kaimahi (Professional Development)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the staff member.	Text	120	Primary key		No
Start_Date	The start date of the course.	Date		Primary key		No
Course	The name of the course.	Text	100	Primary key		No
Position	The position held by the staff member.	Text	60			Yes
Dates	The dates the staff member will be at the course.	Text	50			Yes
No_Days	The number of days or duration of the course.	Text	3			Yes
Facilitator	The course controller.	Text	120			Yes
Cost	The complete cost of the course.	Currency				Yes

### Utunga (Claim for Reimbursement of Expenses)

On a weekly basis staff are required to claim back any expenses accumulated due to work necessities. Things such as petrol (based on the kilometres incurred), travel and accommodation can be reclaimed.

Different information is collected for reclaiming expenses for that of other types of claims, thus it was necessary to separate the storage of the information. The other claims are separated into accommodation, meals, sundry and other.

When a claim has been processed it is then necessary to record the payment date and the amount that is to be reimbursed.

**Table 8: Entity-Utunga Kiromita (Claim for reimbursement of kilometres)**

Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the staff member.	Text	120	Primary key		No
Date_of_Claim	The date the claim was made.	Date		Primary key	Today's date	No
Detail	The reason for incurring the kilometres e.g. the name of the child visisted, the name of the organisation in which supplies were collected etc.	Text	120	Primary key		No
Date	The date in which the travelled occurred	Date		Primary key		No
From	The place in which the kilometres were recorded from.	Text	50			Yes
To	The place in which the kilometres were recorded to.	Text	50			Yes
Return	Whether the travel was a return trip.	Yes/No			'No'	No
Kilometres	The amount of kilometres incurred for the trip.	Number				No
Rate	The rate per kilometre in which the kilometres can be reclaimed.	Number			'0.62'	No
Amount	The total amount of the claim.	Currency		Automaticall y caluclated		No
Job Cost	The contract under which the claim is made.	Text	40			Yes

**Table 9: Entity-Utunga Other (Claim for reimbursement of other expenses)**

Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the staff member.	Text	120	Primary key		No
Date_of_Claim	The date the claim was made.	Date		Primary key	Today's date	No
Section	One of the following accommodation, meals, sundry or other	Text	40	Primary key	'Accommodation'	No
Details	The name of the place in which the payment was made.	Text	120	Primary key		No
Date	The date in which the expense occurred	Date				No
Extra_Details	Any additional details.	Date				Yes
Amount	The total amount of the claim.	Currency			'No'	No
Job Cost	The contract under which the claim is made.	Text	40			Yes

**Table 10: Entity-Utunga Paid (Payment of claims)**

Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the staff member.	Text	120	Primary key		No
Date_of_Claim	The date the claim was made.	Date		Primary key		No
Date_Paid	The date the reimbursement was paid.	Text	40		Today's date	No
Paid	If the payment has been made or not.	Text	120		'No'	No
Amount	The amount reimbursed.					

**Ngā Tamariki o te Kaimahi (Children of the Contract Workers)**

The contract workers are allocated to children who require special needs. They are allocated a set number of hours to work with a child. The days in which they intend to work with the child need to be retained. The visits with the child recorded via the diary sheets will be compared to the number of hours allocated for the contract worker to spend with a child. This will enable staff to determine whether a child requires more or less time with specialist care.

**Table 11: Entity-Ngā tamariki o te kaimahi (Children of the contract workers)**

Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Staff_Name	The name of the contract worker.	Text	120	Primary key		No
Tamariki	The name of the child allocated to the contract worker.	Text	120	Primary key		No
Hours_perWeek	The number of hours allocated to work with a child.	Number				No
Days	The days of the week the contract worker intends to work with the child.	Text	100			Yes

**Tamariki (Children)**

The tamariki are the client-base of Ohomairangi. The tamariki consist of young children between the ages of 0-6 years requiring early intervention care.



**Kōrero mō ia Tamariki (Children’s personal details)**

The system is required to maintain up-to-date details of each child. Information regarding the child’s date of birth, family contact details, early childhood facility, Iwi, Hapū and details of whom the child was referred by are important and must be retained within the system.

Table 12: Entity-Kōrero mō ia Tamariki (Child’s personal details)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Child_Name	The name of the child.	Text	120	Primary key		No
Aka	The name the child is known by.	Text	120			Yes
DOB		Date		Primary key		No
Ethnicity	All ethnicity’s of the child	Text	30		Māori	No
ECFacility	The Early child facility the child attends.	Text	120			Yes
Centre	The type of early child facility the child attends. E.g. Te Kohanga Reo, Play centre	Text	50			Yes
GSEArea	The GSE Area in which the child lives.	Text	100			Yes
Parents	The caregivers of the child.	Text	200			No
Address	The home address of the child.	Text	255			No
Phone_home	The home phone number of the child.	Text	12			Yes
Phone_work	The work phone number of the parent.	Text	12			Yes
Refferer	The name of the person who referred the child.	Text	120			No
Section	Whether the referrer was from an Educational Institution, a Health Service, Social Services or other organisation.	Text	150			Yes
Date_reffered	The date the child was referred.	Date				No
Relationship	The relationship between the referrer and the child.	Text	120			Yes
Reasons	The reasons the child was referred.	Memo				No
Moderated	Whether the child is moderated.	Yes/No			‘No’	No
Notes	Any additional notes the staff member is required to know on visiting the child.	Text	120			Yes
Kaimahi	The current keyworker allocated to the child	Text	120			No
Date_Allocated	The date the keyworker was allocated to the child.	Date			Automatic Entry based on field Kaimahi	Yes

Closed	Whether the child's record has been closed.	Yes/No			'No'	No
Date_Closed	The date the child is no longer monitored.	Date	30		Automatic entry based on field Closed	Yes

### Additional attributes

#### *Aka*

The reason for this attribute can be associated with that of the Kaimahi attribute *Aka*, but mainly for the reason that a lot of Māori children are called by a name other than the name that is recorded on their birth certificates.

#### *Notes*

Additional notes may be required for staff in relation to a child, this may be for the simple reason that a dog runs freely on the property of the child's home and this note will serve as a warning to the staff member.

#### *Kaimahi*

A child is allocated to a key worker, a staff member who is primarily responsible for the child. This attribute enables specific children allocated to a staff member to be grouped via queries.

#### *Date\_Allocated*

This attribute is necessary to ensure that a child has been allocated to a staff member. This date will be associated with a checklist of activities that need to be completed for a specific child.

#### *Closed*

When a child no longer needs assistance from the organisation their record is closed. This attribute will enable the choice of view of users, whether they would like to view all children recorded by the system or only the open records.

*Date\_Closed*

The date the child is no longer in need of assistance is automatically determined by the date in which the attribute *Closed* is completed. The date recorded will be later used within the checklist of the child.

**Iwi and Hapū (Tribe and Sub-tribe of the Children)**

A separate table needs to be created for Iwi and Hapū as children may have more than one Iwi or Hapū.

Table 13: Entity-Iwi (Child Tribe)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Child_Name	The name of the child.	Text	120	Primary key		No
Iwi	The Iwi or Tribe of the child.	Text	100	Primary key		No

Table 14: Entity-Hapu (Child Sub-tribe)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Child_Name	The name of the child.	Text	120	Primary key		No
Hapu	The Hapū or sub-tribe of the child.	Text	100	Primary key		No

**Tirohanga Tuatahi (Initial Evaluation)**

Children accepted by Ohomairangi undertake an initial evaluation to find out his/her strengths and weaknesses. The evaluation enables Ohomairangi to develop a plan and allocate the appropriate resources to the child.

**Table 15: Entity-Tirohanga Tuatahi (Initial Evaluation)**

Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Child_Name	The name of the child.	Text	120	Primary Key		Yes
Family	The names of the parents, brothers/sisters, and significant others who share a close relationship with the child and family.	Memo				No
Key_Issues	The key referral issues.	Memo				No
Likes	The things the child likes or is good at.	Memo				No
Difficulty	The things the child finds difficult,	Memo				No
Wairua	How the child settles within the environment and his/her emotional wellbeing.	Memo				No
MouriOra	How the child attends to activities and his/her motivational factors.	Memo				No
HauOra	The child's self help and self concept skills and awareness.	Memo				No
HauWhenua	How the child relates to and interacts with family and peers and whether specific needs or difficulties impact on this and/or other areas of development.	Memo				No
HauMoana	How the child responds to routines and directions and how the child communicates and shows understanding of communication.	Memo				No
HauTangata	The fine and gross motor skills, and cognitive development of the child.	Memo				No

### Whakarapopoto Mahi (Home Visits)

Each time a staff member visits a child they record the learning activities, any observational notes, suggestions, comments and the date of the next appointment.

Table 16: Entity-Whakarapopoto Mahi (Home visits with Children)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Child_Name	The name of the child.	Text	120	Primary Key		Yes
Time	The time of the visit.	Time		Primary Key		No
Date	The date of the visit.	Date		Primary Key		No
Place	The place of the visit.	Text	100			No
Present	All those present during the visit.	Memo				No
Activities	The learning activities of the visit.	Memo				No
Observations	The observational notes.of the visit.	Memo				No
Suggestions	The suggestions given for the visit.	Memo				No
Whanau	The links to the whanau (family)	Memo				No
Comments	The comments taken from the visit.	Memo				No
Date_Next	The next appointment date.	Date				No
Time_Next	The next appointment time.	Time				No

### He Ahutanga (The Early Intervention Plan)

The early intervention plan contains teaching goals and strategies to support the child's development. The plan is based on assessment as well as parent and family priorities and routines. The meeting to evaluate the child's needs can be attended by whanau (family), hapu (sub-tribal relations) and iwi (tribal relations). During the meeting all outcomes are recorded as these outcomes will eventually be the basis for Te Whāriki.

Table 17: Entity-He Ahutanga (The Early Intervention Plan: meeting)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Child_Name	The name of the child.	Text	120	Primary Key		No
Staff_Member	The staff member who wrote the plan.	Text	120	Primary Key		No
Date	The date of the meeting to establish or to evaluate the plan.	Date		Primary Key		No
Next_Appointment	The next meeting date to evaluate the plan.	Date				No
Next_Time	The next meeting time to evaluate the plan.	Time				No
Comments	Any additional comments.	Memo				No

A separate table needs to be created for the attendees of the Early Intervention Plan meeting, as there will be a number of people present.

Table 18: Entity-He Ahutanga attendees (The Early Intervention Plan attendees )						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Child_Name (PK)	The name of the child.	Text	120	Primary Key		No
Date (PK)	The date of the meeting to establish or to evaluate the plan.	Date		Primary Key		No
Attendee (PK)	The name of the attendee.	Text	120	Primary Key		No
Relationship	The relationship between the child and the attendee.	Text	50			Yes

### Te Whāriki (Individual Education Plan)

Te Whāriki is an Early Childhood Curriculum formulated by the Ministry of Education. It provides a basis for childhood education services to set out the principles and goals that are appropriate for their service. Te Whāriki gives directions for developing an education plan for a child.

Table 19: Entity-Te Whāriki (Individual Education Plan)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Child_Name (PK)	The name of the child.	Text	120	Primary Key		No
Date	The date of the planning meeting.	Date		Primary Key		No
Attendees	The names of those who attended the meeting	Memo				Yes
Child_knows	What the child knows and what they're doing that's good	Memo				Yes
Goals	The goals that are being worked towards.	Memo				Yes
Worker	Who will be working towards theses goals.	Memo				Yes
Resources	The required resources.	Memo				Yes
Evaluation	The evaluation of the meeting.	Memo				Yes

### Ngā Whakapa (Contacts)

The contact list contains information on organisation that Ohomairangi associate with. These may be specific people or organisation that referred the child/ren, Early Childhood Centres, General Practitioners etc.

The system is required to maintain information regarding the organisation, the contact person and additional contact details.

Table 20: Entity-Ngā Whakapa (Contacts)						
Name of Attributes	Description	Data Type	Data Size	Constraint	Default Value	Null Value
Name	The contact person of the organisation	Text	120	Primary Key		No
Organisation	The name of the organisation	Text	50	Primary Key		No
Postal_Address	The postal address of the organisation	Text	50			No
Suburb	The suburb location of the organisation	Text	30			No
City	The city location of the organisation	Text	30			No
Phone	The contact phone number for the organisation	Text	13			No
Fax	The fax number for the organisation	Text	13			Yes
Email	The email address of the organisation	Text	60			Yes
Comments	Any comments in regard to the organisation	Memo				Yes
Section	The area in which the organisation is organised, e.g Mātauranga, Hauora, Toko I te Ora, ano/etai atu	Text	30			No
Print		Yes/No				Yes
Physical Address		Text	100			Yes



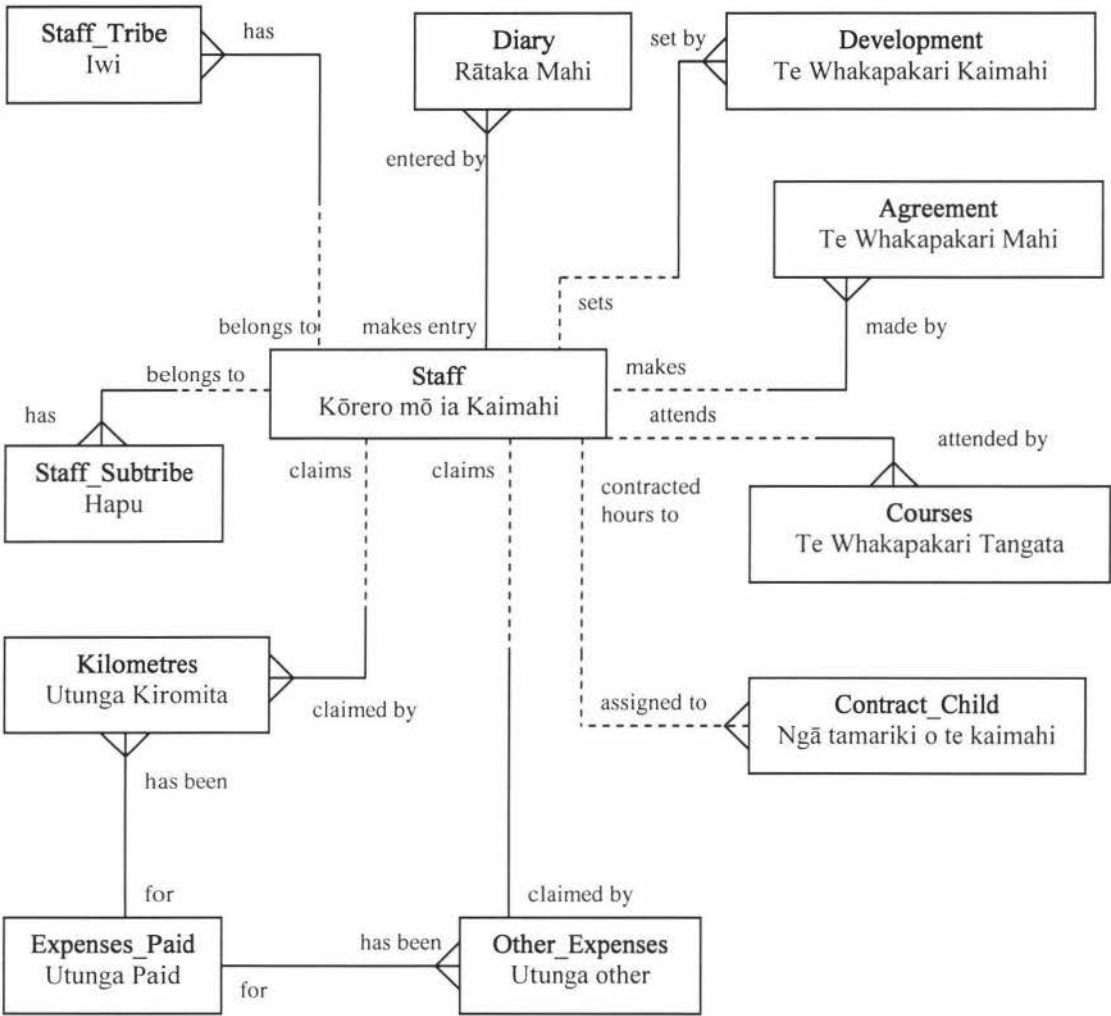
### 3.32 Entity Relationship Diagrams

The Entity Relationship Diagram (ERD) is a conceptual modelling technique defining the association between the different entities in a Information System. In the ER model the ‘real world’ is represented in terms of entities, the relationship between entities and the attributes associated with the entities [2]. For example we can show that the Kaimahi (Staff) have connections to Rātaka Mahi (the diary sheet), as a staff member must make several entries in a diary.



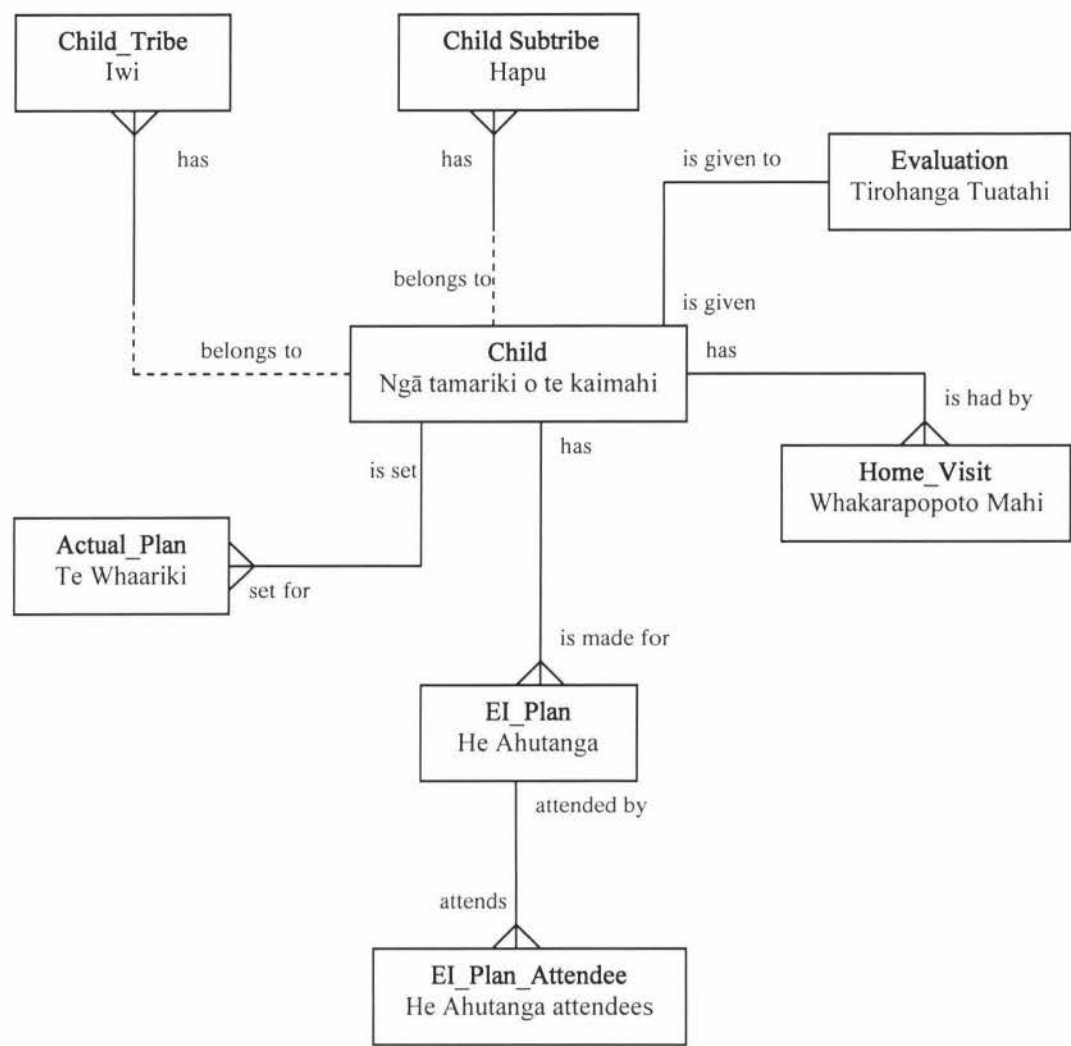
Concept	Representation & Example
Entity	<div>Staff</div>
Relationships	<div>One-to-One relationship</div> <div></div> <div>One-to-Many relationship</div> <div></div> <div>Mandatory</div> <div></div> <div>Optional</div> <div></div>

Kaimahi Conceptual Model



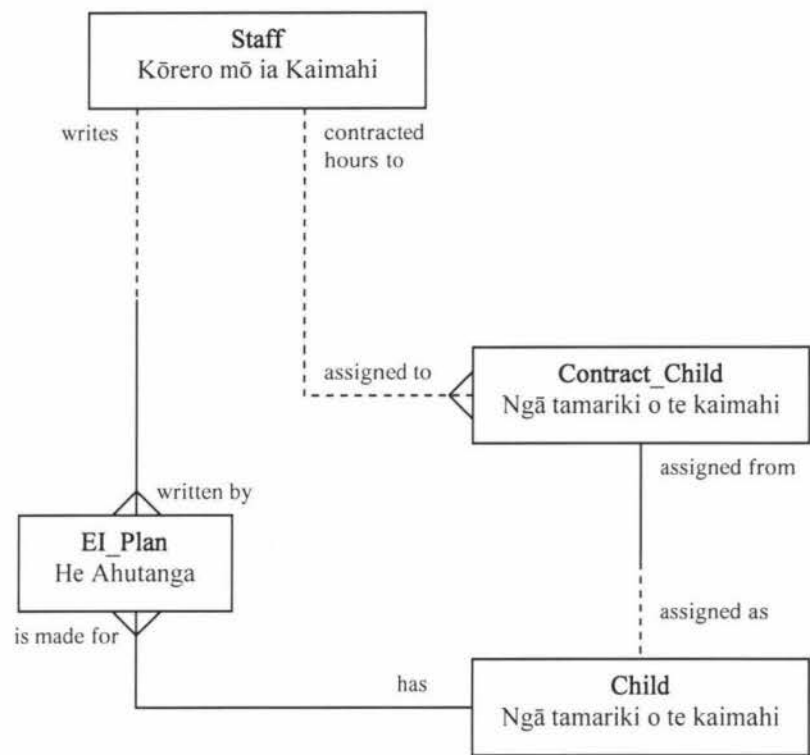
The staff entity is central to the above model; all the above entities require a relationship with the staff entity.

Tamariki Conceptual Model



The child entity is central to the above model; all the above entities require a relationship with the child entity.

Kaimahi and Tamariki Conceptual Model



The model above shows the connection between the staff entity and the child entity.

### 3.33 Screen Design

The screen is a key component of the interface between an operator and the system, Piata Mai. It is important to design the interface correctly, to provide ease of navigation, as well as to ensure the security, and correct entry of data. The screen designs have been provided in the manual (Appendix B) to inform of the layout of the visual interface.

There were four main goals to achieve when designing the screens:

- **Ease of understanding**

This is achieved through the use of default values in input fields, lists of values most appropriate for a field, automatic calculations of fields, context-specific message boxes and online help, guiding the users through the data entry and manipulation steps. Users are also provided with tool tips, small message windows containing translations of all text, which appear when the user hovers the cursor over the text in question.

- **Ease of navigation**

This is provided by a main menu, which directs the user to different areas of the system, colour coding to indicated which area of the system you are in, toolbar menus to provide additional information and help, tabbed pages to group areas of information. The tabbed pages were designed to provide easy access between sets of data for a particular staff member or child.

- **Data Security**

This has not been implemented as yet, but will be when the system has been tested thoroughly and accepted by the users. A logon screen will be created; this will enable different data access privileges to be assigned to certain Kaimahi members. This is not to restrict staff from accessing particular records, but to restrict Kaimahi from modifying certain records, e.g. children are assigned to a Kaimahi and only that person should modify that child's record. On occasions it may be necessary for another Kaimahi member to view a child's record, as they may have to take over the duties for a child due

to the absence of the child’s primary Kaimahi. The administrator will be able to access and modify all records and will provide the privileges associated with each Kaimahi.

- **Correct Entry of data**

This is enforced through the use of input masks, default values, and drop down lists, ensuring that invalid characters cannot be entered, as well as pop-up error boxes providing help on whatever error has been committed. Also provided is the ever-useful undo function.

The following shows the components used to reduce the occurrence of incorrect entry of data. All attributes not shown use a standard text box.

Table 21: Data Entry-Kōrero mō ia Kaimahi (Staff personal details)				
Name of Attributes	Component	Format/List	Visible component	Default Value
DOB	DateTimePicker	DD/MM/YYYY	Yes	
Phone	MaskedEdit	(99) 999-9999	Yes	
Mobile	MaskedEdit	(999) 999-9999	Yes	
Emergency_Phone	MaskedEdit	(99) 999-9999	Yes	
Emergency_Mobile	MaskedEdit	(999) 999-9999	Yes	
Phone_GP	MaskedEdit	(99) 999-9999	Yes	
IRD	MaskedEdit	99-999-999	Yes	
Bank_number	MaskedEdit	99-9999-9999999-99	Yes	
Status	TextBox	'Permanent' or 'Temporary' (Used to enable the filtering of Permanent and Temporary staff)	No	'Permanent'

Table 22: Data Entry-Rātaka Mahi (Diary Sheet)

Name of Attributes	Component	Format/List	Visible Component	Default Value
Area	TabControl	‘MOE EI’ ‘Rōpu’ ‘Te whakahaeretanga o Ohomairangi’ ‘TPK’ ‘Whakaaetanga’	Yes	‘Early Intervention’
Service	ComboBox	‘Early Intervention Teaching’ ‘Paraprofessional Support’ ‘Service Co-ordination’ ‘Specialist Services AODC’ ‘Specialist Services Education Psych’ ‘Specialist Services Speech Language’ ‘N/A’	Yes	‘N/A’
Date	ComboBox	DD/MM/YYYY (A list of dates for a week period Monday-Sunday)	Yes	

Table 23: Data Entry-Te Whakapakari Tangata (Personal Development)

Name of Attributes	Component	Format/List	Visible Component	Default Value
Area	TabControl	‘Wairua’ ‘Mouri Ora’ ‘Hau Ora’ ‘Hau Aio’ ‘Hau Whenua’ ‘Hau Moana’ ‘Hau Tangata’	Yes	‘Wairua’
Year	ComboBox	YYYY	Yes	The current year
Start_Date	DateTimePicker	DD/MM/YYYY	Yes	Today’s date
End_Date	DateTimePicker	DD/MM/YYYY	Yes	One year from today’s date

**Table 24: Data Entry-Te Whakatau Mahi (Performance Agreement)**

Name of Attributes	Component	Format/List	Visible Component	Default Value
Section	TabControl	'Te mahitahi ki nga tamariki, whanau me nga whare kohunghunga' 'Mahi / Kirimana ano' 'Mahi a ropumahi, ropu whakahaere ranei' 'Mana whakahaere' 'Supervision and Feedback'	Yes	'Te mahitahi ki nga tamariki, whanau me ga whare kohunghunga'
Year	ComboBox	YYYY	Yes	The current year
Date_from	DateTimePicker	DD/MM/YYYY	Yes	Today's date
Date_to	DateTimePicker	DD/MM/YYYY	Yes	One year from today's date

**Table 25: Data Entry-Te Whakapakari Kaimai (Professional Development)**

Name of Attributes	Component	Format/List	Visible Component	Default Value
Start_Date	DateTimePicker	DD/MM/YYYY	Yes	

**Table 26: Data Entry-Utunga Kiromita (Claim for reimbursement of kilometres)**

Name of Attributes	Component	Format/List	Visible Component	Default Value
Date_of_Claim	DateTimePicker	DD/MM/YY	Yes	Today's date
Date	ComboBox	DD/MM/YY (A list of ten dates prior to today's date)	Yes	Today's date
Return	CheckBox	Yes/No	Yes	'No'
Amount	TextBox	Kilometers * Rate	Yes	Automatically caluclated



Table 27: Data Entry-Utunga Other (Claim for reimbursement of other expenses)				
Name of Attributes	Component	Format/List	Visible Component	Default Value
Date_of_Claim	DateTimePicker	DD/MM/YYYY	Yes	Today's date
Section	TabControl	'Whare noho' 'Kai' 'Etahi atu' 'ano/etahi atu'		
Date	ComboBox	DD/MM/YYYY (A list of ten dates prior to today's date)	Yes	Today's date

Table 28: Data Entry-Utunga Paid (Payment of claims)				
Name of Attributes	Component	Format/List	Visible Component	Default Value
Date_of_Claim	DateTimePicker	DD/MM/YYYY	Yes	Today's date
Date_Paid	DateTimePicker		Yes	
Paid	CheckBox	Yes/No	Yes	'No'

**Table 29: Data Entry-Kōrero mō ia Tamariki (Child's personal details)**

Name of Attributes	Component	Format/List	Visible Component	Default Value
DOB	DateTimePicker	DD/MM/YYYY	Yes	
Phone_home	MaskedEdit	(99) 999-9999	Yes	
Phone_work	MaskedEdit	(99) 999-9999	Yes	
Date_referred	DateTimePicker	DD/MM/YYYY	Yes	
Moderated	CheckBox	Yes/No	Yes	'No'
Kaimahi	ComboBox	A list of names from the Kaimahi Entity	Yes	
Date_Allocated	TextBox	DD/MM/YYYY	No	The date the Kaimahi attribute is entered
Closed	CheckBox	Yes/No	Yes	'No'
Date_Closed	TextBox	DD/MM/YYYY	No	The date the Closed Check box is checked

**Table 30: Data Entry-He Ahutanga (The Early Intervention Plan: meeting)**

Name of Attributes	Component	Format/List	Visible Component	Default Value
Date	DateTimePicker	DD/MM/YYYY	Yes	
Next_Appointment	DateTimePicker	DD/MM/YYYY	Yes	
Next_Time	DateTimePicker	HH:MM am/pm	Yes	

**Table 31: Data Entry-He Ahutanga attendees (The Early Intervention Plan attendees)**

Name of Attributes	Component	Format/List	Visible Component	Default Value
Date	DateTimePicker	DD/MM/YYYY	Yes	

### 3.34 Output Design

There are various outputs for the system provided as reports. The reports have been designed to be clear and easy to interpret, as well as to be aesthetically pleasing for the Kaimahi, and iwi, hapu and whanau they work with. The majority of the reports were designed by Ohomairangi and were adapted to work within the system. The visual representations of the reports reflect on Ohomairangi's commitment to providing a professional and caring relationship with the Kaimahi, iwi, whanau and hapu.

