


- DISCUSSION DOCUMENT -

Skills for Wellbeing, 2020

a proposed workforce development framework for social services and community building
April 2010



*Kaore te kahikatea e tu mokemoke ai
the kahikatea never stands alone*



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PLEASE NOTE:

FEEDBACK ON THIS PROPOSED FRAMEWORK IS NEEDED BY 30 JUNE 2010. SEE Page 39 - 40 for notes on holding local discussions, and providing feedback to the project Steering Group.

Acknowledgements

This proposed framework intentionally draws on the *Let's get real* model for the mental health and addictions sector developed by the **Ministry of Health** and **Te Pou - the National Centre of Mental Health Research, Information and Workforce Development**.

We thank the Ministry of Health and Te Pou for their support of the alignment with *Let's get real*. The proposed framework has been adapted for the social services and community sector with the help of an Advisory Group. The Community Leadership indicators draw on elements of the *Framework of Change for Community-Led Development* developed by **Inspiring Communities**.

Steering Group

A steering group of social services, voluntary and community sector leaders has proposed this *Skills for Wellbeing, 2020* framework for discussion as a first step in developing a workforce development strategy for the next decade.

- Celia Briar, Workplace Wellbeing
- Tess Casey, NZ Federation of Vocational and Support Services (VASS)
- Malia Hamani, TOA Pacific Inc., Mangere
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- Katherine Noble, Presbyterian Support Services
- Miri Rawiri, Te Kahui Atawhai
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Advisory Group

The following people gave valuable feedback in drafting this discussion document:

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Foreword

Ma te whakatau ka mohio

By discussion comes understanding

Ma te mohio ka marama

By understanding comes light

Ma te marama ka matau

By light comes wisdom

Ma te matau ka ora

By wisdom comes life

He whakatauki

This *Skills for Wellbeing, 2020* discussion paper aims to stimulate dialogue towards creating a strategic framework for the social services and community workforce and sector. This framework will help build communities and support families and whānau achieve great social outcomes over the upcoming decades.

These pages reflect many conversations within social services, and echoed in the related sectors of health, mental health and disability. Voices growing louder in calling for integrated holistic services that work in partnership. Voices that share a belief that confident and knowledgeable family, whānau and community members provide the best response to their own needs (NGO leaders forum, Wellington, 27 March 2009).

Opting into the framework will, we know, require a significant shift in culture for some organisations to move from being just one of many "expert" services intervening in people's lives.

The proposed framework is driven by the aspirations for whānau ora – achieving wellbeing for Māori whānau - and the vision of "Ngā kaupapa o moemoeā - a dream for families" written by the Family Services National Advisory Council.

It is intentionally aligned with the Ministry of Health's model *Let's get real: Real Skills for people working in mental health and addictions*, and adapted for the social services and community sector. This alignment with *Let's get real* reflects the holistic nature of social services for the future, and the importance of links with other sectors that promote wellbeing.

We must urgently work with each other and our communities to prepare for the demands of a rapidly ageing population and workforce, and changes in demographics related to ethnicity. We need strategies to develop integrated services that support wellbeing. We also need strategies to attract, retain and develop people with valued and portable skills to work in social services and communities.

Broad sector support is required for a coordinated approach. We call on all those who see this framework as relevant to their aims and work to join the dialogue - iwi, hapu and community leaders, government agencies, local government, educators, professional bodies, social services and related services, and the representatives of workers - both paid and unpaid.

We thank the many people listed in the acknowledgement who contributed to developing this paper. Their well-informed critique, experience, perspectives and passion is hugely valued.

We invite you to add your voice in the discussion of this proposed framework.

Rory Truell,
Steering Group for *Skills for Wellbeing, 2020* (Chair)

30 April 2010

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Executive Summary

This discussion paper proposes a vision-driven framework for developing the social services and community sector to effectively contribute to the sustainable wellbeing of individuals, families, whānau and communities as Aotearoa New Zealand prepares for the year 2020 and beyond.

Key values and attitudes considered necessary to underpin our work are highlighted. These values and attitudes are expressed through sets of core portable skills and knowledge for those working in paid or unpaid roles, as practitioners and as leaders. Recent research from the perspectives of families, whānau and communities, and related specific sector workforce strategies have been used to identify these commonalities.

The combination of the values, attitudes and skills are believed to provide the foundation for supporting people and communities to achieve better outcomes.

The proposed framework is designed for adoption by any social service, voluntary or community organisation - community, government or private - that sees it as relevant to their aims and work - whatever their size or focus. It is crucial that the framework will also be reflected in the education and training of social service and community workers and leaders.



It is intentionally aligned with the Ministry of Health's model *Let's get real: Real Skills for people working in mental health and addictions* (see www.tepou.co.nz) and adapted for the social services and community sector.

Alignments to professional competencies for Social Workers and Counsellors are identified. Alignments to other competency frameworks could be covered in the future.

Discussion of this proposed framework is expected to raise issues including how to implement it, and other pertinent matters such as recruitment and retention.

The drafting process involved feedback from an Advisory Group in February to April 2010, before the document's wider distribution in the social services, community and voluntary sector.

We encourage you to read this document and discuss the proposal within your organisation and networks. Your feedback is needed by 30 June 2010. Specific discussion points are set out at the end of this document, where links are also provided to online feedback forms. We welcome feedback from organisations, networks and individuals.

All responses will be analysed in July and the Steering Group will then inform the sector of the outcome of the discussion feedback and next steps for the project.

For more information on how to participate in the discussion of this proposed framework, contact the Project Manager:

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1. The Vision

1.1 The Vision

**“Families are strong and richly connected with their communities.
They are able to support their members’ wellbeing, identity,
participation in society and interdependence”
(Ngā kaupapa o moemoeā - a dream for families)**

The *Skills for Wellbeing, 2020* framework is a coordinated approach, open to the whole social services, voluntary and community sector. It aims to influence changes that benefit all people living in Aotearoa New Zealand.

It is driven by aspirations for whānau ora – achieving wellbeing for Māori whānau, and the vision of “Ngā kaupapa o moemoeā - a dream for families” written by the Family Services National Advisory Council². “Nga Moemoeā” has identified the following outcomes:

1.2 The Outcomes

For individual, families, whanau and communities

- They have knowledge of their whakapapa (genealogy) and history/taonga (treasures) and are confident within their identity, able to live in the present and shape their futures
- People can speak their own language
- Spiritual aspects are central to their lives where they wish them to be
- They value and respect all who belong to them, for example, children and older members
- They are aware of and active within their community
- They realise their roles, functions and responsibilities
- They have sufficient access to resources that they are able to provide for their needs
- They are able to collectively meet their community and family responsibilities

- They are adaptable, entrepreneurial and well educated
- They are visionary, with a sense of future possibilities
- They are able to own their own homes should they wish to
- Family members are able to make decisions about their own lives
- Family members are able to participate in all aspects of life
- People are ‘comfortable in their own skins’

The dream will be achieved when

- Elders, Kuia and Kaumātua play a full role within the family in all aspects of life, and are valued, supported and cared for
- Matua/parents are supported and grow in the way they ‘plant’ and nurture the family
- Children/tamariki are loved and grow to their full potential
- Young people are able to achieve choices in all aspects of their lives
- All children/tamariki are comfortable and safe in a place where they can learn safely and well
- People take collective responsibility for their family, whilst being responsible for their own destiny
- People are able to function well in today’s world, whilst retaining their culture
- They are contributing to a sustainable society and environment

Ref: <http://www.familyservices.govt.nz/working-with-us/about-us/moemoea/index.html>

1.3 Link to Whānau Ora policy

We believe this workforce development framework can complement and support the current Government's policy for Whānau Ora initiatives which seeks to help families and whānau become more self-managing and take responsibility for their own development.