There are two sets of reports:

- **Standard reports:** for each of the different sections of the system.
  - Kōrero mō ia Kaimahi
  - Rātaka Mahi
  - Te Whakapakari Tangata
  - Te Whakatau Mahi
  - Te Whakapakari Kaimahi
  - Utunga
  - Kōrero mō ia Tamariki
  - He Aromatawai
  - Whakarapopoto Mai
  - He Ahutanga Whakamua
  - Te Whaariki
- **Derived Reports:** those that represent multiple aspects of the system for special reporting requirements.
  - He Aromatawai
  - Ngā Ripota Matua
  - Ngā Huritau a Nga Tamariki
  - Taipakeke
  - Rārangi Arowhai

Copies of the reports designed are included in the system manual in Appendix C.

### **He Aromatawai (Assessment Report)**

He Aromatawai is an assessment report showing the progress of a specific child. The child's key worker completes the report. The information in the report is not stored in the database. It is a standard report that represents the level a child is at in regards to certain activities, behaviours etc. The report can be saved, and later retrieved to compare the progress the child has made.

### **Ngā Ripota Matua (Milestones Report)**

The Milestones Report displays the distribution of hours for Early Intervention Services provided for children during a set period, usually bi-annually. The report is used to plan for funding. The milestones report derives information from the tables representing the child's personal details and the kaimahi diary sheets.

### **Ngā Huritau a Nga Tamariki (Children's Birthdays)**

Ngā Huritau a Ngā Tamariki displays a list of the children's birthdays separated into the month in which they were born. The report enables staff to present the child with a small gift on their birthday.

### **Taipakeke (Report on the Children's Age)**

A report showing how many children of different age groups are currently in the client-base. The report also allows staff to determine which of the children are older than six years.

### **Rārangi Arowhai (Checklist)**

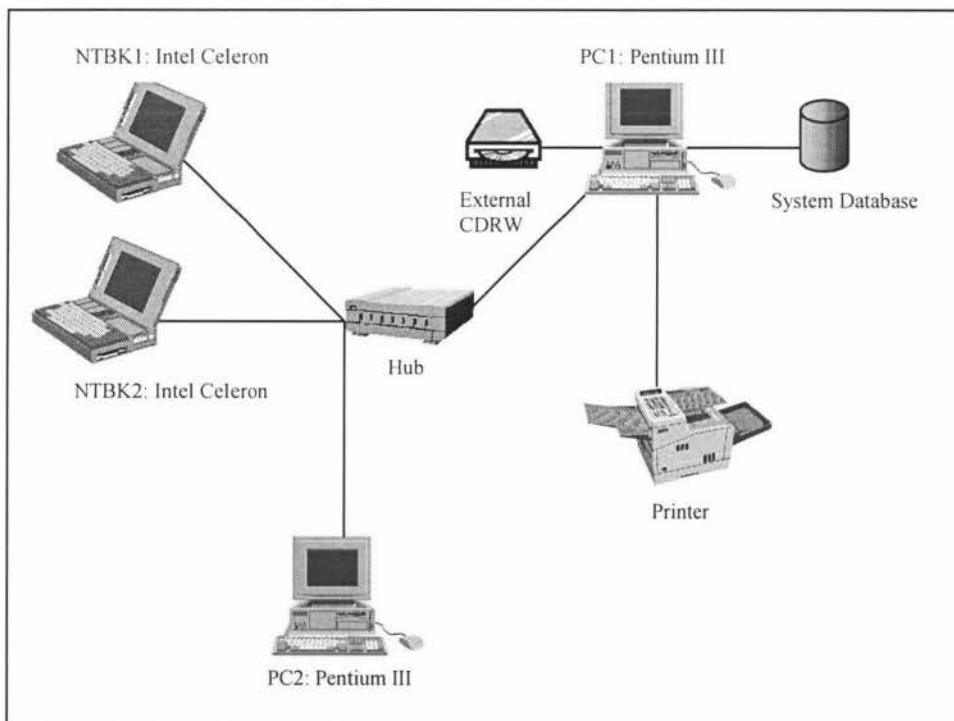
Rārangi Arowhai relates to the checklist found in the form tamariki. The report informs staff of what actions have taken place and what actions require urgent attention in regards to the child's educational needs.

### 3.35 Network Design

There are a number of different options available for the design of a network. The decision made was predominantly determined by the cost of the required hardware. The organisations current hardware consists of two desktop computers, two laptops and two printers. In order for the network to be established it was necessary to purchase the following software and hardware:

- Upgrade to Microsoft XP professional for all the computers
- Norton anti-virus software
- Network cards for all computers
- Cabling
- A hub

**Figure 2: Proposed Network Architecture**



# Chapter 4

## Implementation

### 4.1 C++ Builder Components

The following contains the set of C++ Builder components [4], which were used in the development of Piata Mai.

#### 4.1.1 Standard Page Components



##### TMainMenu

The menu component was utilised in all the main forms; Kaimahi, Tamariki, Ngā Whakapa and Ripota. The menu component creates menu bar menus for your form. The use of the Menu Designer makes it simple to add menu items directly into forms.



##### TLabel

The label component was used to display static text throughout Piata Mai, enabling other components to be easily identified. For example, to identify what information is required to be entered into a TEdit control.



##### TEdit

The edit component was used to display an editing area where the user can enter or modify a single line of text. It was not utilised extensively within Piata Mai as most areas requiring text to be entered were linked to the database, requiring the use of the TDBEdit component. However, the edit component was used within the form to locate a specific staff member, child or contact person.

### TRadioButton

The radio buttons were used to display a group of choices allowing the user to select only one radio button in a group. For Example within the Tamarki form, He Aromatawai contained radio buttons to determine the level a child was at in respect to some activity or behaviour. The user was given the choice of three different levels.

### TComboBox

The combined list box allows the user to select from a list of items. The component was utilised within Whakapakari in selecting the year in which goals were set. The combined list box contains a list of *years*, the current year, the previous two years and the next two years combined in a list box and edit box. The Style property specifies whether the user can type values into the edit region as well as select values from the list. In this case the drop-down list has been chosen, disallowing the user to edit the value in the edit region.

### TGroupBox

The group box component was used to group the radio button components within He Aromatawai. The group box component enables a group of radio buttons to work together.

### TPanel

The panel component was used for the coloured section at the top of each form containing the name of the kaimahi, child or contact person, to group data within the forms, and to separate sections within a module. The Panel component can contain other components; with its ability to contain a raised outer bevel it easily enables the separation of different sections.

## 4.12 Additional Page Components



### TBitBtn

Bitmap buttons were utilised within Piata Mai instead of the standard button components. The bit button has the ability to display a bitmap image as well as text. The BitBtn component also has the additional *Kind* property allowing commonly used buttons to be predefined e.g. OK, Cancel, Help. The predefined buttons contain default images, text and default behaviours, enabling little or no code to be written. The bitmap button is a push button on a form, which triggers some event to occur.



### TImage

The image component was used to display the background image of the main form and the step images for the report He Aromatawai. The Image component supports bitmaps, icons and metafile graphics.



### TScrollBar

Scroll boxes were used within the pages of the tabbed notebook component. The scroll boxes contain numerous components. The scroll boxes were utilised to enable the user to scroll down through the contents of a module.

## 4.13 Win32 Page Components



### TTabControl

The tab control component enables multiple options for tabs to be set. When the selection of a tab is changed the OnChange event handler is called allowing direct changes to affect the form. In the case of Piata Mai the tab control was used to filter data in a table. The following code example presents the OnChange event handler for the tab control for the module **Te Whakapakari Tangata**.



```

/* filters the contents of the table tbPersonalDev in relation
to the selected tab */
void __fastcall TfrmKaimahi::TabControl1Change(TObject *Sender)
{
    AnsiString filter;

    switch (TabControl1->TabIndex)
    {
        // Area represents a field in the table tbPersonalDev
        case 0: filter = AnsiString("Area = 'Wairua'"); break;
        case 1: filter = AnsiString("Area = 'Mouri Ora'"); break;
        case 2: filter = AnsiString("Area = 'Hau Ora'"); break;
        case 3: filter = AnsiString("Area = 'Hau Aio'"); break;
        case 4: filter = AnsiString("Area = 'Hau Whenua'"); break;
        case 5: filter = AnsiString("Area = 'Hau Moana'"); break;
        case 6: filter = AnsiString("Area = 'Hau Tangata'"); break;
    }
    // adjust the filter to incorporate the selected year
    filter = filter + AnsiString("AND Year = ") + cmbPDevYear->Text;
    // apply the filter to the table tbPersonalDev
    tbPersonalDev->Filtered = true;
    tbPersonalDev->Filter = filter;
}

```

No default value is required within the switch statement, as the tab control requires the selection of a tab; the selected tab by default is the tab 0.



### TImageList

The image list component assisted with the collection of bitmaps for the main menu and tool bar components within Piata Mai. The image list allows for the easy allocation of bitmaps or icons each of which can be referred to by its index. The image list manages sets of images using an Image List Editor.



### **TDateTimePicker**

The date/time list box assisted with the correct entry of dates and times in the database. The date/time list component was used in conjunction with the data-aware edit components OnChange event handler. Changes made to the date/time list component automatically update the data-aware edit components text property allowing the data to be stored in the current record. Only valid dates and times can be entered into the date/time component. The Kind property determines whether the component represents a date or time. Users can enter dates and times by directly entering the text scrolling with the Up and Down arrows. Dates can also be selected via the drop down calendar, which has in the case of Piata Mai been disabled to ensure that the dominant language within the system is Māori.



### **TStatusBar**

The status bar component is situated at the bottom of all the main forms. It allows for system actions to be displayed at the bottom of the screen. It has been utilised within Utunga (Expenses) to display the running total of kilometres incurred for a specific staff member, within a specific year. Each time a new record is added to the expenses the sum of kilometres is recalculated and redisplayed on the status bar.



### **TToolBar**

The tool bar component was utilised in all the main forms; Kaimahi, Tamariki, Ngā Whakapa and Ripota, it allows buttons to be grouped within a form. The buttons displayed on the tool bar maintain the same height and width. The data-aware navigator component has also been used to sit within the tool bar container. In Piata Mai the buttons on the tool bar all correspond to items within the main menu component, allowing direct access to the commands.

## 4.14 Data Access Page Components



### TDataSource

The data source component is an intermediary between dataset components e.g. TTable, TQuery etc., and data-aware components such as TDBEdit and TDBGrid. Dataset and data-aware components must be associated with a data source component to enable the data in the database to be displayed and manipulated. A data source component is created for all the tables utilised within Piata Mai.



### TTable

The table component retrieves and sends data from a physical database table via the BDE Administrator. The table component associates with a data source component allowing data-aware components to display and manipulate the data in the table. The BDE Administrator has been configured to work with the database(s) associated with Piata Mai enabling access to its tables. Separate Data Modules have been created within the project to group tables and data sources in the following categories, Kaimahi, Whakapakari and Tamariki.



### TQuery

The query component uses SQL statements to retrieve data from one or more physical database tables via the BDE Administrator. The query component associates with a data source component allowing the data-aware component to display and manipulate the data within the query. Various queries have been created within the creation of the reports to ensure that only relevant data is utilised.



### TDatabase

The database component provides the connection to the databases of Piata Mai. The database component has the ability to connect to a single database. Piata Mai requires multiple database components to be instantiated.

### 4.15 Data Controls Page Components



#### TDBGrid

The data-aware custom grid component has been used within Kōrero mō ia Kaimahi and Kōrero mō ia Tamariki for the Iwi and Hapū data. A master detail relationship is created to enable all Iwi and Hapū for the current staff member to be displayed. The following shows the master detail relationship between the tables:

Master Table	Detail Table
Kaimahi	Kaimahi Iwi
Kaimahi	Kaimahi Hapū
Tamariki	Tamariki Iwi
Tamariki	Tamariki Hapū

The data is viewed in a tabular format with different columns representing individual fields.



#### TDBNavigator

The data-aware navigation component allows the user to easily navigate through records in a table. The component contains buttons enabling:

- navigating to the first or last record in a dataset
- navigating to the next or prior record in the dataset
- placing a table in Insert, Edit, or Browse mode
- records to be created, modified and deleted
- data to be refreshed

The data-aware navigation component has been used to navigate through all tables used within the forms of Piata Mai.



### **TDBText**

The data-aware label component has been utilised within the form Rāangi arowhai (check list). It enables the contents of a field in a record to be displayed without the user being able to modify the text. The purpose of the check list is to enable the staff to become aware of their responsibilities, the information is gathered via a query and does not require the staff to alter the contents of the control.



### **TDBEdit**

The data-aware edit box component has been used exhaustively within Piata Mai. It is the main component used to display and manipulate the contents of fields within a record.



### **TDBMemo**

The data-aware memo box component is similar to that of the data-aware edit box but enables fields that may contain lengthy amounts of text to be displayed and edited. The component is utilised within Piata Mai when the associated field type in the database is a Memo.



### **TDBComboBox**

The data-aware combo box component has been utilised to reduce inconsistent data to be entered into the database, within Piata Mai. The data-aware combo box is similar to that of the combo box component, but enables connection to a table's field and permits the display of values directly from a column in a table. It is important that the entry of data is consistent to enable data to be grouped effectively and efficiently. It also assists with the accuracy of the queries.



### **TDBCheckBox**

The data-aware check box component presents two options to the user, and is used for fields that represent Boolean data, True/False. The component can present two values checked (True) or unchecked (False). Within Utunga, the component has been used for the field Hokinga mai (return) to indicate whether the kilometres incurred represent a one-way trip or a return trip. Within Tamariki, the component has been used for the field Pūtea tautoko (moderated) to specify whether the Ministry of Education funds the child.



#### **TDBCtrlGrid**

The database control grid component enabled different data-aware controls, e.g. DBEdit, DBMemo, DBCheckBox, representing different field types to be displayed in a tabular grid format. The control was used throughout Piata Mai to enable multiple records to be displayed containing various field types.

### **4.16 Win 3.1 Page Components**



#### **TTabbedNotebook**

The tabbed notebook component was used to separate different modules within the forms Kaimahi and Tamariki. The component contains multiple pages; the users select a page by clicking the tab at the top of the page. The tabbed notebook component allowed for easy navigation between the different modules in the system.

### **4.17 QReport Page Components**

Quick report has been used to design all the reports within Piata Mai. Quick report allows reports to be designed using data source components. Reports are built with bands, page headers, and footers, multiple detail sets, summaries, and group headers and footers. Quick report enables the calculation of summary information and counting of records automatically.



#### **TQuickRep**

The reports within Piata Mai were built using the Quick report page component. The Quick report page component is the form on which all reports are built. It enables you to set your page properties, e.g. page size, margins, orientation etc. Only components from the QReport palette in C++ Builder can be used within the Quick report container.



## TQRBand

The Quick report band component forms the basic bands within a report. The BandType property is set to reflect the function the band will have in the report. The following are the list of BandTypes utilised within Piata Mai:

<i>rbTitle</i>	The Title band is printed on the first page of the report after the page header.
<i>rbDetail</i>	The Detail band is printed once for every record/row in the connected dataset.
<i>rbPageFooter</i>	The Pagefooter band is printed at the bottom of each page.
<i>rbSummary</i>	The Summary band is printed after all detail bands and potential group footers at the end of the report.
<i>rbGroupFooter</i>	The Footer band for TQRGroup components are printed when the group breaks.
<i>rbGroupHeader</i>	The Header band for TQRGroup components are printed before any detail bands for a given group.



## TQRGroup

The Quick report group component allows you to group bands together and provides control for headers, footers, and page breaks. For Example, within the report Ngā huritau a ngā tamariki (Children's Birthday's), the components Expression property contains the value *Month*, which is the name of a field within the query represented by the report. This allows for detail information to be grouped via the month, hence all children will be listed under the month they were born.



## TQRLabel

The Quick report label component enables the printing of static text. It is used within all the reports in Piata Mai to indicate what information is being displayed.



## TQRDBText

The Quick report text component is a data-aware version of the QRLabel component that prints the value of a database field. The component has been utilised extensively within all reports to display the appropriate information from the database tables and queries.



### TQRExpr

The Quick report expression prints database fields, calculations, and static text. QRExpr has been used to create summary information for reports. For example, the report Ngā Ripota Matua (Milestones report) represents the sum of the *Services Provided* underneath all the corresponding columns. The Expression property of the component contains the value `Sum(Field)`, where *Field* represents the field within the query associated with the specific column of data. The expression represents the sum of all records of the field in the dataset.



### TQRSysData

The Quick report system data component displays system information within the report. Piata Mai utilises the following system data within the reports; report title, page number, and date.



### TQRDBRichText

The Quick report data-aware rich text component enables rich text fields to be displayed in the reports. In order for the data to be viewed the DataSet property of the Quick report page component must be set to the same value of the DataSet property for the data-aware rich text component. The component was used for fields that were of type Memo.



### TQRShape

The Quick report shape component was used to draw lines for columns on the report and to draw rectangular shapes to group information.



### TQRImage

The Quick report image component was used within Piata Mai to display the organisations logo and pictures within the children's reports.

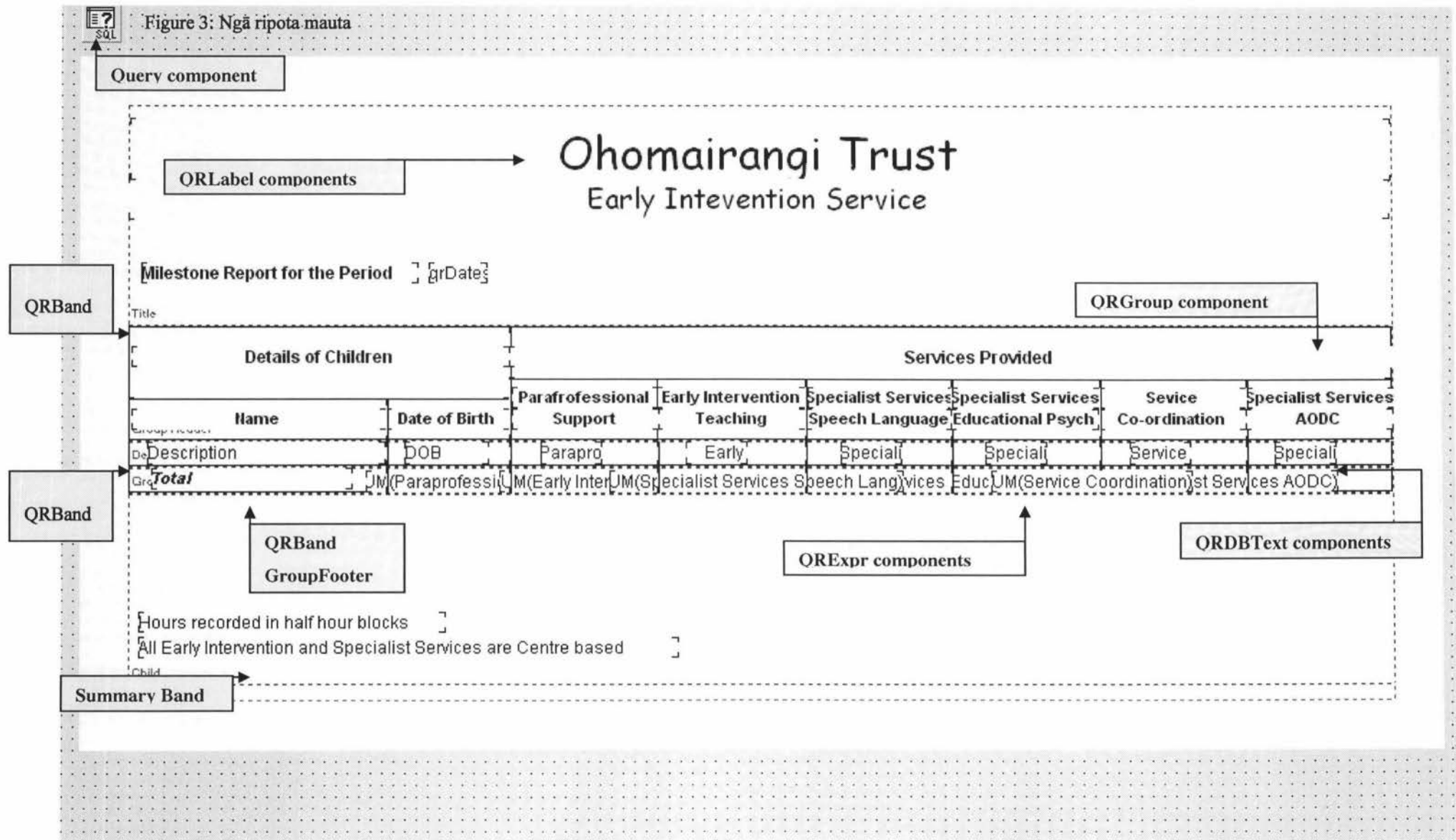


### TQRChart

The Quick report chart component was used within the report Taipakeke to represent a pie graph built by information stored in the database. The chart displays the sum of children of specific ages.



#### 4.18 Example Report–Ngā ripota matua (Milestones Report)



The following outlines the implementation of the Milestones Report, Ngā ripota matua.

### TQReport component

The QReport components DataSet property is set to the Query Component, Query1, to enable the Detail Band to represent multiple records from the dataset.

### TQuery component

The Query component represents the SQL statements for the report. The SQL property of the Query component is set to:

```
TRANSFORM Sum(Diary.Hours) AS SumOfHours
SELECT Diary.Description, Tamariki.DOB,
       Sum(Diary.Hours) AS TotalOfHours
FROM Diary INNER JOIN Tamariki ON
       Diary.Description = Tamariki.Child_Name
WHERE Diary.Date >= :begin AND Diary.Date <= :end
GROUP BY Diary.Description, Tamariki.DOB
PIVOT Diary.Service
```

The above query represents the sum of hours of services provided for all children. The variables **begin** and **end**, are parameters for the query, which allow the query to represent data within a set period of time. The parameters need to be assigned values at runtime before the query can be opened. Before the report is shown a form is displayed to enable the user to specify the dates the report is to represent. These values are assigned to the parameters, begin and end.

```
// close the query
Query1->Close();
// assign a date to the parameter begin
Query1->Params->Items[0]->AsString = dateFrom.DateString();
// assign a date to the parameter end
Query1->Params->Items[1]->AsString = dateTo.DateString();
// prepare the query
Query1->Prepare();
// open the query
Query1->Open();
```

### **Title Band**

The Title Band contains quick report label components representing the static text, *Ohomairangi Trust*, *Early Intervention Service*, and *Milestone Report for the Period*. The quick report label component, qrDates, displays the dates the report represents when previewed.

### **Group Header Band**

The group header band contains quick report labels displaying the titles for the grouped data in the detail band.

### **Detail Band**

The detail band contains the quick report data-aware text components enabling the records in the Query dataset to be displayed. The detail band will present the collection of records in the query.

### **Group Footer Band**

The Group Footer Band contains quick report expression components representing the sum of the *Services Provided* underneath all the corresponding columns. The sum is calculated in relation to the field it represents.

### **Summary Band**

The Summary Band contains quick report labels displaying summary information for the report.

## 4.2 Cultural Issues

### 4.21 Primary Keys

The primary key for the Tamariki and Kaimahi tables are represented using their full names. Although it would seem more appropriate to have the records uniquely represented by numbers, it was the wish of the organisation for the staff and children to be uniquely identified by their given names. The option was given for the records to be represented by numbers only in the database and for the numbers not to be viewed within the interface, only the names. Ohomairangi felt it was important for the electronic system to retain and acknowledge the importance and whakapapa of names. It also enabled the names to be visual allowing them to be thought of as whānau, ensuring the people were acknowledged as being central.

### 4.22 Māori Fonts

Although, Te Kete Pūmanawa Rorohiko was utilised to incorporate the macron vowels within C++ Builder, the font for the title bar and menu components could not be changed within this application. These fonts are reliant on the system fonts. In order for the title bar and menu items to incorporate macron fonts it is necessary to change your systems Display options in Control Panel.

## 4.3 Bilingual

Piata Mai is predominantly presented in te reo Māori. The majority of forms and reports are written in te reo Māori. Within the forms, the English translations can be viewed as hints, by hovering the mouse pointer over the Māori text. Eventually the electronic system will give the user the ability to be viewed in either English or Māori. Currently within the Tamariki form, the module He Aromatawai gives the user the option to switch between English and Māori within the rich edit components.

# Chapter 5

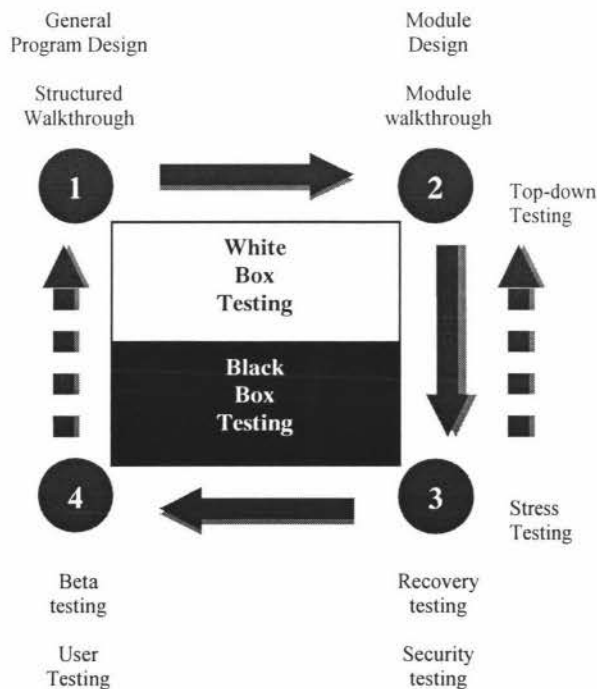
## Testing

The following outlines the plan to ensure the testing process is a successful one. The process will include removing the bugs and introducing several improvements. The test approach will utilise both white-box and black-box testing to ensure maximum coverage. The testing will cover activities aimed at evaluating the attributes and capabilities of the system and to determine if it meets the required results.

### 5.1 Test Plan

The JOCS software testing strategy was chosen to test the system [6]. It requires testing to be ongoing from inception through to the completion of the project.

**Figure 4**  
JOCS software  
testing strategy



The circles represent the four stages in the software-testing plan.