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²The Family Services National Advisory Council (FSNAC) is a forum of senior representatives from government agencies and from non-government organisations (NGOs), and people who provide an iwi/Māori and Pacific Peoples perspective on strategies and policies related to families. For more, see www.familyservices.govt.nz/about-us/national-advisory-council.html

1.3 The Aims

By 2020, the seven Skills for Wellbeing (outlined on page 8) will be shared by everyone who participates in this framework and is working to strengthen individuals, families, whānau and build communities.

Skills for Wellbeing, 2020 aims to achieve the following:

- **A connected social services, voluntary and community sector** working in partnership with individuals, families, whānau and communities to achieve their goals for sustainable wellbeing.
- **Promote shared understandings** – people who lead, coordinate, plan and fund social services and community building, and those engaged in the work will understand their own and others roles. They will know how their work fits in the context of Te Tiriti o Waitangi.
- **Enhance effective workforce development** – workforce development activities, including education and training, human resources strategies, organisational development, and research and evaluation, will be able to connect to this framework.
- **Improve transferability** – the knowledge, skills and attitudes of all social service and community workers, paid and voluntary, will be valued, recognised and portable.
- **Increase accountability** – through a measurable framework that can be used to show how services are accountable to the people and communities they work with; and how their work contributes to progress in achieving goals for sustainable wellbeing.
- **Complement different competency frameworks** of registered professions and other bodies whose members work in social services and community building.



The seven Skills for Wellbeing, 2020:

It is envisaged that by 2020, social services will be working in integrated and holistic ways with each other, individuals, families, whānau and communities. This shift recognises the connections between people's lifestyles, resources and environment in achieving sustainable wellbeing. Active commitment to supporting participation, attaining rights and the fulfillment of responsibilities is needed.

1. Working in partnership with individuals, families and whānau
2. Contributing to whānau ora
3. Contributing to the wellbeing of Pacific peoples
4. Building Communities
5. Valuing Diversity
6. Promoting Rights and Responsibilities
7. Reflecting and Learning

The "skills" and their indicators have been commonly identified as inter-related and needed for effective social services and community-led development in documents listed in the Readings.



2. The Context

2.1 The changing social services workforce

This framework will help provide a foundation for social service strategies to respond to population forecasts and the changing composition of the workforce in different communities and populations. Department of Labour projections point to a substantially different workforce in the future, which will affect people's work prospects and the strategies employers will need to put in place to attract and retain staff.

People will be more mobile ...

Arrivals to and departures from Aotearoa New Zealand are growing both in size and as a proportion of the population. This makes it easier to gain skilled people from overseas, but also for New Zealanders to leave. As a consequence, a relatively high proportion of our working-age population will be overseas-born.

more ethnically diverse ...

Migrants arriving from an increasing range of countries (particularly non-English speaking countries), faster-growing Māori, Pacific and Asian populations, and a growing group of people who identify with several ethnic groups will drive a richer ethnic workforce mix.

and older...

Over the next couple of decades, the proportion of the workforce aged over 45 will increase significantly, as the number of young people entering the workforce will be considerably less than the number of people retiring.

In other words, the future workforce will be increasingly diverse.

Adding to that diversity will be:

- o growing numbers of women in the workforce;
- o increasing workforce participation by people with disabilities;
- o many more people working part-time; and
- o increasing numbers of workers with caring responsibilities (e.g. for both children and the elderly).

Source: <http://www.dol.govt.nz/pdfs/employer%20of%20choice.pdf>

Strategies are needed to ensure that the social services sector is responsive to communities and is resourced with a skilled paid and voluntary workforce. It would make sense for recruitment and retention strategies to coordinate with other sectors such as health and disability, and specific strategies relevant to Māori, Pacific and ethnic communities. Planning for attracting young people into social service and community work and retaining experienced older workers within the sector also needs urgent consideration.

2.2 Skills for Wellbeing, 2020 and professional competency

The seven *Skills for Wellbeing, 2020* are reflected in the research, and related sector workforce strategies listed in the Readings section. This framework aligns to the Ministry of Health's model *Let's get real: Real Skills for people working in mental health and addiction*. This alignment with *Let's get real* reflects the holistic nature of social services for the future, and the importance of links with other sectors that promote wellbeing.

The relationship between *Skills for Wellbeing, 2020* and professional competency:

Social Work – see [Appendix A](#)

Counselling - see [Appendix B](#)

(Other alignments could be developed eg. Youth Worker code of ethics)

3. The Fundamentals

3.1 Our values and our attitudes

The essential common values and attitudes that underpin *Skills for Wellbeing, 2020* are described below.

These values and attitudes are identified as crucial to working effectively with families and whānau in sector research such as *Grassroots Voices* (NZ Christian Council of Social Services, 2009) and interviews with families by the Families Commission. They also align with the values and attitudes within the Ministry of Health's model *Let's get real* for people working in mental health and addiction services.

The statements of values and attitudes are intended to express the fundamental shared values and attitudes across social services and the community sector. They are not intended to replace organisation-specific values statements.

Our values

Respect

Individuals, families, whānau, and communities are the focus of work to achieve whānau ora and social wellbeing. We respect the diversity of their values. The values of each individual, family, whānau and their community are the starting point for our work.

Communities

We value communities, the many places and spaces in which we all live, contribute to and connect with, as pivotal resources for the effective delivery and facilitation of services and support for individuals and their families and whānau.

Relationships

We seek to foster positive, authentic and trust-based relationships with the people we work with and with others involved in strengthening individuals, families, whānau and their communities.

Strengths

We believe that every person, family, whānau and community has strengths to build on in a meaningful way no matter what challenges they may be facing at a given point. These strengths are key to developing resilience.

Rights and Responsibilities

We strive to uphold the rights of the people we work with, and support them in fulfilling their responsibilities. Human rights include but are not limited to, the right to autonomy and self-determination, the right to be free from coercion, the right to be treated in a non-discriminatory way, the right to informed consent, and the right to receive care and support that responds to physical, spiritual, intellectual and cultural needs. We recognise that people want to be able to understand and fulfill their responsibilities, to themselves, their family, their whānau and communities.

Service

We are committed to delivering an excellent service to all people we work with. This includes partnerships with individuals, families and whānau at all levels and phases of facilitating services that are accessible and coordinated, and contribute to achieving whānau ora and social wellbeing.

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Our attitudes

People, paid or voluntary, who work to strengthen individuals, families, whānau and to build communities are:

compassionate: sensitive, empathetic

genuine: warm, friendly and have aroha and a sense of humour

honest and respectful: have integrity and build relationships of trust

non-judgemental: non-discriminatory

open-minded: culturally aware, self-aware, innovative, creative, positive, risk takers

optimistic: positive, encouraging, enthusiastic

patient: tolerant, flexible

professional: accountable, trustworthy, reliable and responsible

resilient: aware of self-care and own limitations, build supportive work cultures

supportive: validating, empowering, accepting, understanding

pro-active: responsive, seeks opportunities to build relationships and networks that will connect and benefit individuals, families and whānau.

This project intends to develop tools that help organisations recruit for and develop these attitudes within their workers (paid and voluntary) and leaders.

3.2 The seven Skills for Wellbeing, 2020

By 2020, people working to strengthen individuals, families, whānau and build communities will demonstrate an appropriate level of aptitude in the following inter-related skills:

Working in partnership with individuals, families, and whānau

By 2020, every person working in social services and building communities will use holistic, participatory and inclusive strategies to engage meaningfully and work in partnership. They focus on strengths to contribute to whānau ora and wellbeing. They understand their organisation's role in the context of Te Tiriti o Waitangi. They ensure that vulnerable people, children and young people have a voice and access to information, education and support. The value of intergenerational connections is recognised and elders are supported in their participation.

Contributing to whānau ora

Every person working with Māori in social services and building communities is capable of contributing to whānau ora for Māori.