### 5.11 White Box Testing

Stage 1 and 2 represent the tests applied by the programmer. The programmer provides testing for the design, coding and initial testing for the program. These stages are based on white box testing which requires internal knowledge of the system designed. The details of the software implementation, such as programming language, logic, and styles are examined.

#### Stage 1

Stage 1 consists of the following tasks which are repeated until the programmer achieves an acceptable design:

- General purpose design
- Structured walkthrough of the design

#### Stage 2

The system has been tested throughout the coding process with the design and testing of code incrementally, rather than designing all the code and then testing.

This stage involves the following tasks:

- Module design
- Module walkthrough
- Top-down testing

### 5.12 Black Box Testing

Stage 3 and 4 represent the tests applied by someone other than the system programmer. These stages are based on white box testing where the tests are undertaken in a real life situation with testers who do not require any internal knowledge of the system designed. The tests determine if the system functions correctly, performs the appropriate processes as set out by the client, and is visually accepted. The testers provide feedback to the programmer to ensure that the system satisfies the requirements of the client.

### Stage 3

Stage 3 consists of the following tasks, which are performed using test sheets:

- Stress testing
- Recovery testing
- Security testing

If the results are not satisfactory the problems are reported to the programmer and the testing returns to Stage 2.

### Stage 4

Stage 4 consists of the following tasks, which are performed by the users of the system.

- User testing
- Beta testing

If the user finds problems within beta testing the testing will return to Stage 1 requiring the section of the system to be redesigned.

### 5.13 Test Case Matrix

The following are an examples of the test sheets used to test the system:

#### Kōrero mō ia Kaimahi

Test Objective	Expected Results				Test Case Design	Pass/Fail
	Reject	Display Error Messages	Produces Correct Output	Automatically Compute Correct Amount		
To determine if a duplicate record can be created	X	X			Create a new record and input an existing staff name	
To determine if a message box appears confirming deletion of a record		X			Select the delete button on the navigational bar	
To determine if a message box appears confirming the deletion of the field Iwi		X			Press Ctrl Del on the keyboard	
To determine if a message box appears confirming the deletion of the field Hapū		X			Press Ctrl Del on the keyboard	
To determine if the report: Kōrero mō ia Kaimahi displays correct ouptut			X		Input data into all the fields in the form Kōrero mō ia Kaimahi, then preview the report	



## Rātaka Mahi

Test Objective	Expected Results				Test Case Design	Pass/Fail
	Reject	Display Error Messages	Produces Correct Output	Automatically Compute Correct Amount		
To determine if a duplicate record can be created	X	X			Create a new diary record and input a duplicate description, service and date combination	
To determine if a message box appears confirming deletion of a record		X			Select the delete button on the navigational bar	
To determine if the report: Rātaka Mahi displays correct output, and correct totals			X	X	Input data into all the fields in the form Kōrero mō ia Kaimahi, then preview the report	

# Chapter 6

## Conclusion

### 6.1 Thesis Summary

The following outcomes were realised from the development of Piata Mai:

- Developing systems for Māori requires not only knowledge of technology but also of cultural issues
- Respect and trust between the developers and the Ohomairangi were key elements in developing Piata Mai
- It is important not only for the developers to understand the processes of the organisation but also for the organisation to understand the processes of systems development
- The system developers need to acknowledge the organisations contributions to the development process; without the in-depth knowledge provided by the organisation the resulting system would unquestionably be ineffective
- Information Technology offers opportunities for Māori to sustain their culture and knowledge

### 6.2 Future Developments

The electronic system has greater potential to Ohomairangi, the organisation are currently looking at additional modules that can be integrated within the system. There are still parts of the system that need to be considered before any additional modules can be included:

- The menu, options, needs to be completed by enabling the user the ability to display the entire system in either English or Māori, this includes all the

reports which are at present predominantly in Māori, with a few in English.

- The help system needs to be completed and incorporated within Piata Mai. The decision to delay the implementation of the help system was due to the limited time frame to complete the project. The manual will provide the users with enough information to utilise the system until this phase is complete.
- The system is currently in test mode and will need to sustain extensive testing before the end product can be released and used effectively within the organisation. There are still numerous error messages that need to be incorporated within the final product.

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# Appendices

# Appendix A

## Workshops

# **Kaupapa Maori Information and Technology**

## **6 x 1/2 day Workshops**

(Prepared for Ohomairangi Trust Early Intervention Services)

### **1. & 2. Kaupapa Maori and Early Intervention – Office and Field Based Issues**

These workshops allow participants to explore and develop the notion of Kaupapa Maori as an integrated approach for early intervention. It will include reviewing Maori curriculum and assessment frameworks and tools currently engaged in the field of early intervention. Opportunity will be provided to further develop these tools in line with current and desired work practice.

### **3. & 4. Kaupapa Maori Information and Technology – Systems Management**

These workshops are designed to give participants an overview, and basic understanding of current information and technology systems that are applicable in managing service delivery and development in the field of education, particularly early intervention. Issues around collection, storage and dissemination of information will be considered within a Kaupapa Maori framework – paying attention to cultural and intellectual property rights.

### **5. Kaupapa Maori Information and Technology – A Needs Analysis for Systems Implementation and Maintenance**

The purpose of this workshop is to clearly identify the information and technology systems needed to support a Kaupapa Maori Early Intervention Service. Further individual training needs will be established. This will include identifying the aims and objectives of the system and proposed outcomes of system implementation.



## **6. Developing a Website**

Participants will have the opportunity to work alongside a website consultant to develop a website. Participants should bring with them a basic outline of what they want included in the website, with examples of text and visual images and design.

**Course Frequency and Duration:** The duration of each workshop is 1/2 a day. Workshops are to be held approximately 3 weekly, beginning in March 2002 and ending in May 2002, in order of the above outline.

## Appendix B

### Letter of Endorsement



Ohomairangi Trust  
Early Intervention Service  
PO Box 23185 Hunters Corner Papatoetoe

10 February 2003

To Whom It May Concern

RE: Letter of Endorsement

It has been a great privilege to have Karina Donaldson our systems analysts, work alongside Ohomairangi Trust to establish this unique Kaupapa Maori Information System called "Piata Mai". I am pleased to inform you that "Piata Mai" is now installed on PC and is used daily to store all Staff and Client information.

It was our aim at the beginning of this project to have an Information System that would be able to:

- Store all Staff and Child Information
- Generate Bi-Monthly and Annual reporting on request by gathering information from Staff and Tamariki
- Have the system in Maori and English dialogue
- To be user friendly

I am pleased to say that all of the above aims have been achieved and I am thoroughly enjoying administrating this system. I find that this system is very user friendly, very fast and efficient especially when accessing information needed for monthly and annual reporting. For times when I come across areas that I am not so familiar with e.g. requesting a report on all our 3 year children, the manual has been able to provide me with the step by step instructions to guide me through each phase with ease.

It has been a real pleasure working with Karina on this project and wish her all the best for her Masters.

Noho ora mai ra.

Na Trina Ward  
Piata Mai Administrator  
OHOMAIRANI TRUST

## Appendix C

### Piata Mai: System Manual

# *Piata Mai*

## System Manual

Version 1.0



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# *Piata Mai*

Piata Mai has been developed for Ohomairangi Trust Early Intervention Service. The system incorporates the administrative tasks, and reporting requirements of Ohomairangi.

## System Requirements

The minimum requirements for the system:

- Pentium II or compatible
- 256 Mb RAM
- Windows XP Professional
- Microsoft Access 2000
- BDE Administrator

## Macrons

In order for the title bar and menu items to incorporate macron fonts it is necessary to change your Display options in Control Panel

1. Open **Display** in Control Panel.
2. On the **Appearance** tab, click **Advanced**.
3. In the **Item** list, click on **Active Title Bar** and then adjust the font to its Māori equivalence, e.g. Trebuchet MS Māori.
4. In the **Item** list, click on **Menu** and then adjust the font to its Māori equivalence.
5. Click **OK** or **Apply** to save your changes.

# Main Menu

The main form is central to the system. The different parts of the system are accessed via this form.

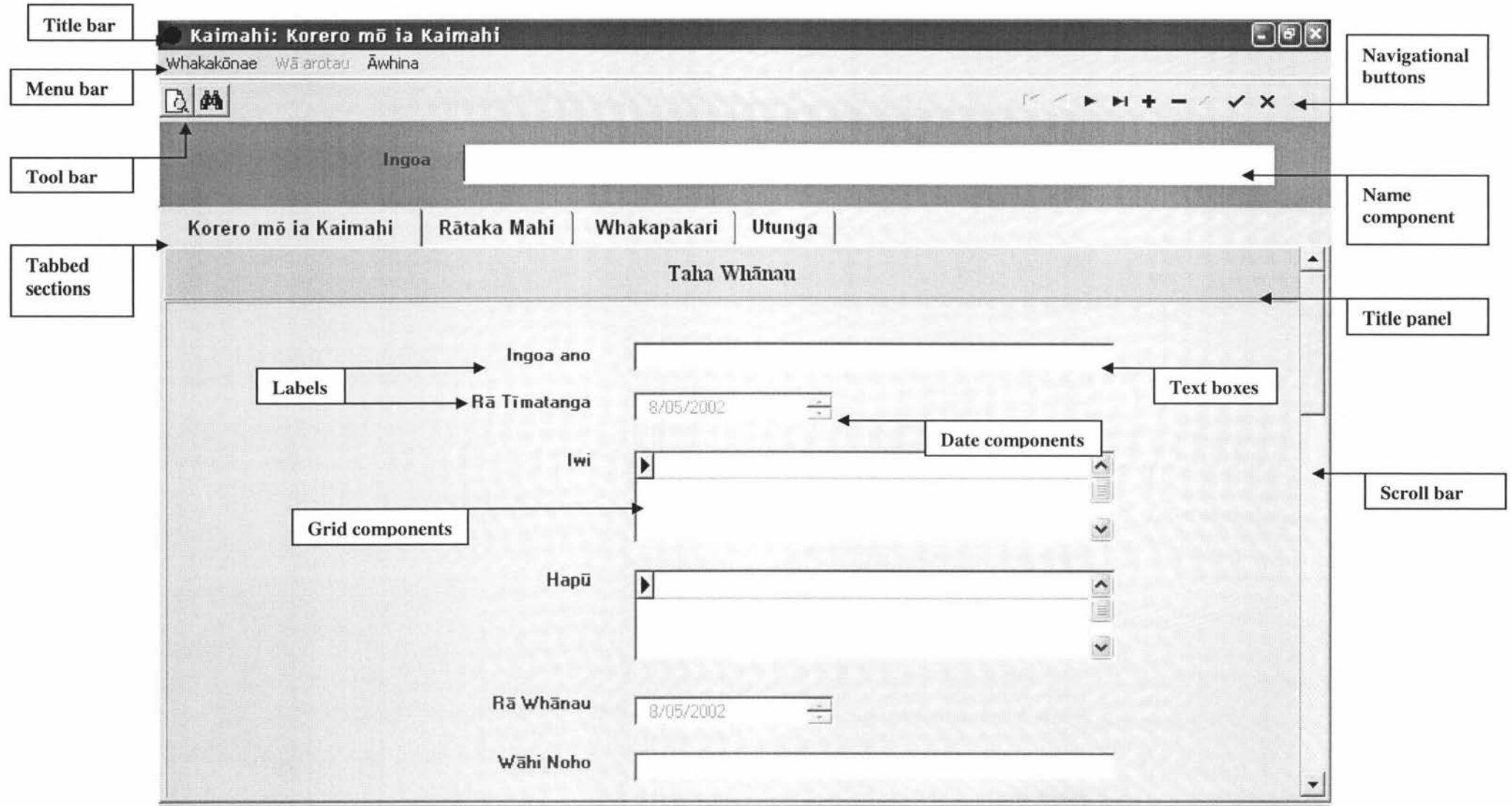


The different sections of the system are displayed in yellow: Kaimahi, Kaimahi mo te wa, Tamariki, Ngā whakapa and Ripota.

If you click on one of these menu items, for example clicking on **Kaimahi** would take you to the form with all the Kaimahi information.

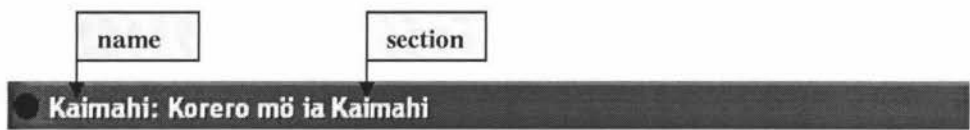
Clicking on **E Puta** or Ctrl + E enables you to exit the system.

# Kaimahi



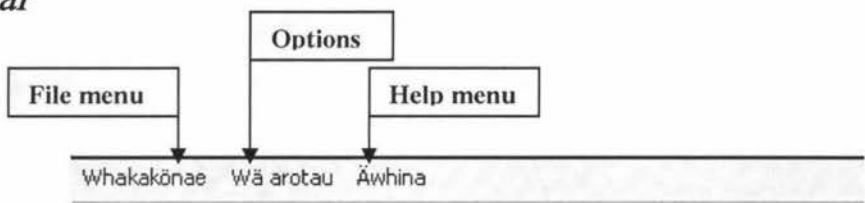
# Explanation of the different components of the form

## Title bar



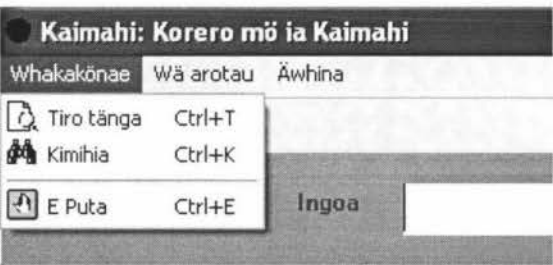
The title bar shows the *name of the form* you are currently in and the *section of the form* you are in e.g. name: section. So as above we are in the form Kaimahi and are working in the section Korero mö ia Kaimahi.

## Menu bar



## Whakakōnae (File menu)

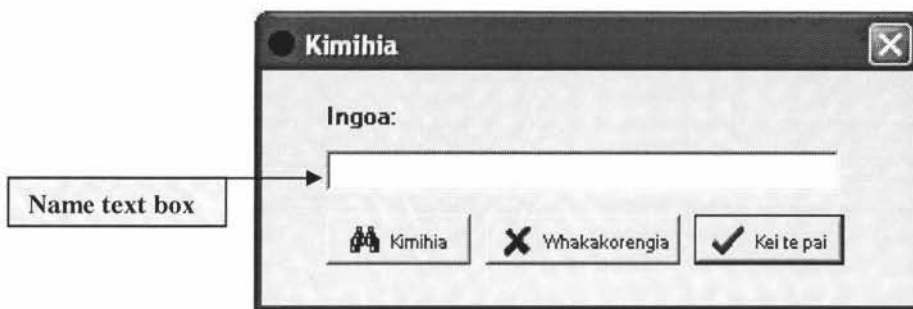
The file menu has three items: Tiro tānga, Kimihia and E Puta.



A. Tiro tānga (print preview): Displays the current section of the form in a report format (See Appendix A for system reports). For example, if you are in the tabbed section Kōrero mö ia Kaimahi, then the report will show the information of this section in a report format.

The preview of the report can be accessed using the short cut keys Ctrl T.

B. Kimihia (find): Displays a form allowing you to quickly find a staff member in the system.



1. Enter a name in to the **name text box**.  
You must enter at least the staff members first name, the search will take you to the nearest match of the name entered.
2. Click on the button **Kimihia** to complete the search.  
Otherwise click on **Whakakorengia** to disregard any name entered. The form will automatically close.
3. Click on the button **Kei te pai** to exit the form.

The form Kimihia can be opened using the short cut keys Ctrl + K.

**C. E Puta** (close): Close the form and return to the main menu.

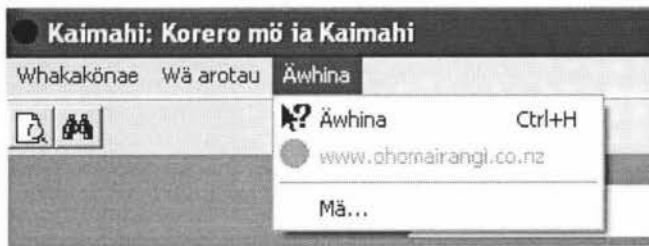
The form can also be closed using the short cut keys Ctrl + E.

### Wā arotau (Options)

The options menu is still under development. Eventually it will be able to give more flexibility to the system designed.

### Āwhina (Help Menu)

The help menu has three items: Āwhina, [www.ohomairangi.co.nz](http://www.ohomairangi.co.nz) and Mā...



A. **Āwhina** (help): The user can look for help on a particular type of problem using the help menu. The help menu has several options for help. A contents page will have general topics that can be searched for information. There will also be a word search, which allows users to enter a particular word e.g. Kaimahi, and find information about that topic.

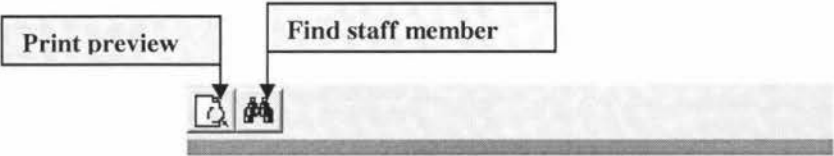
The help system can be accessed using the short cut keys Ctrl H.

B. **www.ohomairangi.co.nz** (web site): This item allows direct access to the web site of Ohomairangi. As a web site has not yet been developed this button has been disabled.

C. **Mā...** (about): Clicking on this item presents a form with information about the system.

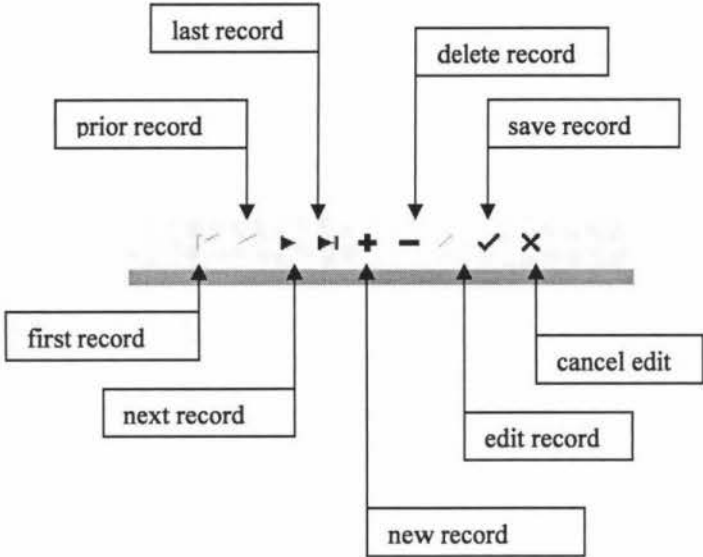


## Tool bar



The tool bar provides quick access to previewing reports and finding staff members. The two buttons on the toolbar are just short cuts to the file menu items Tiro tānga and Kimihia (for more information see above under Whakakōnae (file menu)).

## Navigational buttons



Note: the navigational buttons which are faded are not able to be selected, or are disabled for certain reasons.

The navigational buttons functions:

- **first record:** move to the first staff record.
- **prior record:** move to the previous staff record.
- **next record:** move to the next staff record.
- **last record:** move to the last staff record.
- **new record:** delete the current staff record. A message will be displayed to confirm the deletion of the record. Once you have deleted the record you cannot retrieve it.

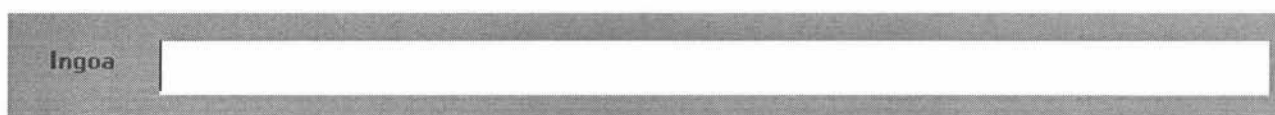


- **edit record:** when the edit button is faded the current staff record has been edited, if you do not save the changes you will lose any updates to the staff record.



- **save record:** click on the save button to save changes made to the current staff record.
- **cancel edits:** click on the cancel button to cancel any edits that have been made to the current staff record.

## Name component



The name component is the most important component on the Kaimahi form. It tells you which staff member's records you are currently working with.

## Labels, Text boxes and Memo components

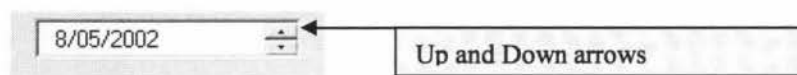


The labels are used to describe the function of the associated control, in the above case the text box. The labels text cannot be edited. Hovering the cursor over the label will display the English translation for the label.

The text boxes enable the users to edit a database field. They can only hold a single line of text.

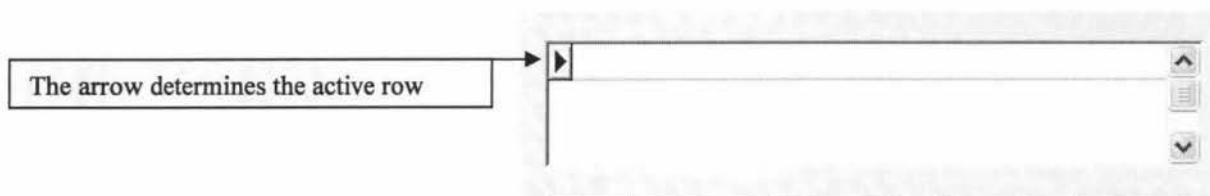
The memo components are similar to the text boxes, but enable multiple lines of text.

## Date components



The date component allows only valid dates to be entered. The date can be changed by scrolling using the Up and Down arrows or by typing.

## Grid components



The grid component is used to create a list of items associated to a record. In the case of the Kaimahi personal details we have the grid component for Iwi and Hapū. This allows for multiple Iwi and Hapū to be included in the Kaimahi personal details section.

### Adding a single item to the grid component

1. Click on the active row in the grid component.
2. Enter the required text.
3. Push the *Enter* key on the keyboard.

### Adding additional items to the grid component

1. Click on the active row in the grid component.
2. Push the *down arrow* key on the keyboard.
3. Enter the required text.
4. Push the *Enter* key on the keyboard.

### Deleting an item in the grid component

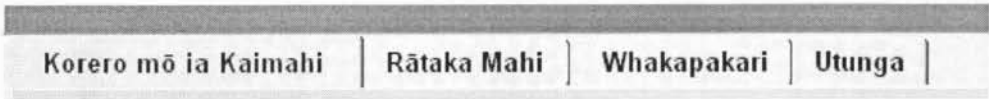
1. Click on the item in the grid component that you want to delete.
2. On the keyboard push *Ctrl Del*.
3. A message box will appear to confirm the deletion of the record.
4. Click on *OK* to delete the record or *Cancel* to cancel the request.

### Scroll bar



The scroll bar allows you to move up and down through the component that the scroll bar is attached to.

### Tabbed sections



The tabbed sections allow you to quickly navigate to the required area in order to check, update or add additional records. The tab selected has red text, e.g. above Kōrero mō ia Kaimahi is the selected tab. The different areas are:

- Kōrero mō ia Kaimahi (staff personal details)
- Rātaka Mahi (staff diaries)
- Whakapakari (staff development)
- Utunga (staff claims for reimbursement of expenses)

The above areas will be discussed in detail in the next section.

# Kōrero mō ia Kaimahi

After clicking on *Kaimahi* from the main menu you will view the Kaimahi screen. This screen enables staff details to be checked, updated and entered into the database.

Kaimahi mo ia Kaimahi maintains information regarding personal details, Iwi (tribe), hapu (sub-tribe), emergency contact details, medical conditions, doctor contact details and also bank account details of each staff member. Kōrero mō ia Kaimahi is separated in to four sections:

- Personal details
- Emergency contact details
- Medical details
- Bank account details

## Personal details

Taha Whānau

Ingoa ano

Rā Timatanga

8/05/2002

Iwi

Hapū

Rā Whānau

8/05/2002

masked edit

Wāhi Noho

Nama Waea

( ) - (kāinga) ( ) - (waea pūkoro)

Imera

1. Before entering information in to Kōrero mō ia Kaimahi you must first enter the staff name in the name component (as discussed in the previous section).
2. **Ingoa ano:** Enter any names you may also be known as.
3. **Rā Timatanga:** Enter the date for the first day of work of the staff member.
4. **Iwi:** Enter the Iwi for the staff member.  
To add multiple Iwi for a staff member, enter an Iwi, press enter and then press down the arrow key. Enter the next Iwi for the staff member.

The screenshot shows a form field labeled 'Iwi'. The text 'Ngā Puhi' is entered in the field. Below the field, there is a list of other Iwi options, with the first one being 'Ngā Puhi' and the second one being 'Ngā Hāhau'. The list is scrollable, as indicated by the up and down arrow buttons on the right side of the list.

5. **Hapū:** Enter the Hapū for the staff member.  
To add multiple Hapū follow the same process as for Iwi above.
6. **Rā Whānau:** Enter the staff members date of birth.
7. **Wāhi Noho:** Enter the staff members home address.
8. **Nama Waea :** Enter the staff members home phone number and mobile phone number.

The screenshot shows a form field labeled 'Nama Waea'. The field is divided into two sections. The first section is labeled '( ) -' and contains the text '( ) -'. The second section is labeled '(kāinga) ( ) -' and contains the text '(kāinga) ( ) -'. The third section is labeled '(waea pūkoro)' and contains the text '(waea pūkoro)'. The field is designed to accept a masked phone number format.

The phone numbers are entered using a **masked edit** component. The masked edit validates the text the user enters against a mask that encodes the valid forms the text can take. In this case the home phone numbers entered can take the form (00) 000-0000 and mobile phone numbers can take the form (000) 000-0000.

- a. Click on the text box.
  - b. Enter only the numbers for the phone number ignoring any other characters. E.g. for the phone number (09) 678-9999, enter 096789999. The masked edit will correctly format the number.
9. **Imera:** Enter the staff members email address.

# Emergency Contact Details

To view the emergency contact details use the scroll bar on the right hand side of the form  
Kōrero mō ia Kaimahi to scroll down.

Whanaunga Tuatahi	<input type="text"/>
Tāna Nama Waea	<input type="text"/> ( ) - <input type="text"/> (kāinga) <input type="text"/> ( ) - <input type="text"/> (waea pūkoro)
Tāna Hononga ki ā koe	<input type="text"/>

1. **Whanaunga Tuatahi:** Enter the name of the emergency contact for a staff member.
2. **Tāna Nama Waea:** Enter the home and mobile phone number for the emergency contact using the masked edit components.
3. **Tāna Hononga ki ā koe:** Enter the relationship between the staff member and the emergency contact.

# Medical Details

To view the emergency medical details continue to scroll down the form Kōrero mō ia Kaimahi.

Taha Tīnana	
He māuiuitanga kei ā koe?	<div></div>
He rongoa kāore e pai ki tōu tīnana?	<div></div>
He take anō e pā ana ki tōu oranga?	<div></div>
Tōu tākuta	<div></div>
Tāna Nama Waea	<div>[ ] -</div>

- 1. He māuiuitanga kei ā koe: Enter any illnesses or allergies the staff member may have.
- 2. He rongoa kāore e pai ki tōu Tinana?: Enter any medication that the staff member may be allergic to.
- 3. He take anō e pā ana ki tōu oranga?: Enter any other health issues the staff member may have.
- 4. Tōu tākuta: Enter the name of the staff member’s General Practitioner.
- 5. Tāna Nama Waea: Enter the phone number of the General Practioner using the masked edit component.

# Bank Account Details

To view the bank account details continue to scroll down the form Kōrero mō ia Kaimahi.