Contributing to the wellbeing of Pacific peoples

Every person working with Pacific peoples in social services and building communities uses strategies that recognise the inter-relationship of family, language and tapu.

Building Communities

Every person working in social services and building communities recognises that individuals, families and whānau are part of wider communities – these may be based on living in a particular place or identifying with a culture, identity or shared interest.

Opportunities are created to participate and to strengthen community connections and natural networks. The diversity of types of communities and the different roles they play in people's lives that contribute to whānau ora, resilience and wellbeing are recognised.

Valuing Diversity

Every person working in social services and building communities provides and promotes a valued place for people. Positive role modeling is encouraged.

Promoting Rights and Responsibilities

Every person working in social services and building communities is knowledgeable of legislation, regulations, standards, codes and policies relevant to their role, and the rights and responsibilities of the people they work with. People are encouraged and supported to exercise their rights and responsibilities.

Reflecting and Learning

Every person working in social services and building communities actively reflects on their work and practice in ways that enhance the team to strengthen individuals, families, whānau and communities. Organisational capacity and community leadership supports time for reflection and the sharing of learning.

4. Making *Skills for Wellbeing, 2020* happen

4.1 The Transition Phase

Responsibility for resourcing and sustaining the framework has yet to be determined, and will be part of the May-June 2010 discussion.

It is proposed that *Skills for Wellbeing, 2020* is phased in over 2011 to 2017:

- Launch of the framework: 2011
- .Development of resources: 2011-2012
- .Roll-out to the sector, including in education and training: 2013 - 2017

Action plans developed around issues identified through sector discussion, e.g. recruitment and retention, could be implemented in a concurrent timeframe.

4.2 *Skills for Wellbeing, 2020* and organisational change

While *Skills for Wellbeing, 2020* aims to be practical and able to be used in different contexts, it also supports significant change in the social services and community sector. It encourages the embedding of values, attitudes, knowledge, and skills that will influence practice, organisation culture and relationships. This will alter the way many organisations currently work.

The need for this change to a more coherent, integrated and coordinated approach is recognised and welcomed by sector leaders, and is a driver behind the development of this strategy.

4.3 The Tools

Similarly to *Let's get real*, five tools are proposed to support organisations embed this framework.

The five tools

- A Guide for Managers and Leaders
- Team Planning Tool
- Human Resources Tool
- Learning modules
- Education Tool (for training and education providers)

The first four tools (processes and systems) are intended to support services to implement the *Skills for Wellbeing, 2020* framework. The Education Tool (fifth tool) supports educators, trainers and industry training organisations to integrate *Skills for Wellbeing, 2020* into qualifications, courses and programmes.

Note: The framework *Let's get real* is mentioned in the Ministry of Health's nationwide service specifications. To implement *Let's get real: Real Skills for people working in mental health and addiction*, the Ministry of Health currently contracts Te Pou for the following:

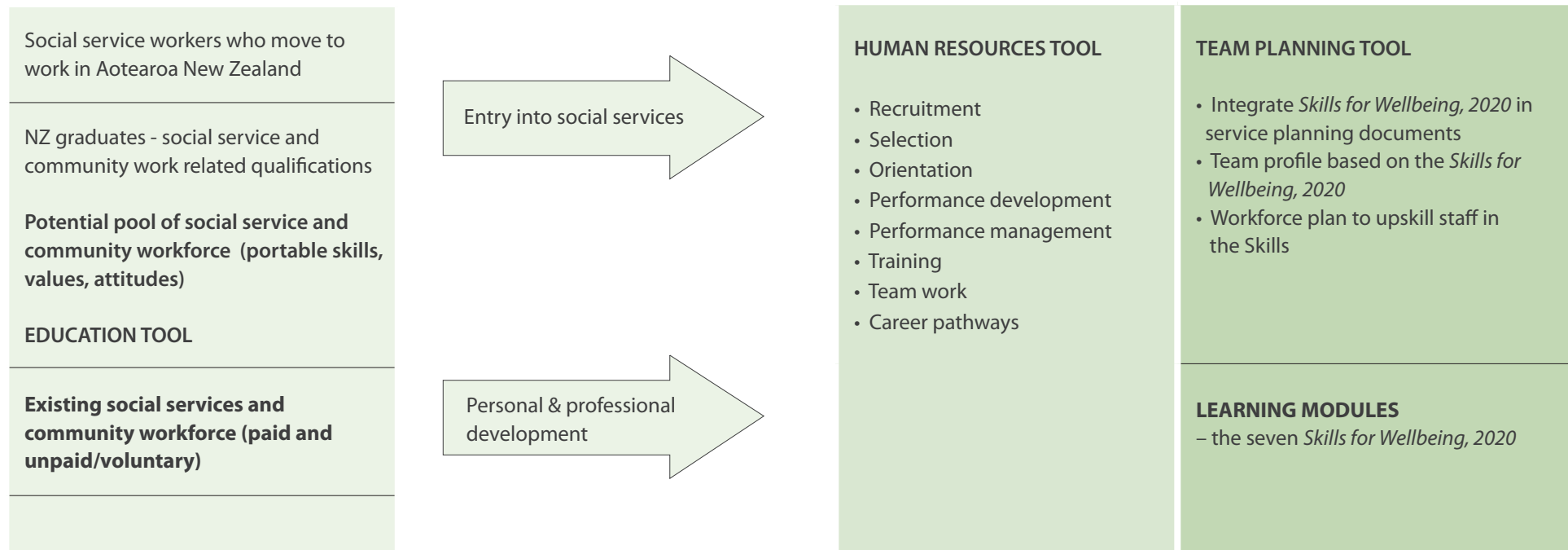
- A small support team based at Te Pou to manage and promote the *Let's get real* framework to the mental health and addictions sectors
- A website and free online access to all guides and tools, CD and explanatory DVD.

There is potential for *Skills for Wellbeing, 2020* to link to the *Let's get real* infrastructure.

Using the *Skills for Wellbeing, 2020* tools

<i>Skills for Wellbeing, 2020</i>	Tool
Raise awareness and understanding of the framework	All
Identify opportunities for current and new workers to improve their skills	Human Resources Tool Team Planning Tool Learning modules for the <i>Skills for Wellbeing, 2020</i>
Assist managers to work with and implement the <i>Skills for Wellbeing, 2020</i>	A Guide for Managers and Leaders Human Resources Tool Learning modules for the <i>Skills for Wellbeing, 2020</i>
Support teams to work with and implement the <i>Skills for Wellbeing, 2020</i>	All
Review qualifications and develop course content - education and training providers, and industry training organisations	Education tool Learning modules for the <i>Skills for Wellbeing, 2020</i>

The following diagram outlines how the tools can be used to support the implementation of *Skills for Wellbeing, 2020*.



5. The Skill Levels

The terms *Skills* is used in this framework to describe the key common set of values, attitudes, skills and knowledge considered needed for social service and community work in the upcoming decades. This common set is considered portable and applicable whatever additional specialist skills are needed for a particular role or discipline. It does not replace the values of individual organisations.

Organisations that choose to adopt the proposed framework will commit to their workforce and culture developing, supporting and demonstrating the skill sets.

Each of the *Skills for Wellbeing, 2020* has a broad definition and three core levels of performance indicators: Essential, Practitioner and Organisation Leader.

A fourth level of performance indicators for Community Leadership is outlined in the *Skills for Building Communities*.

The performance indicators are presented in a table format in the following pages.

Flexibility and discretion is needed when applying some of the performance indicators to people in roles with no direct contact or influence on the lives of people worked with. As the *Skills for Wellbeing, 2020* are implemented, the ways in which the levels work in practice can be evaluated.

5.1 Essential

By 2020, everyone in paid or voluntary roles in social services or community work will be able to demonstrate the essential-level performance indicators of the *Skills for Wellbeing* either:

- a) when they first start in a service
- b) After an agreed period of induction, orientation or development

5.2 Practitioner

By 2020, people who have worked directly with individuals, families and whānau in social services or community work for at least two years will demonstrate both the essential-level and the practitioner-level performance indicators of all the *Skills for Wellbeing, 2020*.