Taha Pūtea

Tōu Whare Pūtea

Nama IRD

Te nama pūtea pēke

Ko te ingoa i runga i tōu pūtea pēke

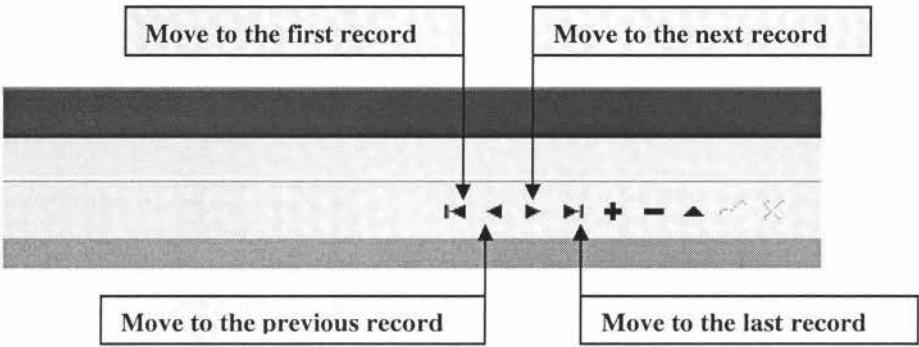
masked edit

- Tōu Whare Pūtea:** Enter the name of the staff member’s bank.
- Nama IRD:** Enter the staff member’s IRD number. IRD Numbers follow a specific format, numbers can only be entered into the text box using the following format, 99-999-999.
  - Click on the text box.
  - Enter only the numbers for the IRD number ignoring any other characters. E.g. for the IRD number 12-345-678, enter 12345678. The masked edit will correctly format the number.
- Te nama pūtea pēke:** Enter the bank account number of the staff member. Bank account numbers also follow a standard format, bank account numbers can only be entered using the following format, 99-9999-99999999-99.
  - Click on the text box.
  - Enter only the bank account number ignoring any other characters. E.g. for the bank account number 12-1234-1234567-12, enter 121234123456712. The masked edit will correctly format the number.
- Ko te ingoa i runga i tōu pūtea peke:** Enter the name of the staff member’s General Practitioner.

Click on the ☒ navigational button to save the changes to the record, or click on the ☐ navigational button to cancel the changes.

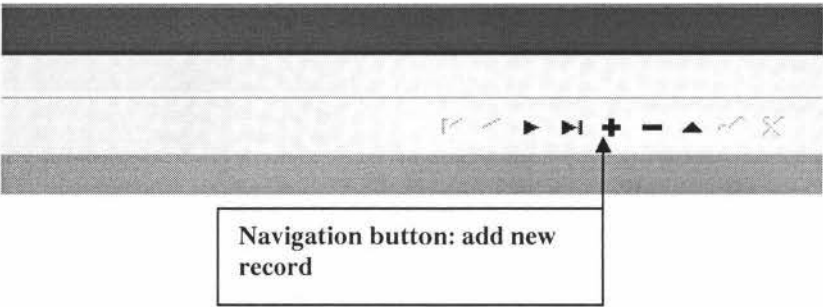


## Navigating through the records




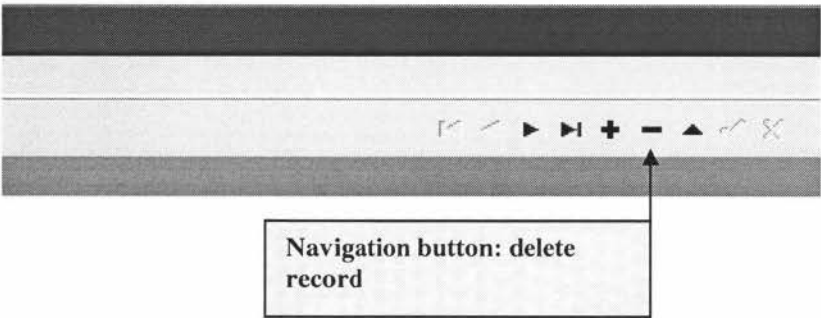
## Adding a New Record

Click on the navigational button  to add a new record.



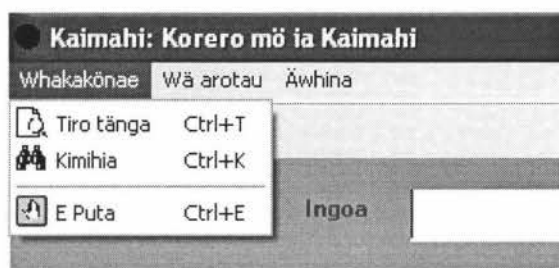
## Deleting a Record

1. Navigate to the record you would like to delete.
2. Click on the navigational button  to delete a record.



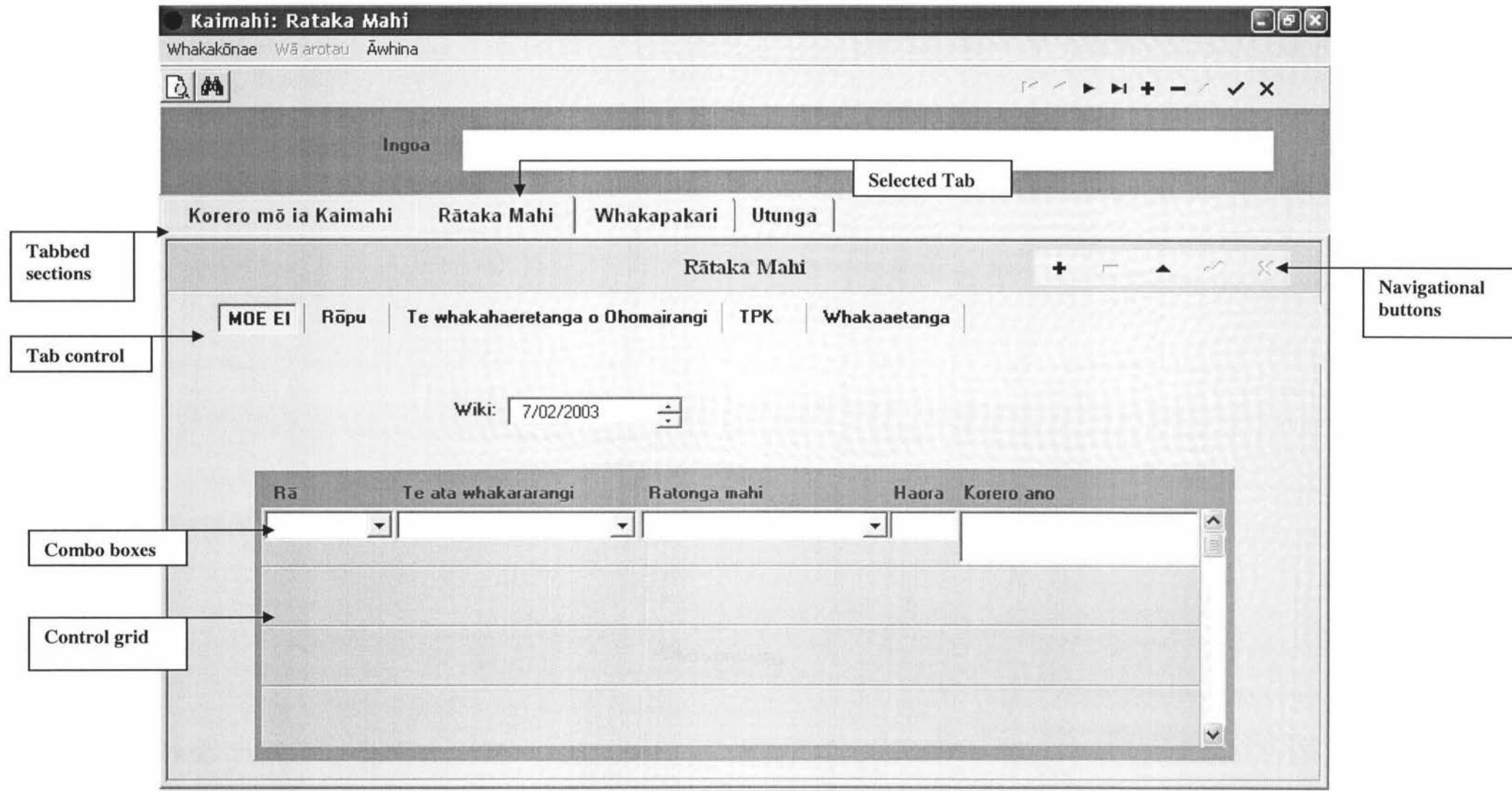
3. A message box will appear to confirm the deletion of the record.
4. Click on *OK* to delete the record or *Cancel* to cancel the request.

## Printing the Report for Kōrero mō ia Kaimahi



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.

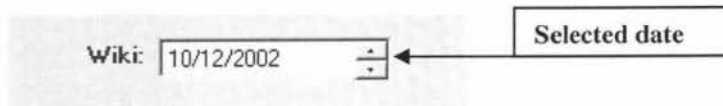
# Rātaka Mahi




# Rātaka Mahi

Rātaka Mahi (diary sheet) maintains information on each staff members appointments or work hours spent on different job contracts. The following explains the process of entering a diary entry.

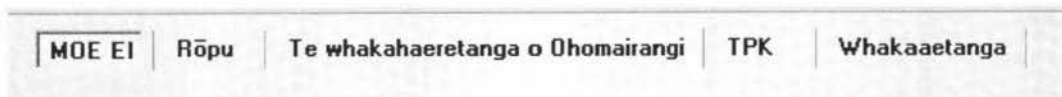
1. **Wiki:** Select a day in the week in you want to insert diary entries. It does not matter which day during a week's period is selected.



Wiki: 10/12/2002  ← Selected date

2. Select the section of the tab control.

## Tab Control



MOE EI | Rōpu | Te whakahaeretanga o Ohomairangi | TPK | Whakaaetanga

The tab control allows you to enter and view information related to a specific job contract. The different sections are:

- MOE EI (Ministry of Education Early Intervention)
- Rōpu (Team)
- Te whakahaeretanga o Ohomairangi (Ohomairangi Management)
- TPK (Te Puni Kokiri)
- Whakaaetanga (Leave)

3. Select the date for the appointment or job.

# Combo boxes

Wiki: 7/02/2003 Selected date

Rā	Te ata whakarangiri	Ratonga
3/02/2003		
4/02/2003		
5/02/2003		
6/02/2003		
7/02/2003		
8/02/2003		
9/02/2003		

The combo box contains a list of items you can choose from. It reduces the risk of entering incorrect data.

The dates in the above combo boxes relate to the selected date. The top item will always be a Monday with the last item being the Sunday.

4. Te ata whakarangiri: Enter the details of the appointment.

Rā	Te ata whakarangiri	Ratonga mahi
	Mary B Jason L Sharon J	

The items in the combo box for *Te ata whakarangiri* are dependent on the *tab control* item selected.

- MOE EI: the names of the children the staff member is responsible for.
- Rōpu: Team hui, Other
- Te whakahaeretanga o Ohomairangi (Ohomairangi Management): Hui, Financial, PR and projects, Service
- TPK: Projects, Admin
- Whakaaetanga: Annual, Sick, Time in lieu, Bereavement, Special

5. **Ratonga mahi:** Select the service related to the appointment.

gi	Ratonga mahi	Haora	Korero ano
<input type="text"/>	<div><div></div><div>Early Intervention Teaching Paraprofessional Support Service Co-ordination Specialist Services AODC Specialist Services Educational Psy Specialist Services Speech Language N/A</div></div>	<input type="text"/>	<input type="text"/>

This field is only related to MOE EI. The combo box for all other tab control items will only contain N/A. For MOE EI the combo box contains the following items:

- Early Intervention Teaching
- Paraprofessional Support
- Service Co-ordination
- Specialist Services AODC
- Specialist Services Educations Psych
- Specialist Services Speech Language
- N/A

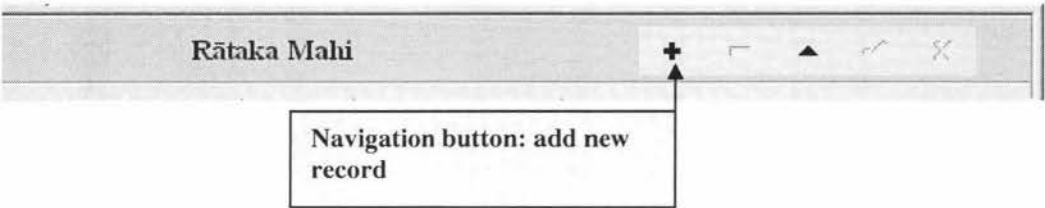
6. **Haora:** Enter the number of hours spent on the appointment.

7. **Kōrero ano:** Enter any comments related to the appointment.

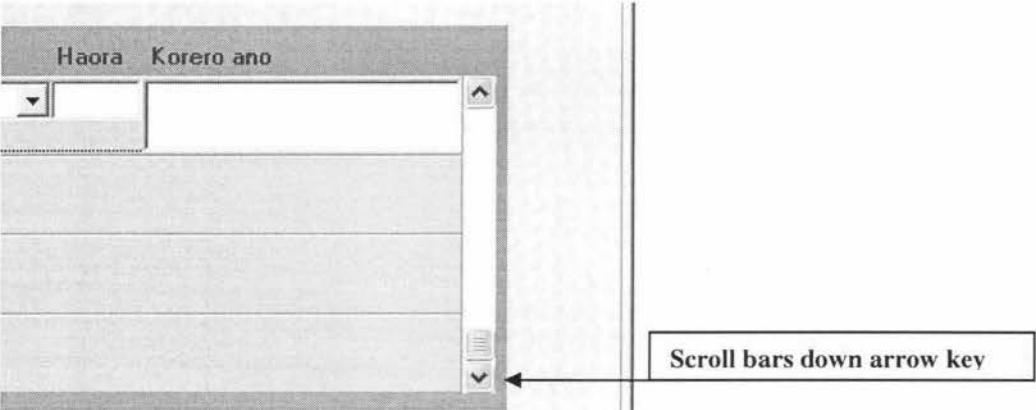
Click on the ☒ navigational button to save the changes to the record, or click on the ☐ navigational button to cancel the changes.

## Adding a New Record

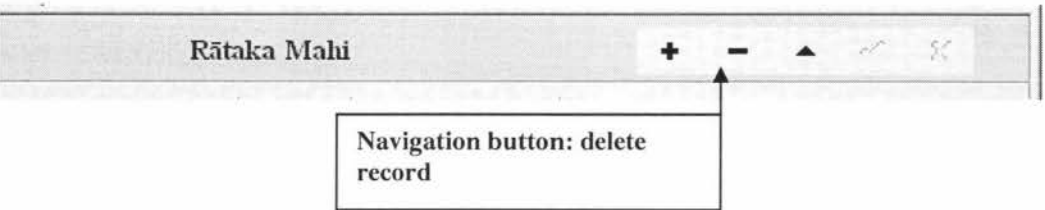
Click on the navigational button  to add a new record.



Or click on the down arrow key on the control grids scroll bar.



## Deleting a Record



1. A message box will appear to confirm the deletion of the record.
2. Click on *OK* to delete the record or *Cancel* to cancel the request.

# Printing the Report for Rātaka Mahi



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.



# Whakapakari: Te Whakapakari Tangata

The screenshot displays the 'Whakapakari: Te Whakapakari Tangata' web application. The interface includes a title bar 'Kaimahi: Whakapakari' and a navigation bar with links: 'Whakakōnae', 'Wā arotau', and 'Äwhina'. Below the navigation bar is a search bar labeled 'Ingoa'. A 'Selected Tabbed section' label points to the 'Whakapakari' tab in the main navigation area, which also includes 'Korero mō ia Kaimahi', 'Rātaka Mahi', and 'Utunga'. A 'Selected Tab' label points to the 'Whakapakari' tab. Below the tabs is a 'Tab control' label pointing to the 'Wairua' tab. The main content area is titled 'Te Whakapakari Tanagata' and contains a 'Control grid' label pointing to a table with columns 'Whāinga', 'Te whakamahi me tona wa', and 'Utu'. The table has three rows. To the right of the table is a 'Navigational buttons' label pointing to a set of controls including a '+' button, a '-' button, a 'v' button, a 'w' button, and a 'x' button. The interface also features a 'Tau' dropdown menu set to '2002' and two date pickers: 'Ra Timata' (10/12/2002) and 'Ra Whakamutu' (10/12/2003).

Kaimahi: Whakapakari

Whakakōnae Wā arotau Äwhina

Ingoa

Selected Tabbed section

Selected Tab

Korero mō ia Kaimahi | Rātaka Mahi | Whakapakari | Utunga

Te Whakapakari Tangata | Te Whakatau Mahi | Te Whakapakari Kaimahi

Te Whakapakari Tanagata

Wairua | Mouri Ora | Hau Ora | Hau Aio | Hau Whenua | Hau Moana | Hau Tangata

Tab control

Tau 2002

Ra Timata 10/12/2002 Ra Whakamutu 10/12/2003

Whāinga Te whakamahi me tona wa Utu

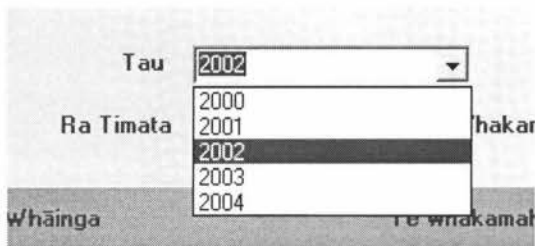
Control grid

Navigational buttons

# Te Whakapakari Tangata

Te Whakapakari Tangata contains a staff members goals. The goals are sorted into which year they occur in and the different sections: Wairua, Mouri Ora, Hau Ora, Hau Aio, Hau Whenua, Hau Moana, and Hau Tangata. The following explains the process of setting goals.

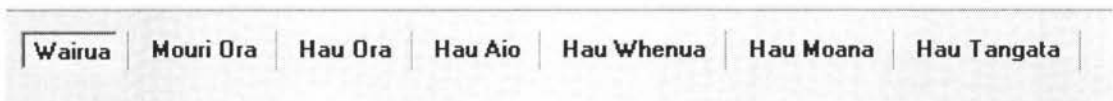
- 1. **Tau:** Select the year in which you want to set your goals.



The screenshot shows a web form with a dropdown menu labeled 'Tau' (Year). The dropdown is open, showing the years 2000, 2001, 2002 (highlighted), 2003, and 2004. To the left of the dropdown is the label 'Ra Timata'. Below the dropdown, there are labels 'Whāinga' and 'Te Whakamatu'.

A combo box is used to allow for easy selection of the year. The combo box contains the years for two years prior and two years after the current year.

- 2. Select the section of the tab control.



The screenshot shows a tab control with seven tabs: 'Wairua', 'Mouri Ora', 'Hau Ora', 'Hau Aio', 'Hau Whenua', 'Hau Moana', and 'Hau Tangata'. The 'Wairua' tab is selected and highlighted.

The tab control above allows you to enter and view information related to a specific area of goals. The different areas are:

- Wairua
- Mouri Ora
- Hau Ora
- Hau Aio
- Hau Whenua
- Hau Moana
- Hau Tangata

- 3. **Ra Timata, Ra Whakamutu:** Enter the date you intend to start achieving your goal and the date you intend to complete your goal.

Ra Timata

8/05/2002

Ra Whakamutu

8/05/2002



4. Whāinga: Enter your goal.
5. Te whakamahi me tona wa: Enter details on how you will achieve the goal and the expected duration to complete the goal.
6. Utu: Enter the cost of achieving the goal.

Whāinga	Te whakamahi me tona wa	Utu

Goal

Action and Timeline


Cost


Click on the  navigational button to save the changes to the record, or click on the  navigational button to cancel the changes.


Adding a New Record


Click on the navigational button  to add a new record.


Te Whakapakari Tanagata








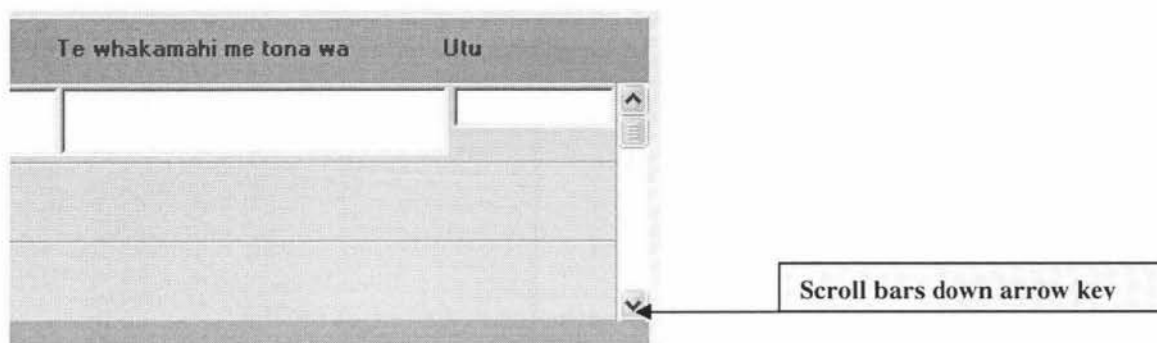







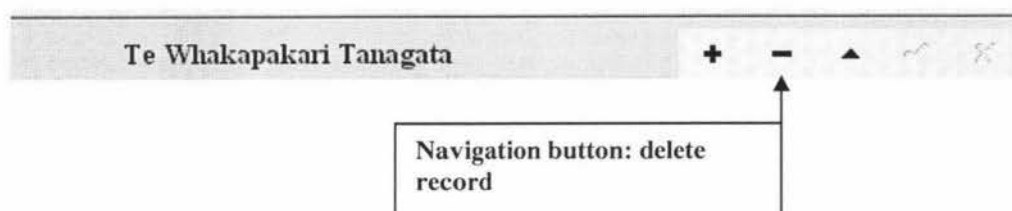
Navigation button: add new record

Or click on the down arrow key on the control grids scroll bar.



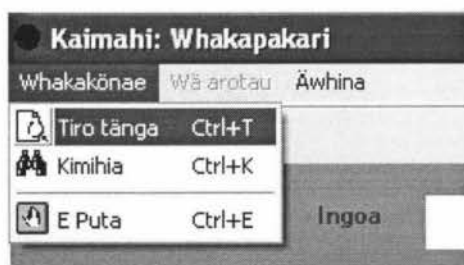
## Deleting a Record

1. Click on the row you want to delete.
2. Click on the navigational button  to delete a record.



3. A message box will appear to confirm the deletion of the record.
4. Click on *OK* to delete the record or *Cancel* to cancel the request.

## Printing the Report for Te Whakapakari Tangata



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.

# Whakapakari: Te Whakatau Mahi

The screenshot shows a web application titled "Kaimahi: Whakapakari" with a browser address bar showing "whakakōnae Wā arotau Āwhina". The interface includes a top navigation bar with a "Selected Tabbed section" label pointing to the "Ingoa" input field. Below this is a "Selected Tab" label pointing to the "Whakapakari" tab in a row of tabs: "Korero mō ia Kaimahi", "Rātaka Mahi", "Whakapakari", and "Utunga". Underneath these tabs are sub-tabs: "Te Whakapakari Tangata", "Te Whakatau Mahi", and "Te Whakapakari Kaimahi". The main content area is titled "Te Whakatau Mahi" and contains a "Tab control" pointing to the first tab: "Te mahitahi ki nga tamariki, whanau me nga whare kohunghunga". Other tabs in this control are "Mahi / Kirimana ano" and "Mahi a ropumahi, ropu whaka". Below the tabs are date pickers for "Tau" (set to 2002), "Ra Timata" (8/05/2002), and "Ra Whakamutu" (8/05/2003). At the bottom is a "Control grid" pointing to a table with four columns: "Ngā tumanako", "Ngā Tikanga Tiaki", "Kōrero ano", and "Te Arotake". On the right side of the main content area, there are "Navigational buttons" including a plus sign, left arrow, up arrow, right arrow, and close button.

Kaimahi: Whakapakari

whakakōnae Wā arotau Āwhina

Ingoa

Selected Tabbed section

Selected Tab

Korero mō ia Kaimahi Rātaka Mahi Whakapakari Utunga

Te Whakapakari Tangata Te Whakatau Mahi Te Whakapakari Kaimahi

Te Whakatau Mahi

Tab control

Te mahitahi ki nga tamariki, whanau me nga whare kohunghunga Mahi / Kirimana ano Mahi a ropumahi, ropu whaka

Tau 2002

Ra Timata 8/05/2002 Ra Whakamutu 8/05/2003

Navigational buttons

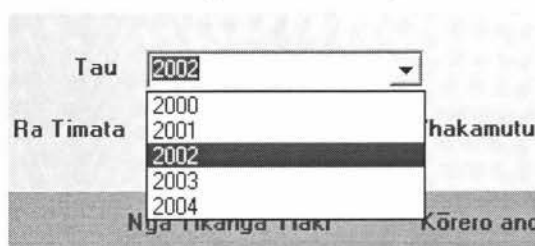
Control grid

Ngā tumanako	Ngā Tikanga Tiaki	Kōrero ano	Te Arotake

# Te Whakatau Mahi

Te Whakatau Mahi is an agreement by staff members to fulfil certain goals. A staff member allocated as supervisor monitors the agreement. The agreement is revisited bi-annually.

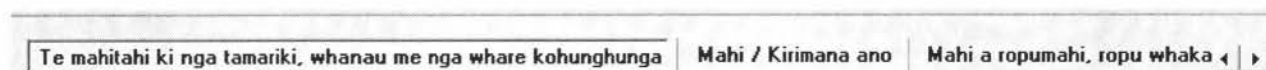
1. **Tau:** Select the year in which you want to set your goals.



The screenshot shows a web form with a dropdown menu labeled 'Tau' (Year). The dropdown is open, showing the years 2000, 2001, 2002, 2003, and 2004. The year 2002 is currently selected. To the left of the dropdown is the label 'Ra Tīmata' and to the right is 'hākamutu'. Below the dropdown, there are labels 'Nga Tikanga Tiaki' and 'Kōrero and'.

A combo box is used to allow for easy selection of the year. The combo box contains the years for two years prior and two years after the current year.

2. Select the section of the tab control.

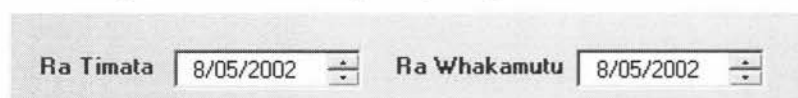


The screenshot shows a tab control interface with three tabs. The first tab is 'Te mahitahi ki nga tamariki, whānau me nga whare kohunghunga'. The second tab is 'Mahi / Kirimana ano'. The third tab is 'Mahi a ropumahi, ropu whaka'.

The tab control above allows you to enter and view information related to a specific area of the agreement. The different areas are:

- Te mahitahi ki nga tamariki, whānau me nga whare kōhungahunga
- Mahi / Kirimana ano
- Mahi a rōpumahi, rōpu whakahaere rānei
- Mana whakahaere
- Supervision and Feedback

3. **Ra Tīmata, Ra Whakamutu:** Enter the date you intend to start achieving your goal and the date you intend to complete your goal.



The screenshot shows a web form with two date input fields. The first field is labeled 'Ra Tīmata' and the second is labeled 'Ra Whakamutu'. Both fields contain the date '8/05/2002'.

4. **Ngā tumanako:** Enter your expectations.
5. **Ngā Tikanga Tiaki:** Enter the measures.

- 6. **Kōrero ano:** Enter any comments.
- 7. **Te Arotake:** Final review can be entered at a later date.

Ngā tumanako	Ngā Tikanga Tiaki	Kōrero ano	Te Arotake

Expectations

Measures

Comments

Final Review

Click on the ☒ navigational button to save the changes to the record, or click on the ☐ navigational button to cancel the changes.

Adding a New Record

Click on the navigational button ☐ to add a new record.

Te Whakatauranga Mahi

☐☐☐☐☐


Navigation button: add new record

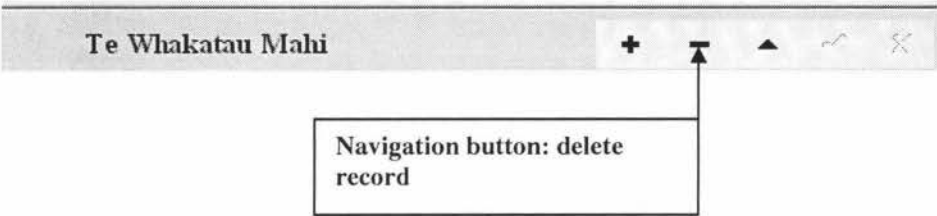
Or click on the down arrow key on the control grids scroll bar.

Te Arotake

Scroll bars down arrow key

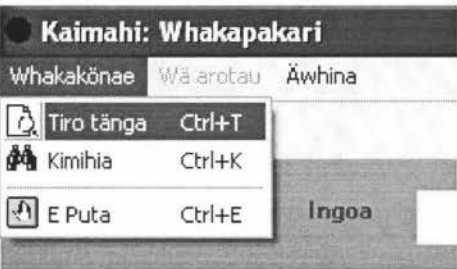
### Deleting a Record

- 1. Click on the row you want to delete.
- 2. Click on the navigational button  to delete a record.



- 3. A message box will appear to confirm the deletion of the record.
- 4. Click on *OK* to delete the record or *Cancel* to cancel the request.

### Printing the Report for Te Whakatau Mahi



- 1. Click on the menu item Whakakōnae.
- 2. Then on the menu item Tiro tānga.



# Whakapakari: Te Whakapakari Kaimahi

The screenshot shows a web application window titled "Kaimahi: Whakapakari". The address bar displays "Whakakōnae Wā arotau Äwhina". The application has a navigation bar with a search icon and a toolbar with various icons. Below the navigation bar is a section labeled "Ingoa" with a text input field and a "Selected Tab" label. The main content area is divided into sections by tabs: "Korero mō ia Kaimahi", "Rātaka Mahi", "Whakapakari" (selected), and "Utunga". Below these tabs are sub-sections: "Te Whakapakari Tangata", "Te Whakataui Mahi", and "Te Whakapakari Kaimahi". The "Te Whakapakari Kaimahi" section contains a form with the following fields: "Wānanga" (text input), "Rā Tīmatanga" (date input, showing "8/05/2002" and a calendar icon), "Tūnga Mahi" (text input), "Ngā Rā" (text input), "Ehia Rā" (text input), "Kaiwhakahaere" (text input), and "Utu" (text input). Annotations include: "Seleted Tabbed sections" pointing to the tab area, "Selected Tab" pointing to the "Whakapakari" tab, and "Navigational buttons" pointing to the toolbar icons.

**Kaimahi: Whakapakari**

Whakakōnae Wā arotau Äwhina

Ingoa

Selected Tab

Seleted Tabbed sections

Korero mō ia Kaimahi | Rātaka Mahi | **Whakapakari** | Utunga

Te Whakapakari Tangata | Te Whakataui Mahi | Te Whakapakari Kaimahi

**Te Whakapakari Kaimahi**

Wānanga

Rā Tīmatanga

Tūnga Mahi

Ngā Rā

Ehia Rā

Kaiwhakahaere

Utu

Navigational buttons

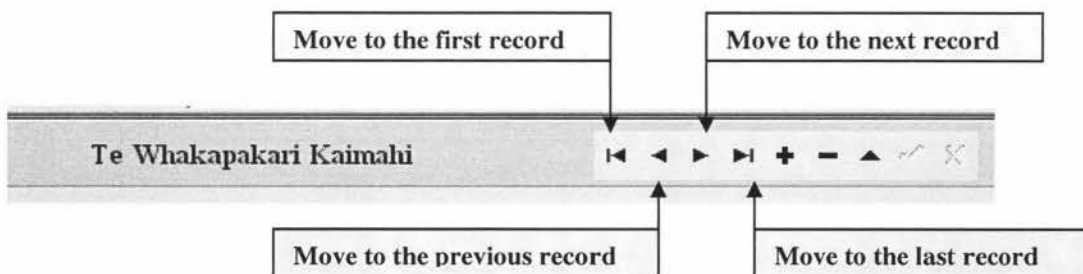
# Te Whakapakari Kaimahi

Te Whakapakari Kaimahi contains a record of the courses attended by a staff member. A full description of what the course was, where it was held, the duration and the cost are stored.


1. **Wananga:** Enter the name of the Course.
2. **Rā tīmatanga:** Enter the date the course starts.
3. **Tūnga mahi:** Enter your postion.
4. **Ehia rā:** Enter the number of days the course is required to take.
5. **Kaiwhakahaere:** Enter the name of the course facilitator.
6. **Utu:** Enter the total cost of the course.

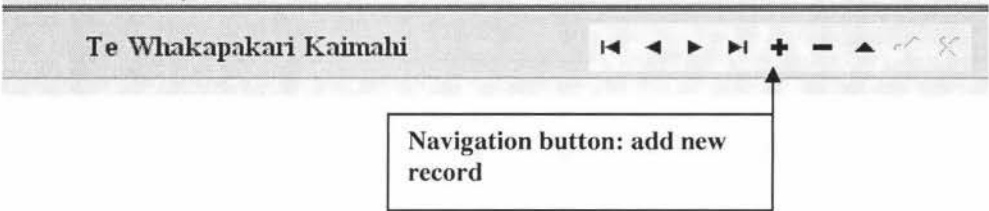
Click on the ☒ navigational button to save the changes to the record, or click on the ☐ navigational button to cancel the changes.

## Navigating through the records




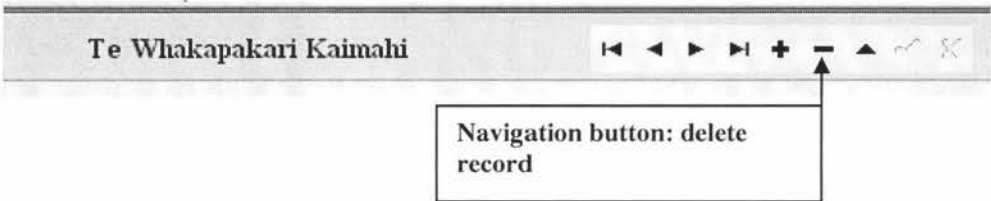
## Adding a New Record

Click on the navigational button  to add a new record.



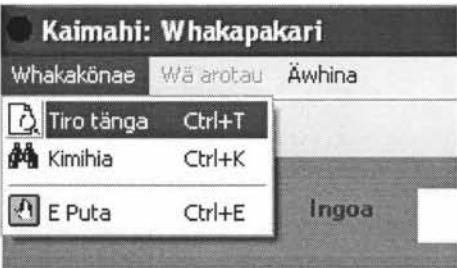
## Deleting a Record

1. Navigate to the record you want to delete.
2. Click on the navigational button  to delete a record.



3. A message box will appear to confirm the deletion of the record.
4. Click on *OK* to delete the record or *Cancel* to cancel the request.

## Printing the Report for Te Whakapakari Kaimahi



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.

# Utunga

**Kaimahi: Utunga** [Window Title Bar]

Whakakōhāe Wā arotau Āwhina

[Icons] [Navigation Bar: First, Previous, Next, Last, Zoom In, Zoom Out, Check, Close]

Ingoa [Text Field]

Korero mō ia Kaimahi | Rātaka Mahi | Whakapakari | **Utunga** ← **Selected Tab**

**Utunga** [Section Header] [Buttons: +, -, Up, Down, X]

**Tab control** → [Kiromita | Whare noho | Kai | Etahi atu | ano / etahi atu]

Ra [12/12/2002] [Calendar Icon]

Te ata whakararangi		Ra	Mai	Ki	Hokinga	Utu ia		
					Mai	Kiromita	kiromita	Te nui
[Text Field]	[Text Field]	[Dropdown]	[Text Field]	[Text Field]	<input checked="" type="checkbox"/>	[Text Field]	[Text Field]	[Text Field]

**Control grid** → [Table Area]

Kua utua ☒ Te ra utu [8/05/2002] [Calendar Icon] Toputanga kiromita [Text Field]

**Status bar** → [Bottom Bar]

← **Navigation buttons**

# Utunga: Kiromita

Utunga contains records of claims by staff members of expenses incurred for work related costs, things such as petrol (based on the kilometres incurred), travel and accommodation. Also the date the payment was reimbursed, the total kilometres for a specific week, and a running total of kilometres for a specific period.

## Kiromita

Kiromita	Whare noho	Kai	Etahi atu	ano / etahi atu
----------	------------	-----	-----------	-----------------

The tabbed section Kiromita requires different information to be entered than that of the remainder of the tabbed sections.

1. Select the tabbed section Kiromita.
2. **Rā (text box):** Enter the date for which you want to make the claim. The default value for this field is today's date so it may not be necessary for you to enter the date.
3. **Te ata whakarangiri:** Enter the details of the claim.
4. **Rā (control grid):** Select the date from the combo box or type in the required date of when the expense incurred. (The combo box contains the dates for the previous ten days)

Ra		19/12/2002	÷
Te ata whakarangiri	Ra	Mai	K

- 5. **Mai:** Enter the place where the kilometres were recorded from.
- 6. **Ki:** Enter the place where the kilometres were recorded to.
- 7. **Hokinga mai:** Click on the check box if it was a return trip.

Hokinga	
Mai	Kiromita
<input checked="" type="checkbox"/>	<input type="checkbox"/>

- 8. **Kiromita:** Enter the amount of kilometres being claimed.
- 9. **Utu ia kiromita:** Enter the rate the kilometres can be claimed back at. (The default value is 62c in the dollar)
- 10. **Te nui:** The amount being claimed is automatically calculated.
- 11. **Utu:** Enter the job contract under which the claim is made.

Click on the ☒ navigational button to save the changes to the record, or click on the ☐ navigational button to cancel the changes.

**Paying the reimbursement**

When a payment is made to a staff member for the reimbursement of expenses your are required to record the payment date.

Kua utua ☒    Te ra utu

1. **Kua uta:** Click on the check box to confirm the payment has been made.
2. **Te ra utu:** Enter the payment date.

Click on the ☒ navigational button to save the changes to the record, or click on the ☐ navigational button to cancel the changes.

## Additional Features

**Toputanga kiromita:** The running total of the kilometres for a specific claim.

Toputanga kiromita

**Status bar:** The status bar displays the running total of kilometres for a specific year.

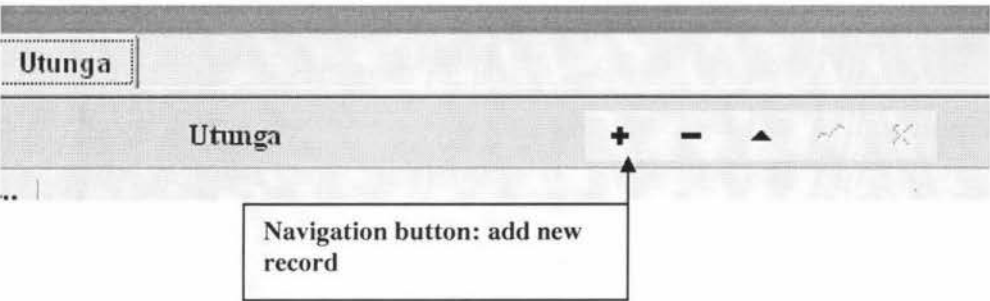
Kua utua ☒    Te ra utu

---

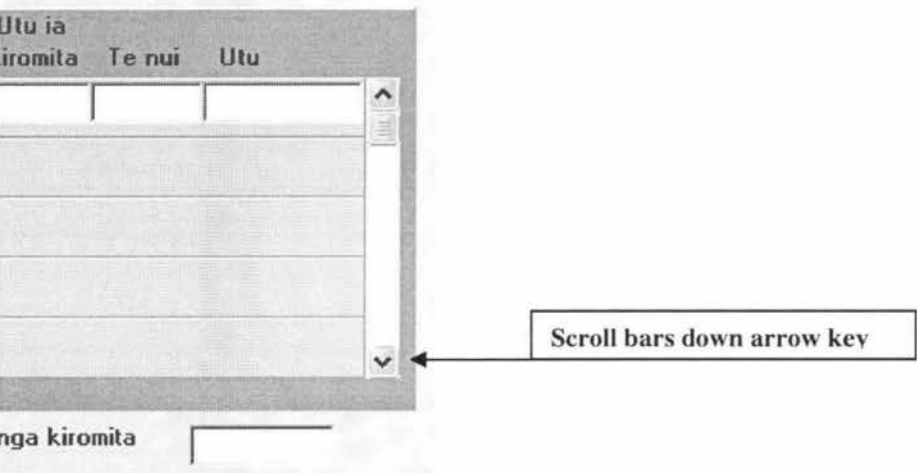
1 April 2002 to 31 March 2002 TOPUTNGA KIROMITA: 373

## Adding a New Record


Click on the navigational button  to add a new record.

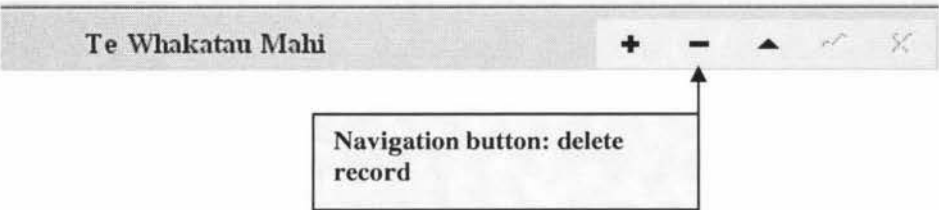


Or click on the down arrow key on the control grids scroll bar.



## Deleting a Record

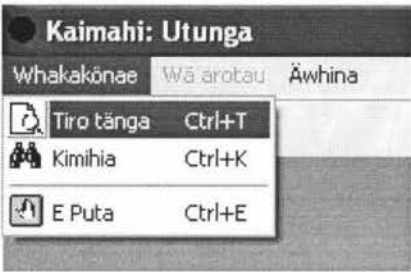
1. Click on the row you want to delete.
2. Click on the navigational button  to delete a record.



3. A message box will appear to confirm the deletion of the record.
4. Click on *OK* to delete the record or *Cancel* to cancel the request.



# Printing the Report for Utunga



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.

## Utunga: Additional Tabbed Sections

The screenshot displays the 'Kaimahi: Utunga' application window. The title bar includes the text 'Kaimahi: Utunga' and standard window controls. Below the title bar, there is a menu bar with 'Whakakōnae', 'Wā arotau', and 'Āwhina'. A toolbar with icons for search, help, and navigation is located below the menu bar. The main content area features a tabbed interface with tabs labeled 'Korero mō ia Kaimahi', 'Rātaka Mahi', 'Whakapakari', and 'Utunga'. The 'Utunga' tab is selected, as indicated by a 'Selected Tab' label. Below the tabs, there is a sub-header 'Utunga' with a set of 'Navigational buttons' (plus, minus, up, down, and a cross). Below this, there is a 'Tab control' with tabs labeled 'Kiromita', 'Whare noho', 'Kai', 'Etahi atu', and 'ano / etahi atu'. The 'Whare noho' tab is selected. Below the 'Tab control', there is a 'Control grid' with columns labeled 'Te ata whakarangi', 'Ra', 'Te ata whakarangi', 'Te nui', and 'Utu'. The grid contains several rows of data. At the bottom of the window, there are two date pickers: 'Kua utua' with a checkmark and 'Te ra utu' with a date of '8/05/2002'.

Kaimahi: Utunga

Whakakōnae Wā arotau Āwhina

Ingoa

Selected Tab

Korero mō ia Kaimahi Rātaka Mahi Whakapakari Utunga

Utunga

Navigational buttons

Tab control

Kiromita Whare noho Kai Etahi atu ano / etahi atu

Ra 12/12/2002

Control grid

Te ata whakarangi Ra Te ata whakarangi Te nui Utu

Kua utua ☒ Te ra utu 8/05/2002

## Whare noho, Kai, Etahi atu and ano/etahi atu



Kiromita	Whare noho	Kai	Etahi atu	ano / etahi atu
----------	------------	-----	-----------	-----------------

As stated previously the tabbed section Kiromita requires different information to be entered than that of the remainder of the tabbed sections. The following explains the process of entering in information for the remaining sections.

1. Select the tabbed section Whare noho, Kai, Etahi atu or ano/etahi atu.
2. **Rā (text box):** Enter the date for which you want to make the claim. The default value for this field is today's date so it may not be necessary for you to enter the date.
3. **Te ata whakarangiri:** Enter the details of the claim.
4. **Rā (control grid):** Select the date from the combo box or type in the required date of when the expense incurred. (The combo box contains the dates for the previous ten days)

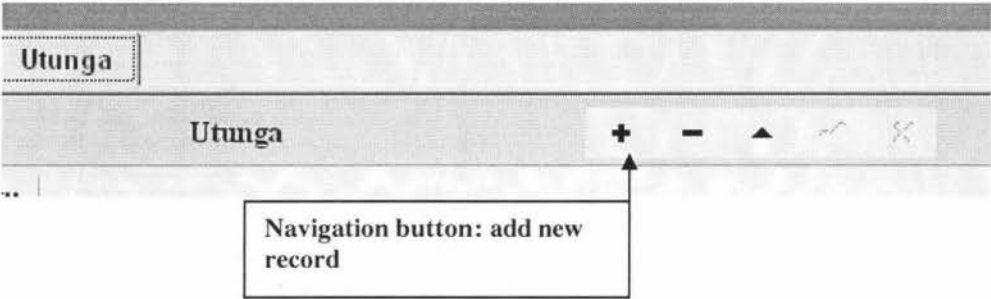
Te ata whakarangiri	Rā	Te ata whakarangiri
	12/12/2002	
	12/12/2002	
	11/12/2002	
	10/12/2002	
	9/12/2002	
	8/12/2002	
	7/12/2002	
	6/12/2002	
	5/12/2002	

5. **Te ata whakarangiri:** Enter any additional details required.
6. **Te nui:** Enter the dollar amount of the claim.
7. **Utu:** Enter the job contract under which the claim is made.

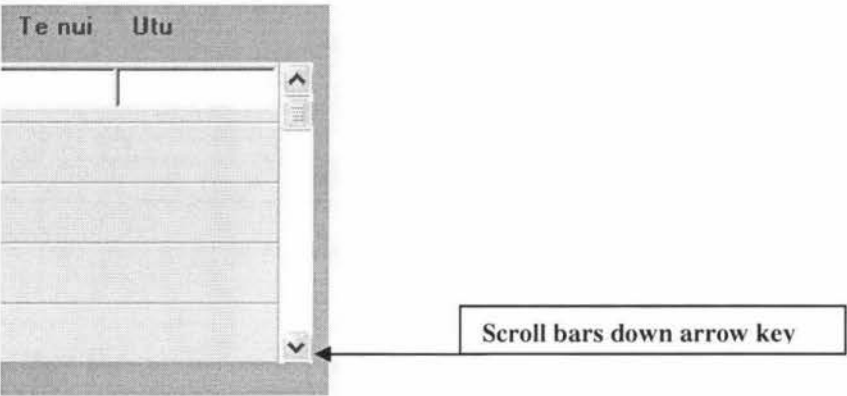
Click on the  navigational button to save the changes to the record, or click on the  navigational button to cancel the changes.

## Adding a New Record


Click on the navigational button  to add a new record.

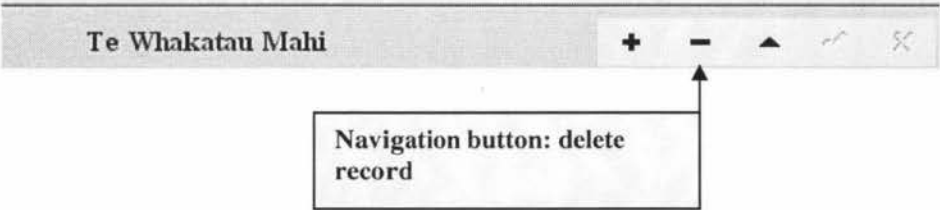


Or click on the down arrow key on the control grids scroll bar.



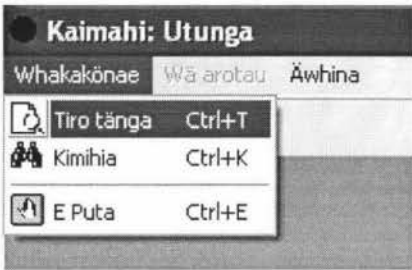
## Deleting a Record

1. Click on the row you want to delete.
2. Click on the navigational button  to delete a record.

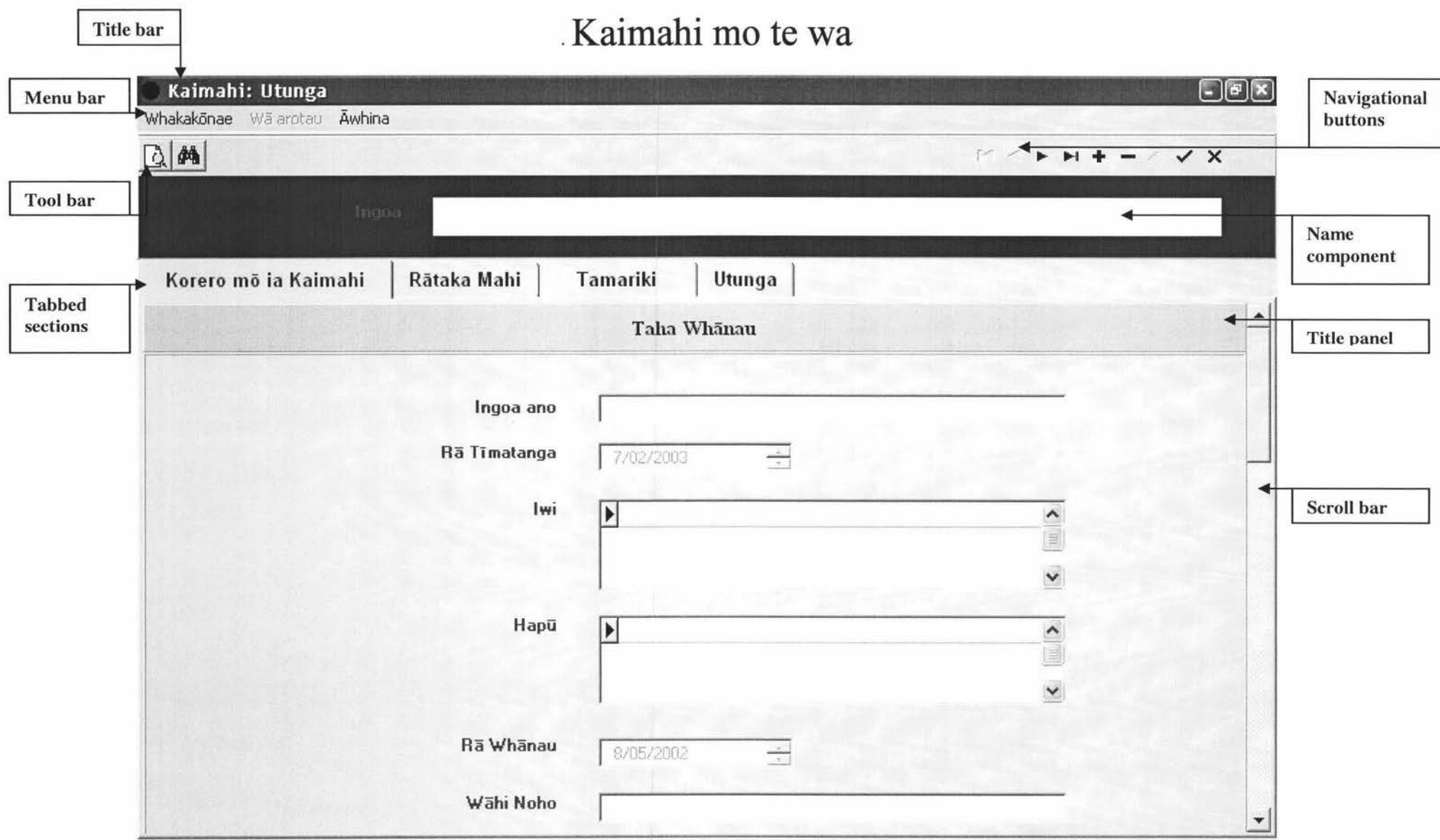


3. A message box will appear to confirm the deletion of the record.
4. Click on *OK* to delete the record or *Cancel* to cancel the request.

# Printing the Report for Utunga



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.



## Kaimahi mo te wa

After clicking on *Kaimahi mo te wa* from the main menu you will view the Kaimahi screen. This screen enables contract staff details to be checked, updated and entered into the database.

The tabbed sections for Kaimahi mo te wa:

- Kōrero mō ia Kaimahi (staff personal details) see page 11.
- Rātaka Mahi (staff diaries)
- Tamariki (the children the staff member is contracted to)
- Utunga (staff claims for reimbursement of expenses) see page 35.

# Rātaka Mahi

**Kaimahi mō te wa: Rātaka Mahi**

Whakakōnae Wā aratau Āwhina

Ingaa  Selected Tab

Tabbed sections: Korero mō ia Kaimahi | **Rātaka Mahi** | Tamariki | Utunga

Tab control: MOE EI | Whakaaetanga

Navigation buttons: +, ←, ▲, ↗, ✂

Wiki: 19/01/2003

Combo boxes: Rā, Te ata whakararangi, Ratonga mahi, Haora, Korero ano

Control grid

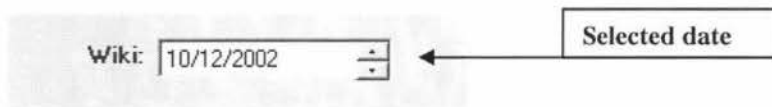
Rā	Te ata whakararangi	Ratonga mahi	Haora	Korero ano



# Rātaka Mahi

Rātaka Mahi (diary sheet) maintains information on each staff members appointments or work hours spent on different job contracts. The following explains the process of entering a diary entry.

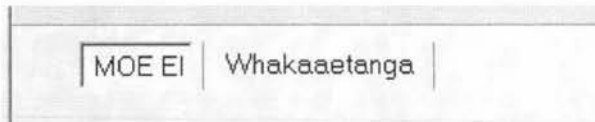
1. **Wiki:** Select a day in the week in which you want to enter a weeks diary entries. It does not matter which day during a weeks period is selected.



The screenshot shows a text input field labeled "Wiki:" containing the date "10/12/2002". To the right of the date is a small calendar icon. An arrow points from a box labeled "Selected date" to the date field.

2. Select the section of the tab control.

## Tab Control

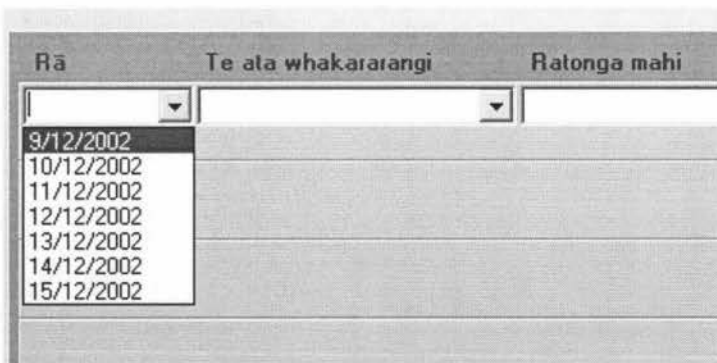


The screenshot shows a tab control with two tabs: "MOE EI" and "Whakaaetanga". The "MOE EI" tab is currently selected and highlighted.

The tab control allows you to enter and view information related to a specific job contract. The different sections for contract workers are:

- MOE EI (Ministry of Education Early Intervention)
- Whakaaetanga (Leave)

3. **Rā:** Select the date for the appointment or job.



The screenshot shows a dropdown menu for the "Rā" field. The dropdown is open, showing a list of dates from 9/12/2002 to 15/12/2002. The "Rā" label is at the top of the dropdown, and the "Te ata whakarangiri" and "Ratonga mahi" labels are at the top of the main form area.

4. **Te ata whakarangiri:** Enter the details of the appointment.

Rā	Te ata whakarangiri	Ratonga mahi
<input type="text"/>	<input type="text" value="Mary B"/> <input type="text" value="Jason L"/> <input type="text" value="Sharon J"/>	<input type="text"/>

The items in the combo box for *Te ata whakarangiri* are dependent on the *tab control* item selected.

- MOE EI: the names of the children the staff member is responsible for.
- Whakaaetanga: Annual, Sick, Time in lieu, Bereavement, Special



5. **Ratonga mahi:** Select the service related to the appointment.

gi	Ratonga mahi	Haora	Korero ano
<input type="text"/>	<input type="text" value="Early Intervention Teaching"/> <input type="text" value="Paraprofessional Support"/> <input type="text" value="Service Co-ordination"/> <input type="text" value="Specialist Services AODC"/> <input type="text" value="Specialist Services Educational Psy"/> <input type="text" value="Specialist Services Speech Language"/> <input type="text" value="N/A"/>	<input type="text"/>	<input type="text"/>


This field is only related to MOE EI. The combo box for all other tab control items will only contain N/A. For MOE EI the combo box contains the following items:

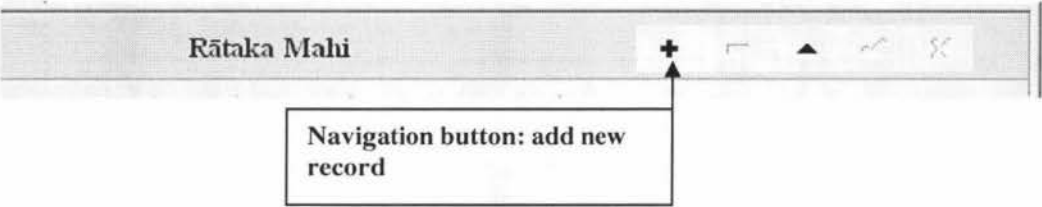
- Early Intervention Teaching
- Paraprofessional Support
- Service Co-ordination
- Specialist Services AODC
- Specialist Services Educations Psych
- Specialist Services Speech Language
- N/A

- 6. **Haora:** Enter the number of hours spent on the appointment.
- 7. **Kōrero ano:** Enter any comments related to the appointment.

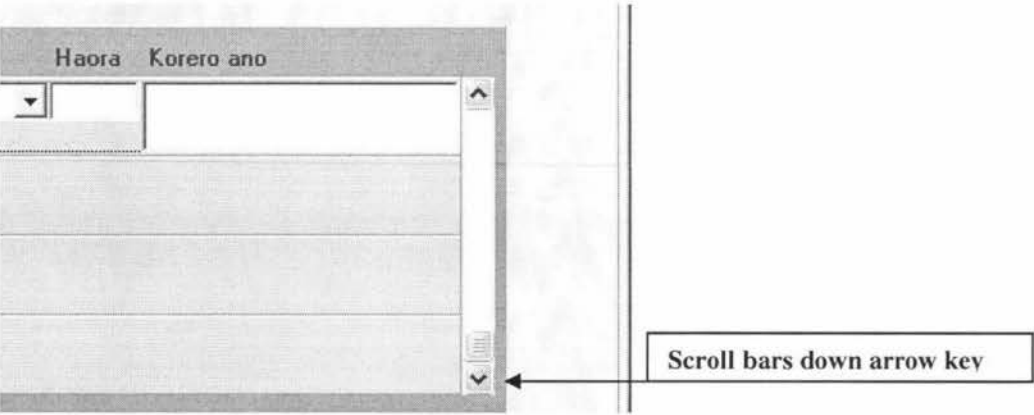
Click on the  navigational button to save the changes to the record, or click on the  navigational button to cancel the changes.

### Adding a New Record


Click on the navigational button  to add a new record.

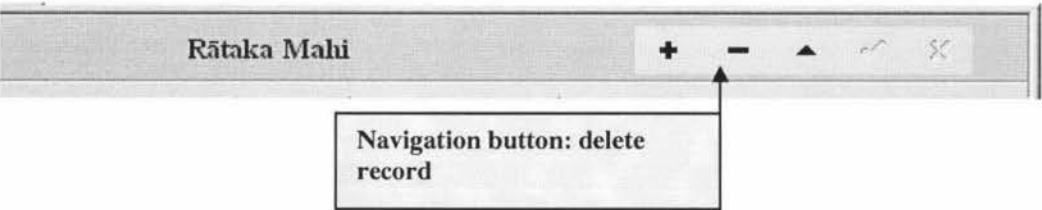


Or click on the down arrow key on the control grids scroll bar.



### Deleting a Record

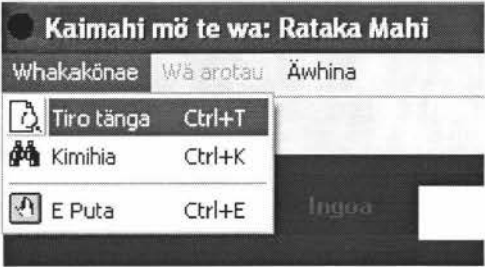
- 1. Click on the row you want to delete.
- 2. Click on the navigational button  to delete a record.



- 3. A message box will appear to confirm the deletion of the record.

4. Click on *OK* to delete the record or *Cancel* to cancel the request.

Printing the Report for Rātaka Mahi













1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.

# Kaimahi mō te wa: Tamariki

Kaimahi mō te wa: Tamariki

Whakakōnae Wā aratau Āwhina





Ingoa






Korero mō ia Kaimahi

Rātaka Mahi

Tamariki

Utunga

Tamariki



Ingoa o te tamaiti	Haora mō te wiki	Rangi
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

# Kaimahi mō te wa: Tamariki

This section contains details of the children the contract workers are allocated to work with, the number of hours per week and the days during the week that the contract worker is expected to work with the child.

1. **Ingoa o te tamaiti:** Enter the name of the child the contract worker is assigned to.

Ingoa o te tamaiti	Haora mō te wiki	Rangi
<div><div></div><div>Mere T Mary B Jason D Sharon J Bella S</div></div>		

2. **Haora mō te wiki:** Enter the number of hours per week the contract worker is expected to work with the child.
3. **Rangi:** Enter the days during the week the contract worker will be working with the child.

Click on the ☒ navigational button to save the changes to the record, or click on the ☐ navigational button to cancel the changes.

## Adding a New Record

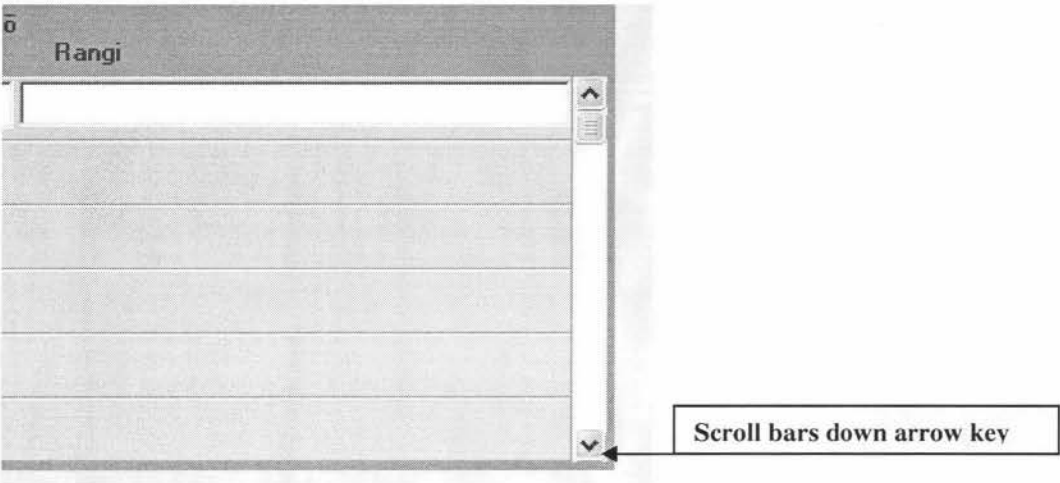
Click on the navigational button ☐ to add a new record.

Tamariki


☐☒☐☐☐

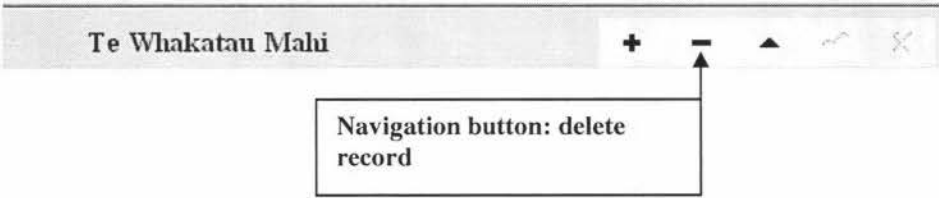
Navigation button: add new record

Or click on the down arrow key on the control grids scroll bar.



Deleting a Record

- 1. Click on the row you want to delete.
- 2. Click on the navigational button  to delete a record.



- 3. A message box will appear to confirm the deletion of the record.
- 4. Click on *OK* to delete the record or *Cancel* to cancel the request.

# Tamariki

The screenshot shows the Tamariki web application interface. The title bar at the top reads "Tamariki: Kōrero mō ia Tamariki". Below it is a menu bar with links: "Whakakōnae", "Wā pōtau", "Rārangi arowhai", and "Äwhina". A tool bar contains icons for document, people, and navigation. The main content area is divided into tabbed sections: "Kōrero mō ia Tamariki" (selected), "Tirohanga Tuatahi", "He ahu aromatawai", and "He Ahutanga Whakamua". The selected tab shows a form titled "Korero mō ia tamariki" with the following fields:

- Ingoa ano**: Text box
- Kaimahi**: Combo box
- Tōnā Rā Whānau**: Date component (12/12/2002)
- Tirohanga whakamuri**: Date component
- Whare Kohungahunga**: Text box
- Rōpu**: Text box
- Momo tangata**: Text box
- Pūtea tautoko**: Checkmark
- Iwi**: Grid component

Labels on the left point to the Title bar, Menu bar, Tool bar, and Tabbed sections. Labels on the right point to Navigational buttons, Name component, Title panel, and Scroll bar. Internal labels point to Text boxes, Combo boxes, Date components, and Grid components.



# Kōrero mō ia Tamariki

After clicking on *Tamariki* from the main menu you will view the Tamariki screen. This screen enables children’s details to be checked, updated and entered into the database.

Kōrero mō ia Tamariki maintains information regarding personal details, Iwi (tribe), hapu (sub-tribe), caregivers of the child, referral details and additional notes for each of the children.

## Personal details

Korero mō ia tamariki

Ingoa ano

Kaimahi

Tōnā Rā Whānau

31/01/2000

Tirohanga whakamuri

2

Whare Kohungahunga

Rōpu

Momo tangata

Pūtea tautoko

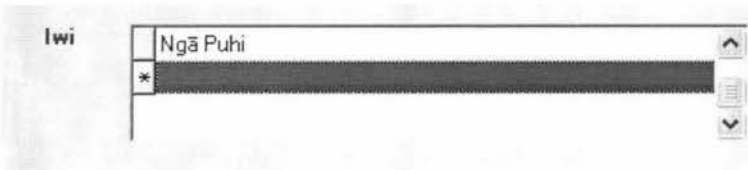
Iwi

Hapū

1. Before entering information in to Kōrero mō ia Tamariki you must first enter the child’s name in the name component at the top of the form.
2. **Ingoa ano:** Enter any names the child may also be known as.
3. **Kaimahi:** From the drop down combo box select the key worker for the child.

- 4. **Tōna Rā Whānau:** Enter the child's date of birth.
- 5. **Tirohanga whakamuri:** The child's age will be automatically calculated once the child's date of birth is entered.
- 6. **Whare Kohungahunga:** Enter the early childhood centre the child attends.
- 7. **Rōpu:** Enter the type of early childhood facility the child attends, e.g. Te Kohanga Reo, Kindergarten etc.
- 8. **Momo tangata:** Enter the child's ethnicity.
- 9. **Pūtea tautoko:** Select the check box if the child is moderated.
- 10. **Iwi:** Enter the Iwi for the child.

To add multiple Iwi for a child, enter an Iwi, press enter and then press down the arrow key. Enter the next Iwi for the child.



The image shows a screenshot of a web form. On the left, the label 'Iwi' is visible. To its right is a text input field containing 'Ngā Puhī'. Below this field is a scrollable list box, indicated by a small asterisk icon on the left and a scroll bar on the right. The list box is currently empty, showing only the scroll bar. To the right of the list box are two small arrow buttons, one pointing up and one pointing down, for navigating the list.

- 11. **Hapū:** Enter the Hapū for the staff member.  
To add multiple Hapū follow the same process as for Iwi above.

# Child’s Caregivers

Te Whānau (Ngā Mātua)

Wāhi Kāinga

Āu Nama Waea

( ) . (kāinga)

( ) . (mahi)

- 1. Te Whānau (Ngā Mātua): Enter the name(s) of the primary caregivers of the child.
- 2. Wāhi Kāinga: Enter the home address of the child’s primary caregivers.
- 3. Āu Nama Waea: Enter the caregivers home phone number and work phone number.

Āu Nama Waea

( ) . (kāinga)

( ) . (mahi)

The phone numbers are entered using a masked edit component. The masked edit validates the text the user enters against a mask that encodes the valid forms the text can take. In this case the home and work phone numbers entered can take the form (00) 000-0000.

- a. Click on the text box.
- b. Enter only the numbers for the phone number ignoring any other characters. E.g. for the phone number (09) 678-9999, enter 096789999. The masked edit will correctly format the number.

# Referral Details

Te Kaitono

Te Rā

8/05/2002

Tou Whanaungatanga/Herenga ki Te Tamaiti

He aha ngā take o tēnei tono?

1. **Te Kaitono:** Enter the name of the person who referred the child. Note: If the referrers details are not stored in the contact list a message box will appear asking you if you would like to enter the referrer into the contact list.

Ngā Whakapa

Would you like to enter the referrer in to your contact list?

Yes

No

Clicking on ‘Yes’ will display another form asking you to enter the name of the organisation the referrer works for and the Rōpu the referrer belongs in.

Rōpu

☐ Matauranga

☐ Hauora

☐ Toko I te Ora

☒ ano / etahi atu

Rōpu Mahi

☒ Whakakorengia

☐ Kei te pai

Click on **Kei te pai** when you have finished entering the information and the form **Te Whakapa** will be displayed. (See **Te Whakapa** on page ? to continue).

- 2. **Te Rā:** Enter the date the child was referred.
- 3. **Tou Whanaungatanga/Herenga ki te Tamaiti:** Enter the relationship between the child and the referrer.
- 4. **He aha ngā take o tēnei tono?:** Enter details of why the child was referred.

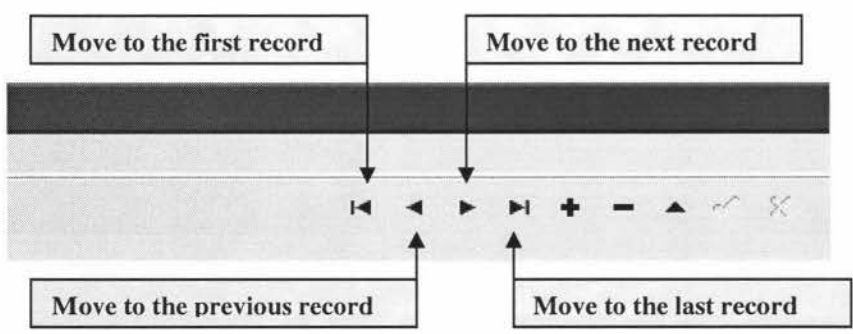
**Additional Notes**

He kōrero hirahira

**He korero hirahira:** Enter any miscellaneous notes that maybe helpful with caring for the child.

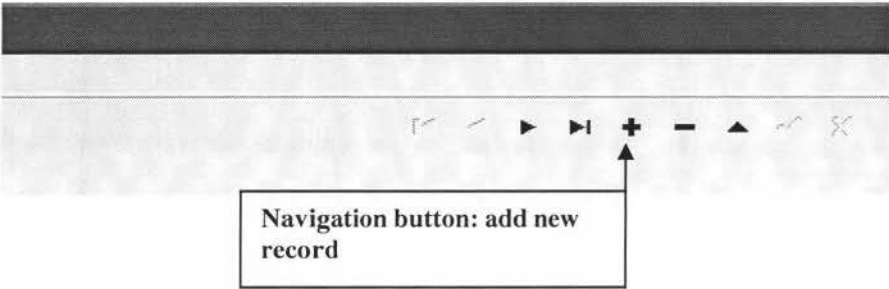
Click on the ☒ navigational button to save the changes to the record, or click on the ☐ navigational button to cancel the changes.

**Navigating through the records**




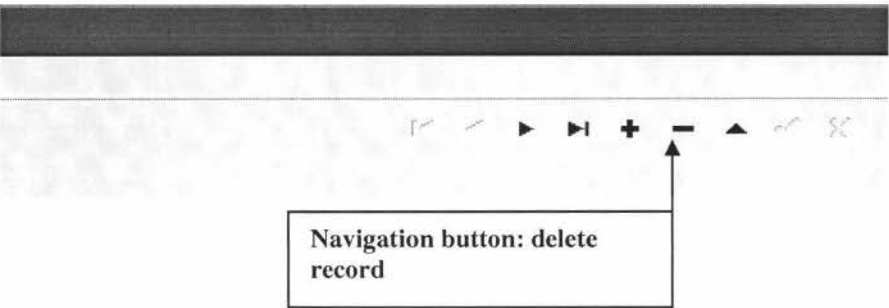
## Adding a New Record

Click on the navigational button  to add a new record.



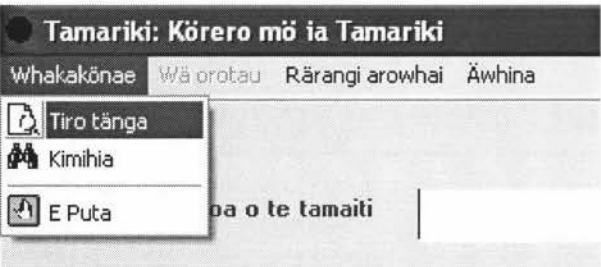
## Deleting a Record

1. Navigate to the record you would like to delete.
2. Click on the navigational button  to delete a record.



3. A message box will appear to confirm the deletion of the record.  
Click on **OK** to delete the record or **Cancel** to cancel the request.

## Printing the Report for Kōrero mō ia Tamariki



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.

# Tirohanga Tuatahi

**Tamariki: Tirohanga Tuatahi** [Window Title Bar]

Whakakōnae Wā orotau Rārangi arowhai Āwhina

Icons: [Search] [Help]

Selected Tab

Ingoa o te tamaiti

Kōrero mō ia Tamariki | **Tirohanga Tuatahi** | He ahu aromatawai | He Ahutanga Whakamua

**Tirohanga Tuatahi** [Section Header]

Whānau | Ko te Pūtake o te Tono | Ona painga | Ngā uaua

Whānau: {Ngā mātua, ngā tuakana/teina, me ngā kaitautoko piritata ki tēnei tamati):

Wairua | Mouri Ora | Hau Ora | Hau Whenua | Hau Moana | Hau Tangata

Wairua: {Kei te tau te tamiti he aha rānei?}

Tab controls

Navigational buttons

# Tirohanga Tuatahi

This section of Tamariki maintains details of the initial evaluation of a child.

Tirohanga Tuatahi

Whānau

Ko te Pūtake o te Tono

Ona painga

Ngā uaua

Whānau: (Ngā mātua, ngā tuakana/teina, me ngā kaitautoko piritata ki tēnei tamaiti):

1.

Select the tabbed section **Whānau**:  
**Whānau:** (Ngā matua, ngā tuakana/teina, me ngā kaitautoki piriata ki tēnei tamaiti): Enter the names of the parents, brothers/sisters, and significant others who share a close relationship with the child and family.
2.

Select the tabbed section **Ko te Pūtake o te Tono**:  
**Ko ēnei ngā mea āhua uaua ki a ia:** Enter details of what the child finds difficult.
3.

Select the tabbed section **Ona painga**:  
**Ko ēnei ngā mea tino kaha/pai o taku tamaiti:** List the details of what the child likes and/or is good at.
4.

Select the tabbed section **Ngā uaua**:  
**Ko te Pūtake o te Tono:** Enter the key referral issues for the child.

Wairua

Mouri Ora

Hau Ora

Hau Whenua

Hau Moana

Hau Tangata

Wairua: (Kei te tau te tamaiti he aha rānei?)

1.



Select the tabbed section **Wairua**:  
**Wairua:** (Kei te tau te tamaiti he aha rānei?): Comment on how the child settles within the environment and their well-being.
2.

Select the tabbed section **Mouri Ora**:




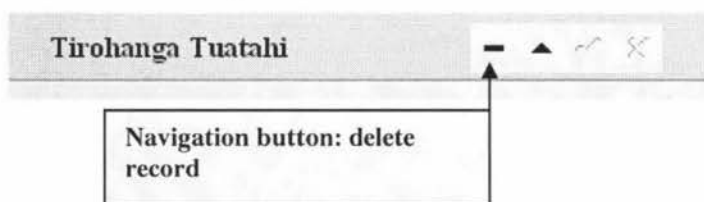
Mouri Ora: (Kei te aro ia ki ngā mai? He aha ōnā kaha?): Comment on how the child attends to activities and their motivational factors.

3. Select the tabbed section **Hau Ora**:  
**Hau Ora**: (Kei te pēhea tōnā tiaki i a ia anō?): Comment on what self-help and self-concept skills and awareness are present.
4. Select the tabbed section **Hau Whenua**:  
**Hau Whenua**: (Kei te pēhea te noho I roto I te whānau? Ka pā ōnā uaua ki ētahi atu?): Comment on how the child relates to and interacts with family and peers and whether specific needs or difficulties impact on this and/or other areas of development.
5. Select the tabbed section **Hau Moana**:  
**Hau Moana**: (Ka taea e ia te whai haere i ngā mahi o te wā/rā? Pēhea tana māramatanga me te korero o te reo?): Comment on how the child responds to routines or directions and how the child communicates and shows understanding of communication.
6. Select the tabbed section **Hau Tangata**:  
**Hau Tangata**: (Kei te pēhea ōnā mahi ā ringa, ā hinengaro, ā ti nana): Comment on fine and gross motor skills and cognitive development.

Click on the  navigational button to save the changes to the record, or click on the  navigational button to cancel the changes.

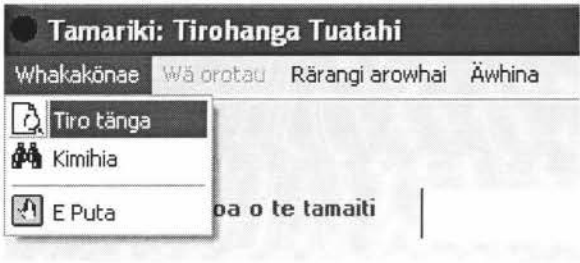
## Deleting a Record

1. Navigate to the record you would like to delete.
2. Click on the navigational button  to delete a record.



3. A message box will appear to confirm the deletion of the record.
4. Click on **OK** to delete the record or **Cancel** to cancel the request.

# Printing the Report for Tirohanga Tuatahi



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tanga.

# He ahu aromatawai: He Aromatawai

**Tamariki: He ahu aromatawai** [Window Title Bar]

Whakakōnae Wā orotau Rārangi arowhai Āwhina

Selected Tabbed section

Ingoa o te tamaiti

Selected Tab

Kōrero mō ia Tamariki | Tirohanga Tuatahi | **He ahu aromatawai** | He Ahutanga Whakamua

He Aromatawai | Whakarapopoto Mahi

**He Aromatawai**

Wairua Mouri Ora Hau Ora Hau Aio Hau Whenua Hau Moana Hau Tangata Wkakakorengia te katoa

Check boxes

Images

Button to clear the check boxes

**Tamariki**

☐ ☐ ☐ Ka whakakite te whanuitanga o nga tokomouri

☐ ☐ ☐ Kua timata te whakapuaki i ona ake tokomouritanga, ka aro atu hoki ki te tokomouritanga o ona hoa

☐ ☐ ☐ Ina e taea ana, ka tautoko nga uiuitanga o etahi atu, a ka toro ki tetahi atu ranei hei awhina.

**Kaiako/Kaitiaki**

☐ ☐ ☐ Ka tuki awhina ki nga tamariki kia whakapuaki tika to ratou tokomouritanga eg. Te korero tuturu mo te mahi tika; Te whakamihi ahuatanga tika

**Matua**

☐ ☐ ☐ Ka whakatauirahia te whakapuaki tika i ou ratou ake tokomouritanga NB: Ko te tumanako he whakapuaki a waha, engari kei te mohio kaori etahi e taea tenei momo whakapuaki. He hononga o tenei wahanga ki te wahanga hau ora.

# He Aromatawai

He Aromatawai is an assessment report showing the progress of a specific child. The information in the report is not stored in the database. It is a standard report that represents the level a child is at in regards to certain activities, behaviours etc. The report can be saved, and later retrieved to compare the progress the child has made. He Aromatawai is divided into three sections:

- He Aromatawai
- Reo: Anei etahi tauira reo ka rangoa
- Korero Whakarapopoto

## He Aromatawai

He Aromatawai

Wairua

Mouri Ora

Hau Ora

Hau Aio

Hau Whenua

Hau Moana

Hau Tangata

Wkakakorengia te katoa

Tamariki

☐

☐

☐

Ka whakakite te whanuitanga o nga tokomouri

☐

☐

☐

Kua timata te whakapuaki i ona ake tokomouritanga, ka aro atu hoki ki te tokomouritanga o ona hoa

☐

☐

☐

Ina e taea ana, ka tautoko nga uiuitanga o etahi atu, a ka toro ki tetahi atu ranei hei awhina

Kaiako/Kaitiaki

☐

☐

☐

Ka tuki awhina ki nga tamariki kia whakapuaki tika to ratou tokomouritanga eg. Te korero tuturu mo te mahi tika; Te whakamihhi ahuatanga tika

Matua

☐

☐

☐

Ka whakatauirahia te whakapuaki tika i ou ratou ake tokomouritanga NB: Ko te tumanako he whakapuaki a waha, engari kei te mohio kaori etahi e taea tenei momo whakapuaki. He hononga o tenei wahanga ki te wahanga hau ora.

⬆

⬇

⬇

⬆

Select each section of the tab control and check the corresponding check box to determine the level the child is currently at. Selecting the first check box for level 1, the second for level 2 and the third for level 3. The corresponding picture for that level will appear in the image component e.g.

Tamariki

Ka whakakite te whanuitanga o nga tokomouri

Kua timata te whakapuaki i ona ake tokomouritanga, ka aro atu hoki ki te tokomouritanga o ona hoa

Ina e taea ana, ka tautoko nga uiuitanga o etahi atu, a ka toro ki tetahi atu ranei hei awhina

Click on the button 

Wkakakorengia te katoa

 to clear all check boxes and images.

To change the main text from Māori to English and vice versa, click on the main menu option Wā orotau.

Tamariki: He ahu aromatawai

Whakakōnae Wā orotau Rārangi arowhai Āwhina

The following form will appear. On the **Reo** section select your choice of language.

Wā orotau

Reo

Kape tā

Te Katoa

Māori

Pakeha

X

Whakakorengia

✓

Kei te pai

# Reo: Anei etahi taurira reo ka rangoa

Reo: Anei etahi taurira reo ka rangona:

Tamaiti

Kaitiaki/Kaiako

Matua

Wkakakorengia te katoa

Enter some samples of Māori language being used by the child, teacher(s) and parent(s).  
Click on the tab control to change from child, teacher(s) and parent(s).

Click on the button 

Wkakakorengia te katoa

 to clear all text.

## Korero Whakarapopoto

Korero Whakarapopoto

Wkakakorengia te katoa

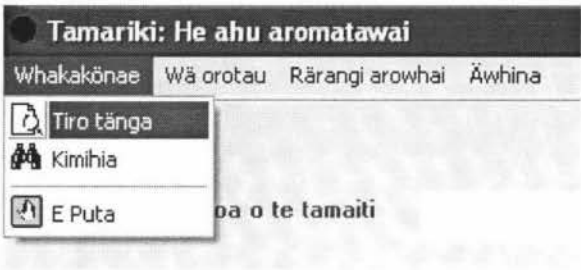
Enter the summary of the child’s assessment.

Click on the button 

Wkakakorengia te katoa

 to clear all text.

# Printing the Report for He Aromatawai



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.

# He ahu aromatawai: Whakarapopoto Mahi

**Tamariki: He ahu aromatawai** [Window Controls]

Whakakōnae Wā orotau Rārangi arowhai Āwhina

Selected Tab

Ingoa o te tamaiti

Selected Tabbed section

Kōrero mō ia Tamariki | Tirohanga Tuatahi | **He ahu aromatawai** | He Ahutanga Whakamua

He Aromatawai Whakarapopoto Mahi

**Whakarapopoto Mahi** [Tabbed Section Header] [Tabbed Section Navigation]

Rā 11/09/2002 Wā 2 15 pm [Time Selection]

Wāhi

Ko wai i konei

Ngā mahi ako

Ngā mātakitaki

Navigational buttons



# Whakarapopoto Mahi

Whakarapopoto Mahi contains information on a staff members home visit with a child. The learning activities, observational notes, suggestions, comments and the date of the next appointment are recorded.

Whakarapopoto Mahi

Rā

11/09/2002

÷

Wā

2

15

pm

Wāhi

Ko wai i konei

- 1. Rā: Enter the date of the appointment.
- 2. Wā: Enter the time of the appointment.
- 3. Wāhi: Enter the place where the visit occurred.
- 4. Ko wai i konei: Enter the names of those who were present during the visit.

Scroll down to continue.

Ngā mahi ako

Ngā mātakitaki

Ngā whakāro puaki

Hononga ki te whānau

1. Ngā mahi ako: Enter the learning activities of the child.
2. Ngā mātakitaki: Enter any observations notes from the visit.
3. Ngā whakāro puaki: Enter suggestions.
4. Hononga ki te whānau: Enter link to whānau.

He korero anō

Rā ka hui anō

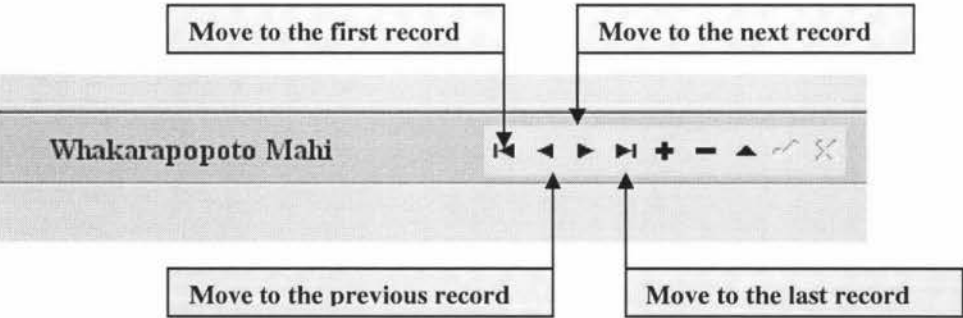
11/08/2002

Wā ka hui ano

1. He korero anō: Enter any comments.
2. Rā ka hui anō: Enter the date for the next home visit.
3. Wā ka hui anō: Enter the time for the next home visit.

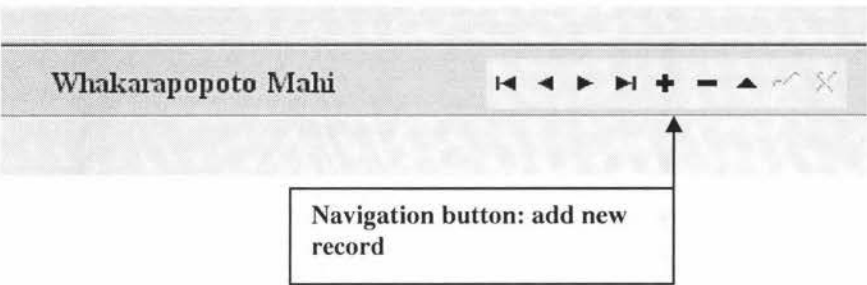
Click on the ☒ navigational button to save the changes to the record, or click on the ☐ navigational button to cancel the changes.

### Navigating through the records




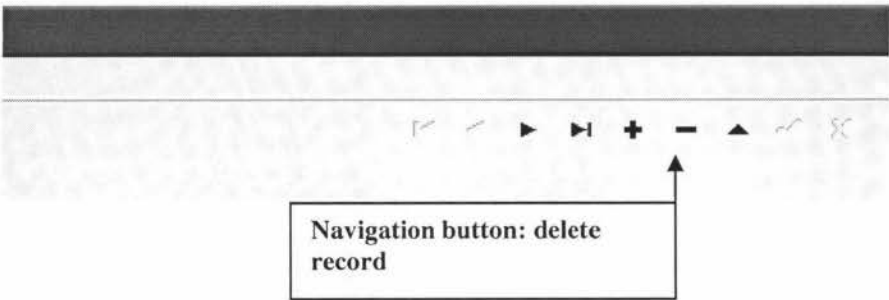
## Adding a New Record

Click on the navigational button  to add a new record.



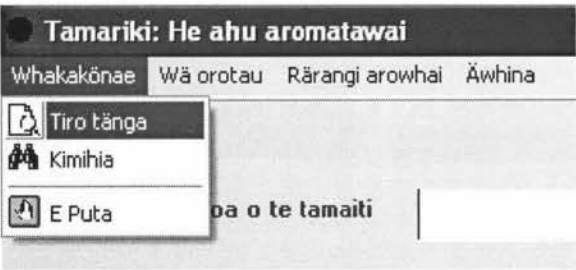
## Deleting a Record

1. Navigate to the record you would like to delete.
2. Click on the navigational button  to delete a record.



3. A message box will appear to confirm the deletion of the record.
4. Click on *OK* to delete the record or *Cancel* to cancel the request.

## Printing the Report for Whakarapopoto Mahi



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.

# He Ahutanga Whakamua

**Tamariki: He Ahutanga Whakamua** [Window Controls]

Whakakōnae Wā orotau Rārangi arowhai Āwhina

[Icons] [Navigation Bar]

Ingoa o te tamaiti [ ] [Selected Tabbed section]

Kōrero mō ia Tamariki | Tirohanga Tuatahi | He ahu aromatawai | **He Ahutanga Whakamua** |

He Ahutanga Whakamua | Te Whaariki - He Ahu Whakamua mā |

**He Ahutanga Whakamua** [Tab Header] [Selected Tab]

[Navigation Bar]

Ingoa o te kaimahi [ ]

Rā [12/12/2002] [ ]

Ko te ra/ka hui ano [20/11/2002] [ ] : [00] [ ] pm [ ]

He korero anō [ ]

Ko enei nga tangata i hui ai, i whakarite i tenei ahutanga whakamua

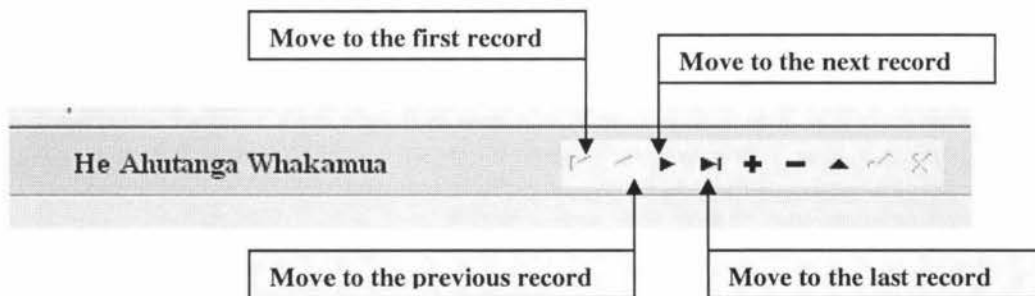
# He Ahutanga Whakamua

The early intervention plan contains teaching goals and strategies to support the child's development. The plan is based on assessment as well as parent and family priorities and routines. The meeting to evaluate the child's needs can be attended by whanau (family), hapu (sub-tribal relations) and iwi (tribal relations).

1. **Ingoa o te Kaimahi:** Select from the drop down combo box the name of the staff member who recorded and wrote the plan.
2. **Rā:** Enter the date of the meeting.
3. **Ko te ra/ka hui anō:** Enter the date and time of the next meeting.
4. **He korero anō:** Enter any additional comments.
5. **He ēnei nga tangata i hui ai, i whakarite i tēnei ahutanga whakamua:** Click on the button to enter the names of the people involved in the meeting.

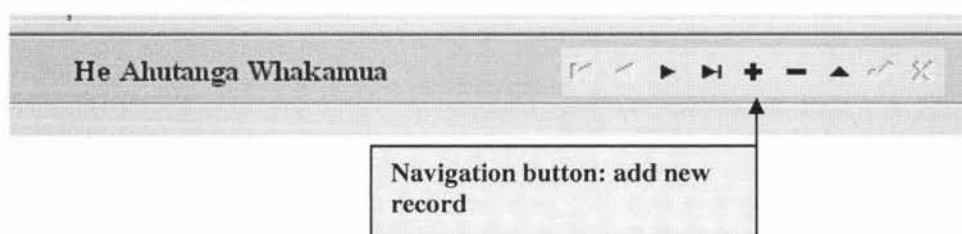
Click on the ☒ navigational button to save the changes to the record, or click on the ☐ navigational button to cancel the changes.

## Navigating through the records




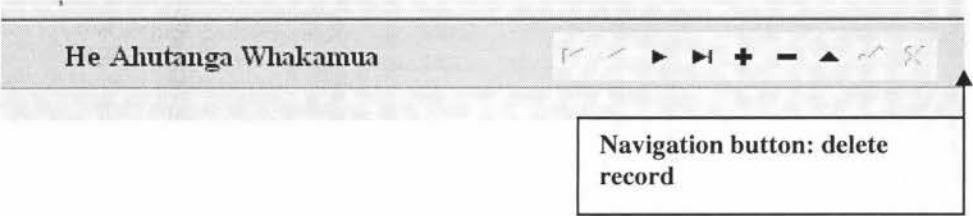
## Adding a New Record

Click on the navigational button ☒ to add a new record.



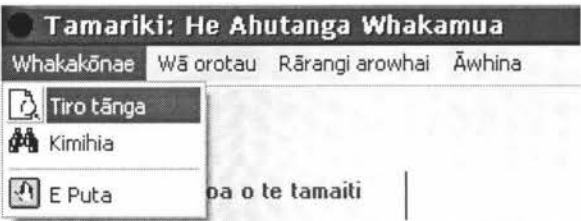
### Deleting a Record

1. Navigate to the record you would like to delete.
2. Click on the navigational button  to delete a record.



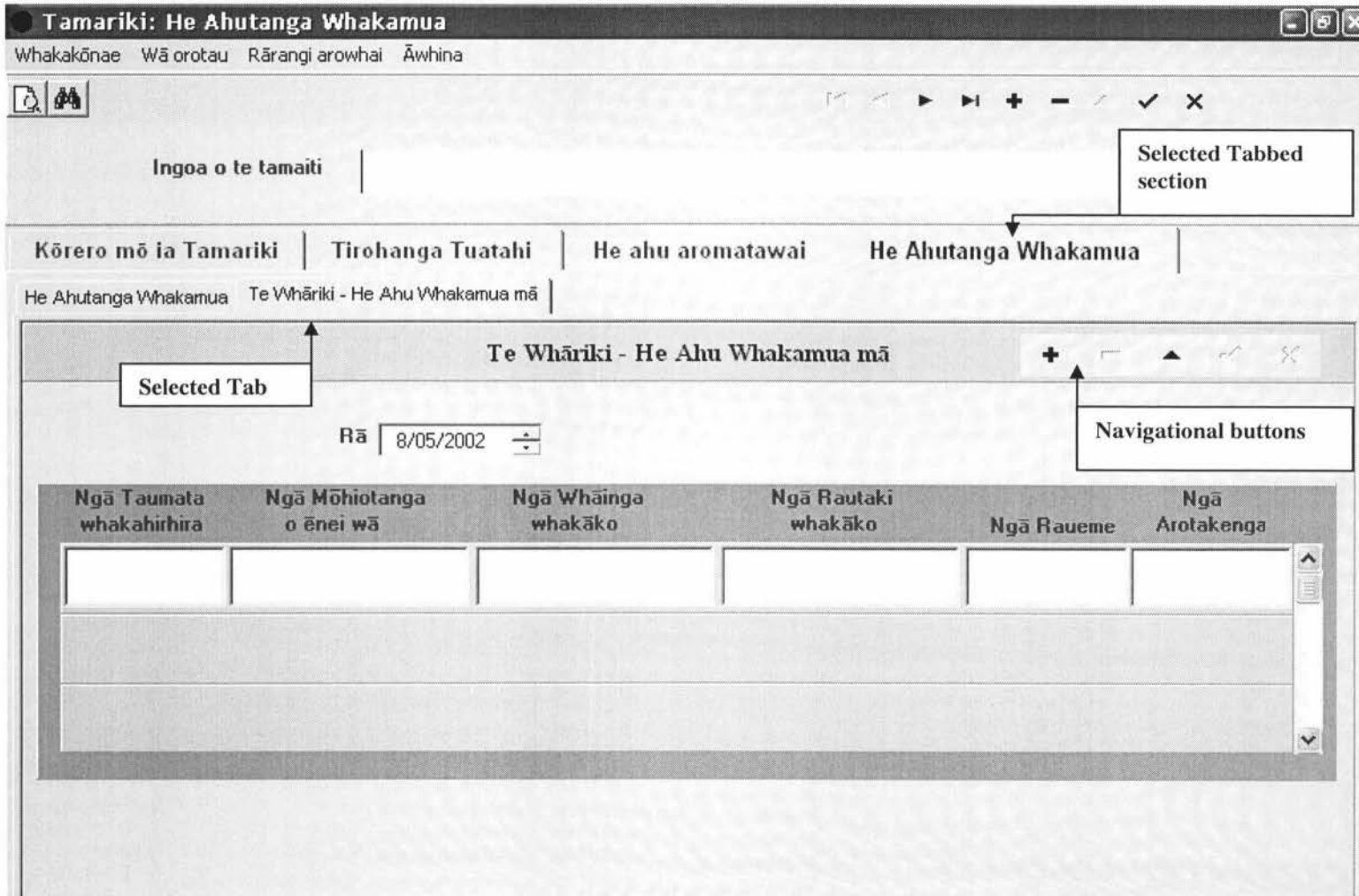
3. A message box will appear to confirm the deletion of the record.
4. Click on **OK** to delete the record or **Cancel** to cancel the request.

### Printing the Report for He Ahutanga Whakamua



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.

# Te Whāriki – He Ahu Whakamua mā

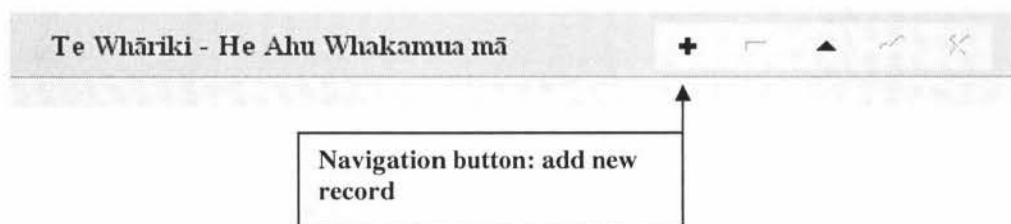


## Te Whāriki – He Ahu Whakamua mā


1. **Rā:** Enter the date of the planning meeting.
2. **Ngā Taumata whahirahira:** Enter the names of those who attended the meeting.
3. **Ngā Mōhiotanga:** Enter details of what the child knows and what they're doing that's good.
4. **Ngā Whāinga whakāko:** Enter the details of the goals that are being worked towards.
5. **Ngā Rautaki whakāko:** Enter the names of those who will be working towards these goals.
6. **Ngā Raueme:** Enter details of the resources required.
7. **Ngā Arotakenga:** Enter details of the evaluation of the meeting.

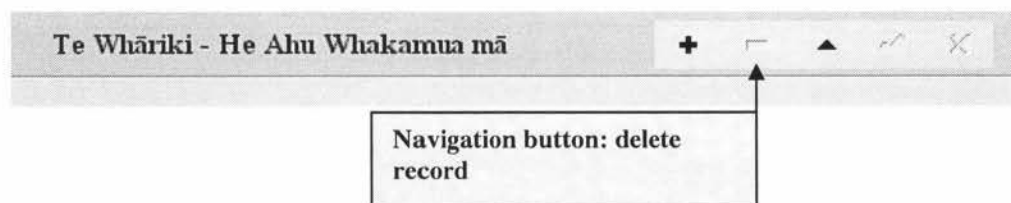
### Adding a New Record

Click on the navigational button  to add a new record.



### Deleting a Record

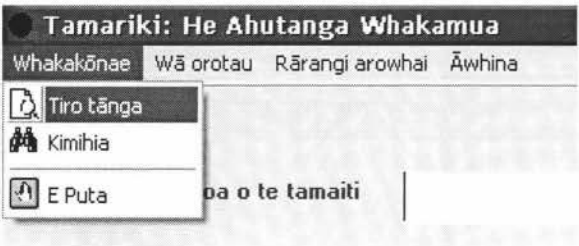
1. Navigate to the record you would like to delete.
2. Click on the navigational button  to delete a record.



3. A message box will appear to confirm the deletion of the record.
4. Click on **OK** to delete the record or **Cancel** to cancel the request.



# Printing the Report for Te Whāriki – He Ahu Whakamua mā



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.

# Ngā Whakapa

Ngā Whakakapa

Whakakōnae Wā arotau Āwhina

Navigation icons: back, forward, search, etc.

Tab control: Matauranga, Hauora, Toko I te Ora, ano / etahi atu, Te katoa

Check box: Kape tā ☒

Form fields:

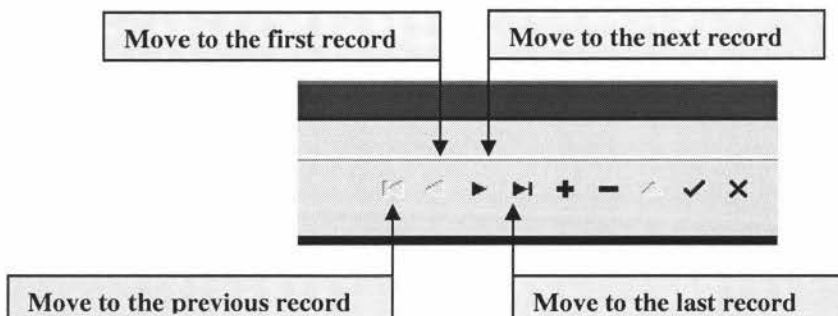
Rōpu Mahi	<input type="text"/>	Nama Waea	<input type="text"/>
Wahi Tuku Reta	<input type="text"/>	Waea Whakaahua	<input type="text"/>
Suburb	<input type="text"/>	Imera	<input type="text"/>
Tāone	<input type="text"/>	Korero ano	<input type="text"/>
Wahi Tuku Reta	<input type="text"/>		

# Ngā Whakapa

The contact list contains information on organisation that Ohomairangi associate with. These may be specific people or organisation that referred the child/ren, Early Childhood Centres, General Practitioners etc.

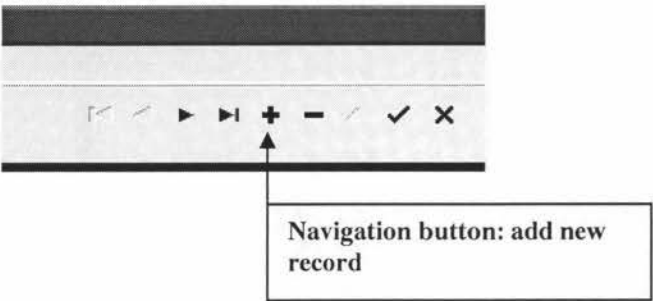
1. **Ingoa:** Enter the name of the contact person.
2. On the tab control select the type of organisation. The following types are available:
  - Matauranga
  - Hauora
  - Toko I te Ora
  - ano / ētahi atu
  - Te katoa
3. **Rōpu Mahi:** Enter the name of the organisation.
4. **Wahi Tuku Reta:** Enter the street address of the contact person.
5. **Suburb:** Enter the suburb of the contact person.
6. **Tāone:** Enter the city or town.
7. **Wahi Tuku Reta:** Enter the postal address.
8. **Nama Waea:** Enter the phone number.
9. **Waea Whakaahua:** Enter fax number.
10. **Imera:** Enter their email address.
11. **Korero ano:** Enter any additional comments.
12. **Kape tā:** If you would like to include the organisation in reports, make sure this check box is checked.

## Navigating through the records




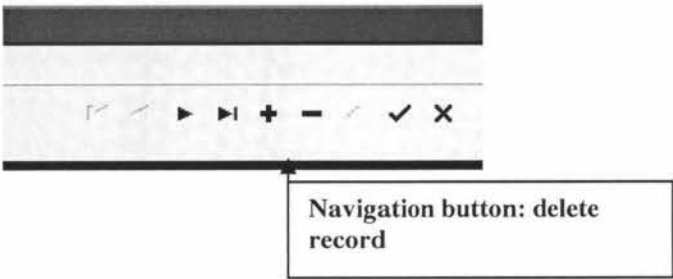
## Adding a New Record

Click on the navigational button  to add a new record.



## Deleting a Record

1. Navigate to the record you would like to delete.
2. Click on the navigational button  to delete a record.



3. A message box will appear to confirm the deletion of the record.
4. Click on *OK* to delete the record or *Cancel* to cancel the request.

## Printing the Report for Ngā Whakapa



1. Click on the menu item Whakakōnae.
2. Then on the menu item Tiro tānga.
3. Select the type of report you would like to print.

# Ripota

Ripota

Whakakōnae Wā arotau Āwhina

Ripota

Ngā ripota matua

Ngā huritau a ngā tamariki

Taipakeke

Rārangi arowhai

Ngā papatauirā kaimahi

Korero mo ia kaimahi

Rataka Mahi

kaimahi mo te wā  
Rataka Mahi

Te Whakapakari Tangata

Te Whakatau Mahi

Te Whakapakari Kaimahi

Utunga

Ngā papatauirā tamariki

Korero mo ia tamariki

He Aromatawai

Whakarapopoto Mahi

He Ahutanga Whakamua

Te Whaariki

He Tiro Whanui

# Ripota

There are various outputs for the system provided as reports. The reports are divided into three sections:

- Ripota: **derived reports** that represent multiple aspects of the system for special reporting requirements.
  - Ngā Ripota Matua
  - Ngā Huritau a Nga Tamariki
  - Taipakeke
  - Rārangi Arowhai
- Ngā papatauirā kaimahi: **standard reports** for the kaimahi
  - Kōrero mō ia Kaimahi
  - Rātaka Mahi
  - Kaimahi mo te wa Rātaka Mahi
  - Te Whakapakari Tangata
  - Te Whakatau Mahi
  - Te Whakapakari Kaimahi
  - Utunga
- Ngā papatauirā tamariki: **standard reports** for the tamariki
  - Korero mo ia tamariki
  - He Aromatawai
  - Whakarapopoto Mai
  - He Ahutanga Whakamua
  - Te Whaariki
  - He Tiro Whanui

All reports can be viewed by clicking on the relevant button.

## Ngā Ripota Matua

The Milestones Report displays the distribution of hours for Early Intervention services provided for children during a set period.

1. Click on the **Ngā ripota matua** button. The following form will appear.

2. Select the period in which you would like the information in the report to represent.
3. Click on *Kei te pai* to continue or *Whakakorengia* to return to the form Ripota.

**Ngā Huritau a ngā Tamariki (Children’s Birthdays)**

Ngā Huritau a ngā Tamariki displays a list of the children’s birthdays separated into the month in which they were born.

**Taipakeke (Report on the Children’s Age)**

A report showing how many children of different age groups are currently in the client-base.

**Rārangi Arowhai (Checklist)**

Rārangi Arowhai relates to the checklist found in the form tamariki. The report informs staff of what actions have taken place and what actions require urgent attention in regards to the child’s educational needs.

The following are the templates for all the reports.

# Early Intervention Service

Milestone Report for the

2/09/2002 to 30/12/1899

Details of Children		Services Provided					
Name	Date of Birth	Paraprofessional Support	Early Intervention Teaching	Specialist Speech	Specialist Educational	Service Co-ordination	Specialist AODC
Bella S	31/01/2000						3
Jason D	8/04/2001					9	
Mary B	24/11/2000		7		5		
Mere T	27/11/1998			6			
Sharon J	24/09/1999			5	7		
<i>Total</i>			7	11	12	9	3

Hours recorded in half hour blocks

All Early Intervention and Specialist Services are Centre based



# Ngā huritau a ngā tamariki



---

	Hānuere	Tau
Bella S	31	2000
	Āperira	Tau
Jason D	8	2001
	Hepetema	Tau
Sharon J	24	1999
	Noema	Tau
Mary B	24	2000
Mere T	27	1998
tapeka	5	



# Ohomairangi Trust

Early Intervention Service

PO Box 23185 Hunters Corner Papatoetoe

Te mahitahi ki ngā tamariki, whanau me ngā whare kohunghunga			
Ngā tumanako	Ngā ahuatanga arotake	Nga korero arotake	Te Arotake

Mahi / Kirimana anō			
Ngā tumanako	Ngā ahuatanga arotake	Nga korero arotake	Te Arotake

Mahi a ropumahi, ropu whakahaere ranei			
Ngā tumanako	Ngā ahuatanga arotake	Nga korero arotake	Te Arotake



# Ohomairangi Trust

Early Intervention Service

PO Box 23185 Hunters Corner Papatoetoe

He Ahu Whakamua mo

Wairua		
Whāinga	Te whakamihi me tona wa	Utu

Mouri Ora		
Whāinga	Te whakamihi me tona wa	Utu

Hau Ora		
Whāinga	Te whakamihi me tona wa	Utu

Hau Aio		
Whāinga	Te whakamihi me tona wa	Utu

Hau Whenua		
Whāinga	Te whakamihi me tona wa	Utu

Hau Moana		
Whāinga	Te whakamihi me tona wa	Utu

Hau Tangata		
Whāinga	Te whakamihi me tona wa	Utu

# Ohomairangi Trust Rātaka

	Mane	Tūrei	Wenerei	Tāite	Paraīre	Paunga o te wiki	Haora	Korero ano
<u>MOE EI</u>								
<u>Rōpu</u>								
<u>Te whakahaeretanga o Ohomairangi</u>								
<u>TPK</u>								
<u>Whakaaetanga</u>								
Toputanga haora								

# Ohomairangi Trust Rātaka

	Haora mahi	Mane	Tūrei	Wenerei	Tāite	Paraire	Haora	Korero ano
Ingoa o te Tamaiti								
Whakaaetanga								
Toputanga haora								

## Rārangi arowhai

Aroha Gray

	Date Referred	Allocated to Key worker	First Contact	Assessment Summary	Most Recent Contact	Review Assessment
Jason D			11/09/2002		11/09/2002	

Mera Penehira

	Date Referred	Allocated to Key worker	First Contact	Assessment Summary	Most Recent Contact	Review Assessment
Bella S			1/08/2002		1/08/2002	
Mere T	6/05/2002		11/10/2002		11/10/2002	

# Ohomairangi Trust Early Intervention Service

He Kohinga Whakāro Mo te Tipuranga o Te Tamaiti

Ingoa o te tamaiti:

Tōna Huritau:

Te Rā Tono Mai:

Tēnei Rā:

Wāhi Kāinga:

Whare Kohungahunga:

Ko te Putake

Whānau:

Hapū me te

Ko ēnei ngā

Ko ēnei ngā

E Whakāe

Tohu o te

---



# Ohomairangi Trust

Early Intervention Service

PO Box 23185 Hunters Corner Papatoetoe

## Te Whakapakari Kaimahi

Tūnga Mahi

Rā Timatanga

Ngā Rā

Ehia Rā

Wānanga

Kaiwhakahaere

Utu

\$



Wairua:

(Kei te tau te tamaiti he aha rānei?)

Mouri-Ora:

(Kei te aro ia ki ngā mahi? He aha ōnā kaha?)

Hau-Ora:

(Kei te pēhea tōnā tiaki i a ia anō?)

Hau Whenua:

Kei te pēhea te noho i roto i te whānau whānui? Ka pā ōnā uaua ki ētahi atu?

Hau Moana:

Ka taea e ia te whai haere i ngā mahi o te wā/rā? Pēhea tana māramatanga me te kōrero o te reo?

Hau Tangata:

(Kei te pēhea ōnā mahi ā ringa, ā hinengaro, ā tīnana)

Whānau, Hapu, Iwi Education Plan:

# Claim for Reimbursement of Expenses

Date

Details of Travel	Date	From	To	Return	KMs	Rate	Amount	Job Cost
<b>Accommodation</b>	<b>Date</b>	<b>Details</b>					<b>Amount</b>	<b>Job Cost</b>
Details - Attach Receipts								
<b>Meals</b>	<b>Date</b>	<b>Details</b>					<b>Amount</b>	<b>Job Cost</b>
Details - Attach Receipts								
<b>Sundry</b>	<b>Date</b>	<b>Details</b>					<b>Amount</b>	<b>Job Cost</b>
Details - Attach Receipts								
<b>Other Expenses</b>	<b>Date</b>	<b>Details</b>					<b>Amount</b>	<b>Job Cost</b>
Details - Attach Receipts								
TOTAL EXPENSES							\$	
Signed								
Date Paid								
Cheque No.								

Mana whakahaere			
Ngā tumanako	Ngā ahuatanga arotake	Nga korero arotake	Te Arotake

Supervision and Feedback			
Ngā tumanako	Ngā ahuatanga arotake	Nga korero arotake	Te Arotake

Signed:

\_\_\_\_\_

Kaimahi

\_\_\_\_\_

Rā

\_\_\_\_\_

Kaimahi

\_\_\_\_\_

Rā

\_\_\_\_\_

Peer Supervisor

\_\_\_\_\_

Rā

\_\_\_\_\_

Peer Supervisor

\_\_\_\_\_

Rā

Kia Tu Tika Ai

# “Te Tuakana me Te Teina”

i roto i Te Kopae Piripono

## He Whakamaarama

Na Te Kopae Piripono me tou tatou mahi rangahau tenei aromatawai i hanga. Ko tona tino kaupapa ko te tirohanga ki te tipuranga o te tamaiti i roto i tona kopae, i roto i tona whanau, hapu, iwi. E hangai ana tenei wahanga o te aromatawai ki te aahuatanga o te tuakana me te teina. E toru nga ropu aromatawai kua uru ki roto, ara, ko nga tamariki, ko nga kaiako/kaitiaki, ko nga matua. (Kei nga matua te tikanga mo te urunga mai o te whanau whanui me tona hapu, iwi). Kua wawahingia te aromatawai nei kia noho i roto i tetahi kaupapa matauranga Maori, ara, ko te 'Mana Kaitiakitanga' (Waikerepuru, 1999)

## Te Kohikohinga o Nga Whakaaturanga

E toru nga wahanga o te kohinga nei hei mahi, kia taea ai te whakaoti i tenei aromatawai:

1. Te matakitaki tamariki: Ma nga kaiako/kaitiaki me nga matua enei e whakahaere. He pai mehemea ko etahi o nga matakitaki ka oti i te kainga, ko etahi ki te kopae, ko etahi kei ko atu. Kua apiti nei he pepa mataki, whakaarotahi ki nga aahuatanga o te aromatawai nei, engari ka taea tonu te koho whakaaturanga ke atu. Kia nui ake i te kotahi matakitanga me oti i mua o te whakaki i te pepa aromatawai nei.
2. Te hui kaitiaki/kaiako: Me whai wa nga kaiako/kaitiaki ki te korero a mua o te whakakingia o te pepa aromatawai. Ma te korero ano i roto i nga huihuinga

## Wairua

### *Tamariki*

Ka whakakite te whanuitanga o nga tokomouri

Kua timata te whakapuaki i ona ake tokomouritanga, ka aro atu hoki ki te tokomouritanga o ona hoa

Ina e taea ana, ka tautoko nga uiuitanga o etahi atu, a ka toro ki tetahi atu ranei hei awhina

### *Kaiako/Kaitiaki*

Ka tuki awhina ki nga tamariki kia whakapuaki tika to ratou tokomouritanga eg. Te korero tuturu mo te mahi tika; Te whakamihi ahuatanga tika

### *Matua*

Ka whakatauirahia te whakapuaki tika i ou ratou ake tokomouritanga NB: Ko te tumanako he whakapuaki a waha, engari kei te mohio kaori etahi e taea tenei momo whakapuaki. He hononga o tenei wahanga ki te wahanga hau ora.

## Mouri Ora

### *Tamariki*

Ka aro atu ki te whanui o nga taonga takaro, nga mahi takaro hoki

E puare ana ki nga whakawhitiwhiti o ona hoa, a, mana ano e timata etahi o ana mahi takaro/ako. Ka whakautia mehemea kei te awhina e tetahi matua.

Mana ano e timata i tana ake mahi takaro, ka noho tau hoki, a ka tautoko etahi atu tamariki kia uru mai ki te takaro

### *Kaiako/Kaitiaki*

Ka hanga te marautanga kia nui nga momo takaro ma nga tamariki ano e timata, kia ea hoki te whanuitanga o nga hiahia tamariki

### *Matua*

Ka whakatauirahia tona ngakaunui ki te whanuitanga o nga akoranga o te ao

## Hau Ora

### *Tamariki*

Ka whakakite i etahi o ona uiuitanga eg. Ka tangi ia ina e hiakai ana

Kei te ako ki te whakapuaki whakaaro mo ona uiuitanga Ka mohio, ka whakapuaki hoki ona uiuitanga.

Ka mohio ki era o nga tamariki iti iho, a, ka tautoko hoki

### *Kaiako/Kaitiaki*

Ka hangai tika nga whakawhitiwhiti ki nga tamariki, e pa ana ki ou ratou oranga, a-tinana, a-wairua, a-ngakau hoki

### *Matua*

Ka whakatauirahia e ia he oranga pai eg. Taha tinana, taha wairua, taha mahi...

## Hau Aio

### *Tamariki*

Ka aro atu ki nga karakia, nga waiata hoki eg. Ka tau, ka kata, ka matakitaki ranei

Kua timata te uru mai ki nga karakia, nga waiata hoki

Mana ano e timata i tana ake mahi takaro, ka noho tau hoki, a ka tautoko etahi atu tamariki kia uru mai ki te takaro

### *Kaiako/Kaitiaki*

Ka hanga te marautanga kia nui nga momo takaro ma nga tamariki ano e timata, kia ea hoki te whanuitanga o nga hiahia tamariki

### *Matua*

Ka uru atu nga karakia, nga waiata hoki i roto i nga whakaritenga ia ra, o te kainga

## Hau Whenua

### *Tamariki*

Ka mohio, ka aro atu hoki ki nga tangata taunga, a, kua tau hoki i roto i tona whanauKa

Kua tau ki te taha o etahi atu matua

Ka taea te whakaingoatia, te korero hoki mo etahi ahuatanga o tona ake whanau, hapu, iwi. (eg. Maunga, waka, awa etc, ranei ko nga ahuatanga whai take ki tona ake whanau,

### *Kaiako/Kaitiaki*

Ka whakakitea tona mohiotanga o ia tamaiti, whanau, hapu, iwi o roto o te Kopae, i a ia e mahi ana i te marautanga. Ka kite te kaha me te pumanawa hoki o ia tamaiti.

### *Matua*

Kua uru mai ki te whanuitanga o nga mahi a whanau, hapu, iwi (Ahakoa pehea te ahuatanga o tona ake haputanga, iwitanga - tera pea he hanga rereke mo nga tangata e noho tawhiti ana i tou ratou kainga tuturu)

## Hau Moana

### *Tamariki*

Ka taea te whakatau pai i a ia a muri i tetahi raru pera i te wehenga i ona matua

Ka taea te huri haere i nga wahi kua mohio ketia

Ka tau ia ahakoa nga tinihanga ki nga tikanga mahi. Ka mohio ki nga uauatanga o te huri haere mo nga tamariki nohi, a ka tautoko hoki.

### *Kaiako/Kaitiaki*

Ka taea te whakanekeneke tikanga mahi kia tutuki pai etahi atu akoranga katahi ka puta mai

### *Matua*

Ka hanga pai nga tikanga mahi ia ra, ka whakamarama hoki ki nga tamariki ina he tinihanga

Hau Tangata

*Tamariki*

Ka tau ia ahakoa ko ia noaiho, kei te taha ranei o etahi atu

Ka takaro ia ki te taha o etahi atu, a, kua timata ia ki te takaro whakawhiti ki ona hoa

Ka takaro whakawhiti ki ona hoa, a, ka tika hoki ona whakawhitinga ki nga matua. Eg. Pakeke, matua, kaumatua. Ka whakautia hoki i enei whakawhitinga.

*Kaiako/Kaitiaki*

Ka tautoko, ka whakatauirahia hoki nga painga o te tupuranga motuhake, o te tupuranga a whanau, a ropu hoki

*Matua*

Kei te ora pai tona whanaungatanga i roto i te Kopae, te whanau whanui, te hapu me te iwi (Ahakoa pehea te ahuatanga o tona ake haputanga, iwitanga - tera pea he hanga rereke mo nga tangata e noho tawhiti ana I tou ratou kainga tuturu)

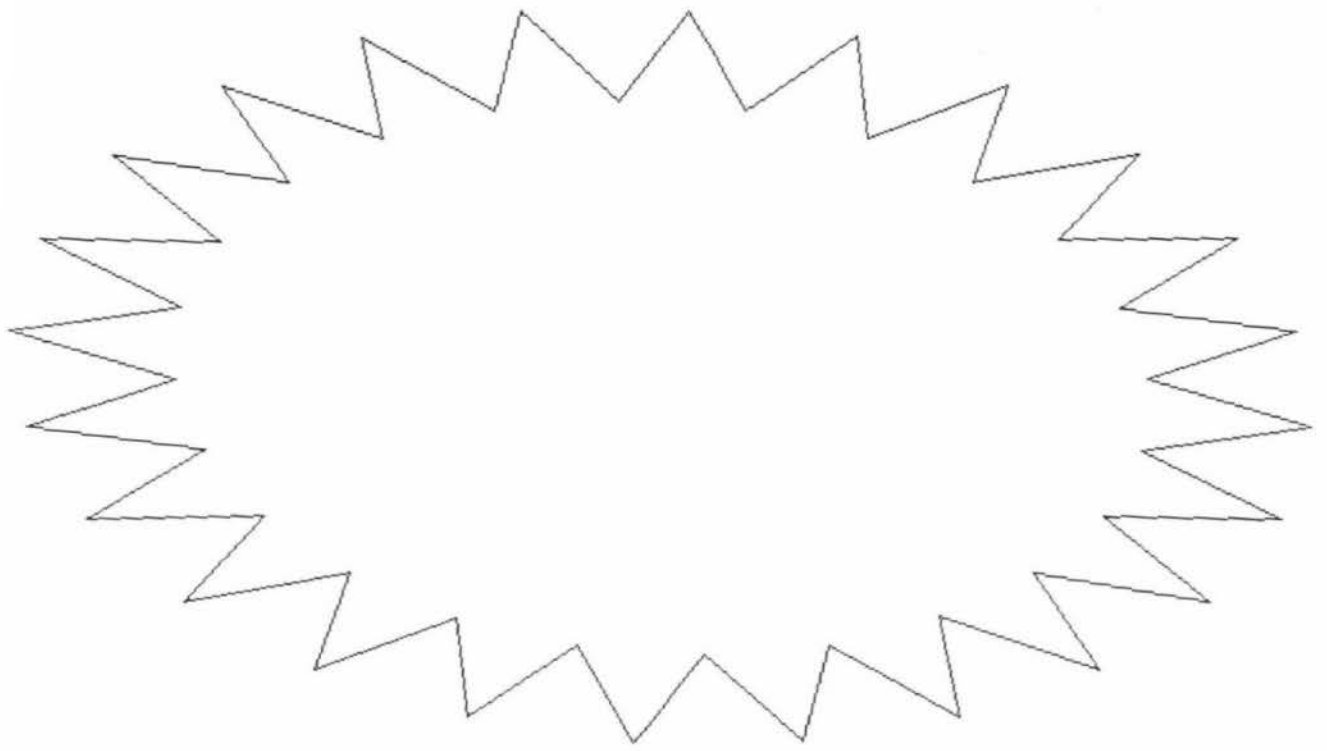
Reo:                   Anei etahi tauira reo ka rangona

Tamaiti

Kaitiaki/Kaiako

Matua

Korero Whakarapopoto:





# Whakarapopoto Mahi

(Intervention Summary)

Ingoa o te tamaiti

Wā (Time)

Wāhi (place of visit)

Rā (Date)

Ko wai i konei (who was present)

Ngā mahi ako (learning activities)



Ngā mātakitaki (observational notes)



Ngā whakāro puaki (suggestions)

Hononga ki te whānau (link to whānau)



He korero anō (comments)

Whakaritenga hui anō (next appointment)

# He Ahutanga whakamua ma

(Early Intervention Plan for)

Rā huritau:

Rā hui:

Ko enei nga tangata i hui ai, hei whakarite i tenei ahutanga whakamua:

(people involved in the planning meeting):

Ingoa

Hononga ki te tamaiti:

Kei roto i enei tuhinga korero ko nga whainga whakaako, nga rautaki whakaako, hei tautoko i te whakatipuranga o te tamati nei. E hangai ana te katoa o enei korero ki te aromatawai, ki e hiahia me te ahuatanga o ona matua me te whanau hoki.

(This plan contains teaching goals and strategies to support the child's development. The plan is based on assessment as well as parent and family priorities and routines.)

Ko te ra/ka hui ano:

(next meeting day/time):

He korero ano:

(any additional comments):



Na

tenei korero i tuhi.

(The plan was recorded and written by the above named person)

# Ohomairangi Trust

## Early Intervention Service

PO Box 23185 Hunters Corner Papatoetoe

### He Tiro Whanui

(Client Survey)

Kia rongo korero nga matuaa nga kaiako, whanau whanui o te tamaiti

Homai koa i ou whakaro, i ou whakutu ki enei patai, hei awhina i a tatou ki te whakapakari i ou matau mahi. Kia ora.

☺ Tuatahi: He aha nga ahuatanga tino pai, tino kaha o Ohomairangi?  
(What are the strengths of Ohomairangi early intervention services? What have been the benefits to you?)

☺ Tuarua: He aha nga ahuatanga hei whakapakari i te mahi o Ohomairangi?  
(What improvements could you suggest to support Ohomairangi early intervention service?)

☺ Tuatoru: Tohungia nga mea kua kitea e koe i roto i nga mahi o Ohomairangi  
(Tick the boxes that apply to you)

- ☐ Hangai ana nga mahi ki nga ahuatanga o toku ake (te) whanau (hapu & iwi).  
(Intervention is related to my/childs family, and hapu and iwi as appropriate).
- ☐ Kei te marama pai au ki nga mahi akoranga mo taku/te tamaiti.  
(I understand the intervention strategies and goals).
- ☐ Kua whai wahi au i roto i nga whakaritenga katoa mo taku/te tamaiti eg aromatawai, mahere ako.  
(I have participated in all aspects of intervention eg planning, goal setting, assessment).
- ☐ Kua whai wahi au ki te tuku patai, kia rongo whakautu hoki, ina kaore au e marama.  
(I have been able to ask questions and have them answered when I don't understand).

## Appendix D

### Glossary of Māori Terms

# Glossary

## A.

anō / ētahi atu	Other
Aromatawai	Assessment
Āu Nama Waea (Kāinga)	Telephone Details (home)
Āu Nama Waea (Mahi)	Telephone Details (work)
Āwhina	Help
E puare ana ki ngā whakawhitiwhiti o ōna hoa, a, mana anō e tīmata ētahi o ana mahi tākaro/ako. Ka whakautia mehemea kei te āwhina e tētahi matua.	Responds to interactions from others and is beginning to initiate some activities for self. Maintains a level of involvement with assistance (adult).
E Puta	Close

## E.

Ehia Rā	Number of Days
ētahi atu	Sundry

## H.

Haora	Hours
Haora mahi	Hours
Haora mō te wiki	Hours per week
Hapū	Sub-tribe
Hau Moana: (Ka taea e ia te whai haere i ngā mahi o te wā/rā? Pēhea tana māramatanga me te korero o te reo?)	Hau-Moana: (How does the child respond to routines and directions? How does the child communicate and show understanding of communication?)
Hau Tangata:	Hau-Tangata: (Comment on fine and gross motor skills, and cognitive development)
Hauora	Health
Hau-Ora: (Kei te pēhea tōnā tiaki i a ia anō?)	Hau-Ora (What self help and self concept skills and awareness are present?)
Hau-Whenua: (Kei te pēhea te noho i roto i te whānau? Ka pā ōnā uaua ki ētahi atu?)	Hau-Whenua (How does the child relate to and interact with family and peers? Do specific needs or difficulties impact on this and/or other areas of development)
He aha Ngā take o tēnei tono?	
He ahu aromatawai	Assessment Plan
He Aromatawai	
He kōrero hirahira	Special Notes
He māuiuitanga kei ā koe?	Do you have any illnesses or allergies?
He rongoa kāore e pai ki tōu tīnana?	Are you allergic to any medication?
He take anō e pā ana ki tōu oranga?	Do you have any other health issues?
hiporete	Password
Hokinga mai	Return

## I.

Imera	Email
Ina e taea ana, ka tautoko ngā uiuitanga o etahi atu, a ka toro ki tetahi atu ranei hei awhina	Supports the needs of others when able, and/or seeks help from tuakana or other
Ingoa	Name
Ingoa anō	Also known as
Ingoa o te tamaiti	Child's Name
Iwi	Tribe

## K.

Ka aro atu ki nga karakia, ngā waiata hoki eg. Ka tau, ka kata, ka matakitaki ranei	Responds to karakia and waiata eg. Settles, babbles, laughs, and/or watches others
Ka aro atu ki te whanui o nga taonga takaro, nga mahi takaro hoki	Shows an interest in a range of toys and activities
Ka hanga pai nga tikanga mahi ia ra, ka whakamarama hoki ki nga tamariki ina he tinihanga	Is able to organise appropriate routines for children each day, and supports children to cope with changes to routine
Ka hanga te marautanga kia nui nga momo takaro ma nga tamariki ano e timata, kia ea hoki te whanuitanga o nga hiahia tamariki	Structures curriculum to allow for a range of child initiated activities and other activities, to meet the range of children's needs
Ka hangai tika nga whakawhitiwhiti ki nga tamariki, e pa ana ki ou ratou oranga, a-tinana, a-wairua, a-ngakau hoki	Interact appropriately with children and adults in relation to their physical, emotional and spiritual well being
Ka mohio ki era o nga tamariki iti iho, a, ka tautoko hoki	Is able to recognise and express own physical needs. Recognises needs of younger children and supports their expression and/or fulfilment
Ka mohio, ka aro atu hoki ki nga tangata taunga, a, kua tau hoki i roto i tona whanau	Recognises and responds to familiar adults and is secure in own whanau
Ka taea te huri haere i nga wahi kua mohio ketia	Is able to transition between familiar settings with ease eg. Home, marae, kopae
Ka taea te whakaingoatia, te korero hoki mō etahi ahuatanga o tona ake whanau, hapu, iwi. ( eg. Maunga, waka, awa etc, ranei ko nga ahuatanga whai take ki tona ake whanau, hapu, iwi)	Is able to name and talk about aspects of own whanau, hapu and iwi eg. Maunga, iwi, hapu and family members
Ka taea te whakanekeneke tikanga mahi kia tutuki pai etahi atu akoranga katahi ka puta mai	Prompts children to express emotions in appropriate ways using positive reinforcement and specific praise
Ka taea te whakatau pai i a ia a muri i tetahi raru pera i te wehenga i ona matua	Is able to be settled after an (emotional/physical) upset with reasonable ease eg. In relation to separation from parents
Ka takaro ia ki te taha o etahi atu, a, kua timata ia ki te takaro whakawhiti ki ona hoa	Plays alongside others and is beginning to engage in interactive play
Ka takaro whakawhiti ki ona hoa, a, ka tika hoki ona whakawhitinga ki nga matua. Eg. Pakeke, matua, kaumatua. Ka whakautia hoki i enei whakawhitinga.	Plays with other children and actively engages with adults in appropriate ways eg.
Ka tau ia ahakoa ko ia noaiho, kei te taha ranei o etahi atu	Enjoys being around others aswell as having time alone

Ka tau ia ahakoa nga tinihanga ki nga tikanga mahi. Ka mohio ki nga uauatanga o te huri haere mō nga tamariki nohi, a ka tautoko hoki.	Copes with changes in routine and environment. Recognises need and supports transition of other children also
Ka tautoko, ka whakatauirahia hoki nga painga o te tupuranga motuhake, o te tupuranga a whanau, a ropu hoki	Encourages and models both independent and interdependent development within
Ka tuki awhina ki ngā tamariki kia whakapuaki tika to ratou tokomouritanga eg. Te korero tuturu mō te mahi tika; Te whakamihi ahuatanga tika	Prompts children to express emotions in appropriate ways using positive
Ka uru atu ngā karakia, nga waiata hoki i roto i ngā whakaritenga ia ra, o te kainga	Include karakia and waiata in daily routines
Ka whakahuatia i etahi karakia, i etahi waiata hoki, a, kei te mohio hoki ki ngā putaketanga o te korero. Ka whakatu tenei mohiotanga i a ia e takaro ana, ranei i roto i ona whakautu ki nga patai o nga kaiako/kaitiaki	Is able to recite karakia and waiata, and demonstrates an understanding of basic elements eg. Includes in play and/or responds appropriately to questions
Ka whakakite i etahi o ona uiuitanga eg. Ka tangi ia ina e hiakai ana	Can express some basic physical needs eg. Cries when hungry or tired
Ka whakakite te whanuitanga o nga tokomouri	Displays a range of emotions
Ka whakakitea tona mohiotanga o ia tamaiti, whanau, hapu, iwi o roto o te Kopae, i a ia e mahi ana i te marautanga. Ka kite te kaha me te pumanawa hoki o ia tamaiti.	Contributions to curriculum planning demonstrate an understanding of individual children, whanau, hapu and iwi. Strengths and potential are recognised
Ka whakatauirahia e ia he oranga pai eg. Taha tinana, taha wairua, taha mahi...	Models a healthy balanced lifestyle eg. Diet, exercise, work and recreation
Ka whakatauirahia te whakapuaki tika i ou ratou ake tokomouritanga NB: Ko te tumanako he whakapuaki a waha, engari kei te mohio kaori etahi e taea tenei momo whakapuaki. He hononga o tenei wahanga ki te wahanga hau ora.	Model appropriate expression of emotions
Ka whakatauirahia tona ngakaunui ki te whanuitanga o nga akoranga o te ao	Models an enthusiastic approach to own learning and life experiences
Kai	Meals
Kaimahi	Staff member
kaimahi mō te wa	Temporary staff
Kaiwhakahaere	Facilitator
Kape tā	Print
kaua e waiho kia mahea	Cannot be blank!
Kei te ako ki te whakapuaki whakaaro mo ona uiuitanga Kahoki ona uiuitanga. mohio, ka whakapuaki	Is learning to express physical needs verbally
Kei te ora pai tona whanaungatanga i roto i te Kopae, te whanau whanui, te hapū me te iwi (Ahakoa pehea te ahuatanga o tona ake haputanga, iwitanga - tera pea he hanga rereke mo ngā tangata e noho tawhiti ana I tou ratou kainga tuturu)	Models healthy relationships with others in kopae, whanau, hapu and iwi
Kei te pai	Okay
Kei te pēhea ōnā mahi ā ringa, ā hinengaro, ā tīnana	
Key Referral Issues	Ko te Pūtake o te Tono
Ki	To
kimihiā	Find

kimihia te kaimahi	Find staff member
Kirimana	Work Contract
Kirometa	Kilometres
Ko ēnei ngā mea āhua uaua ki a ia	These are what our child finds difficult:
Ko ēnei ngā mea tino kaha/pai o taku tamaiti	These are what our child likes and/or is good at:
Ko te ingoa i runga i tōu pūtea pēke	Name of your bank account
Kōrero anō	Comments
Kōrero mo ia kaimahi	Personal Details
Kua mohio, kua marama ki te whanuitanga o ngā karakia, nga waiata hoki, a, ka taea te whakawhiti korero ki nga tamariki me ngā matua e pa ana ki enei. Ka kite hoki I tona ngakau nui ki ngā ahuatanga o te karakia me te waiata.	Know a range of karakia and waiata and can discuss vocabulary and meaning with other adults and children. Includes an element of enjoyment and portrays contextual expression.
Kua tau ki te taha o etahi atu matua	Has developed relationships with other adults whom s/he is happy to be left with
Kua timata te uru mai ki nga karakia, nga waiata hoki	Is beginning to participate in karakia and waiata
Kua timata te whakapuaki i ona ake tokomouritanga, ka aro atu hoki ki te tokomouritanga o ona hoa	Responds to the emotions of others and is beginning to express own emotions
Kua uru mai ki te whanuitanga o nga mahi a whanau, hapu, iwi (Ahakoa pehea te ahuatanga o tona ake haputanga, iwitanga - tera pea he hanga rereke mo nga tangata e noho tawhiti ana i tou ratou kainga tuturu)	Involvement in whanau, hapu and iwi is apparent at a variety of levels
kua utua	Paid

## M.

mahi / kirimana anō	Project Work/Other Contracts
Mahi a ropumahi, ropu whakahaere ranei	Team and/or Skills and Responsibilities
Mai	From
Mana ano e timata i tana ake mahi takaro, ka noho tau hoki, a ka tautoko etahi atu tamariki kia uru mai ki te takaro	Can initiate and sustain own play and encourages other children's involvement
mana whakahaere	Administration
Matauranga	Education
Mauri-Ora: (Kei te aro ia ki ngā mahi? He aha ōnā kaha?)	Mouri-Ora: (How does the child attend to activities? Motivational factors.)
Momo tangata	Ethnicity

## N.

Nama IRD	IRD number
Nama Waea (kāinga)	Phone (home)
Nama Waea (waea pūkoro)	Phone (mobile)
Ngā āhuatanga arotake	Review Measures, processes, data
Ngā huritau	Birthdays
Ngā huritau a ngā tamariki	Children's birthdays
Ngā huritau a Ngā tamariki	children's birthdays
Ngā kōrero arotake	Review Comments
Ngā papa tauira tamariki	Children's templates
Ngā rā	Dates



Ngā ripoata matua	Milestones report
Ngā Tamariki o te Kaimahi	Staff members clients/children
Ngā Tika Ngā Tiaki	Measures
Ngā tumanako	Expectations
Ngā uaua	Difficulties
Ngā whakakpa	Contacts

## O.

Ōna painga	Likes
------------	-------

## P.

papa tauira	templates
papa tauira a ngā kaimahi	Staff templates
Pūtea Tautoko	Moderated

## R.

Rā	Date
Rā Timata	Date from
Rā Tīmatanga	Start Date
Rā Whakamutu	Date to, End date
Rā Whānau	Date of birth
Rangi	Days
rārangi arowhai	Check List
Rātaka Mahi	Diary
Ripoata	Reports
Rōpu	Team

## T.

taipakeke	Age of children
Tamariki	Children
Tāna Hononga ki ā koe	Relationship to you
Tāna Nama Waea	General Practitioner's phone
Tāna Nama Waea (kāinga)	Emergency Phone (home)
Tāna Nama Waea (waea pūkoro)	Emergency Phone (mobile)
tāone	City
Tau	Year
Te Arotake	Final Review
Te ata whakarangiri	Details
Te He	Error
Te Kaitono	Referrer
Te katoa	All
Te mahitahi ki Ngā tamariki, whanau me ngā whare kohunghunga.	Work with Children, Families and Early Childhood Facilities
Te nama pūtea pēke	Bank number
Te nui	Amount
Te Rā	Date referred
Te ra utu	Date Paid
te reo pākehā	English
Te Tari Matauranga	Ministry of Education

Te whakahaeretanga o Ohomairangi	Ohomairangi Management
Te whakamahi me tona wa	Action and Timeline
Te Whakapakari Kaimahi	Professional Development
Te Whakapakari Tangata	Personal Development
Te whakatau mahi	Performance Agreement
Te Whanau (Ngā Mātua)	Family (Parents/Caregivers)
Tiro tānga	Print preview
Tirohanga Tuatahi	Initial Evaluation
Toko I te Ora	Social Services
Tōnā Rā Whānau	Birthdate
toputanga kiromita	Total kilometres
Tōu tākuta	General Practitioner
Tou Whanaungatanga/Herenga ki Te Tamaiti	Relationship
Tōu Whare Pūtea	Bank
Tribe	Iwi
Tu Mana ?	Status
Tuhia tou ingoa kia watea te haere	You must enter a staff name before you can continue!
Tūnga Mahi	Position

## U.

Utu	Job Cost
Utu ia kiromita	Rate

## W.

wahanga	Section
Wāhi Kāinga	Home Address
Wāhi Noho	Address
Wairua: (Kei te tau te tamiti he aha rānei?)	Wairua: (How does the child settle within the environment? Emotional wellbeing.)
waitohu	signature
Wānanga	Course
Whāinga	Goal
Whakaaetanga	Leave
Whakāhua	Photo
Whakakōnae	File
whakakorengia	Cancel
whakakorengia?	Delete Record?
whakapaunga	Expenses
whakatau mō te tangata hara	Supervision and Feedback
whakatuturu	Confirm
Whānau	Family
Whānau: (Ngā mātua, Ngoa tuakana/teina, me ngā kaitautoko piritata ki tēnei tamati)	Family: (Parents, brothers/sisters, and significant others who share a close relationship with the child and family)
Whanaunga Tuatahi	Emergency contact person
wharangi	Page
whare kohungahnuga	Centre
Whare Kohungahunga	Early Childhood Facility
Whare noho	Accommodation

wiki	Week
Whakakorengia te katoa	Clear all