Managers will be expected to ensure that people are supported to develop their knowledge, skills and attitudes in terms of the practitioner-level performance indicators.

5.3 Organisation Leader

By 2020, people who are in management, governance or other recognised leadership roles in social services or community work will demonstrate both the essential level and the organisation leader level performance indicators of all the *Skills for Wellbeing, 2020*.

Organisation leaders who work directly with individuals, families and whānau will also demonstrate the practitioner level performance indicators.

5.4 Community Leadership

The Community Leadership level in *Building Communities* acknowledges the people who influence community building and social action are vital partners. Community leaders are instrumental in identifying areas of need, potential and strengths; in understanding dynamics and facilitating relationships within communities, and in driving change. Social services are expected to work with, and support community leaders.

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6. The Performance Indicator Tables

6.1 Working in partnership with individuals, families, and whānau

Every person working in social services and building communities use holistic, participatory and inclusive strategies to engage meaningfully and work in partnership. They focus on strengths to contribute to whānau ora and wellbeing. They will understand their organisation's role in the context of Te Tiriti o Waitangi. They ensure that vulnerable people, children and young people have a voice and access to information, education and support. The value of intergenerational connections is recognised and elders are supported in their participation.

PERFORMANCE INDICATORS

Essential	Practitioner	Organisation Leader
<p>Uses age-appropriate and culturally appropriate protocols and processes.</p> <p>Understands the importance that self-determination, empowerment and community building play in achieving and sustaining wellbeing.</p> <p>Works in partnership in identifying and mobilising people's strengths (skills, capacities, resources, contacts, motivations and knowledge), including encouraging the empowerment of people in the role of informal carers.</p> <p>Acknowledges the importance of cultural identity and its significance to the achievement of wellbeing.</p> <p>Focusses on the healthy functioning of the family and whānau as a whole.</p> <p>Understands that some people may be disconnected from their families, whānau or community.</p>	<p>Applies understanding of the different stages of life development.</p> <p>Applies understanding of family dynamics related to age, gender, dependency, roles and responsibilities.</p> <p>Applies a holistic approach in considering the unique social, cultural, economic and environmental context of the individuals, family and whānau worked with.</p> <p>Works with individuals, family, or whānau to develop social networks that allow them to access different sets of physical and social resources.</p> <p>Assists people worked with to recognise the varying contributors to challenges and barriers that may be faced at a particular time. Works to develop critical thinking and problem-solving skills.</p> <p>Connects people with cultural support and expertise when appropriate, for example, Kaumātua, Kuia, kaupapa Māori services and practitioners.</p>	<p>Facilitates the design and delivery of services to achieve goals for wellbeing identified by individuals, families, whānau and communities</p> <p>Embeds holistic approaches to the healthy functioning of family and whānau.</p>

Essential	Practitioner	Organisation Leader
<p>Understands and knows one's own beliefs and values.</p> <p>Develops trust-based and inclusive relationships.</p> <p>Respects people's dignity, uniqueness and rights.</p> <p>Builds trust and rapport with individuals, family and whānau in culturally appropriate ways.</p> <p>Communicates effectively, and addresses barriers such as language differences.</p> <p>Brokers access to services and resources that complement people's own strengths and assets.</p> <p>Acknowledges and focuses on: 'the problem is the problem, the person is not the problem'.</p> <p>Recognises that a person's family or whānau may extend beyond traditional family concepts.</p>	<p>Works flexibly with people and seeks ongoing feedback on the effectiveness of the relationship.</p> <p>Is trained in cultural competency and cross-cultural communication, including issues of cultural sensitivity relevant to particular groups worked with.</p> <p>Applies awareness of family as a fundamental social unit in many immigrant cultures.</p> <p>Works in partnership in developing, monitoring and reviewing plans for wellbeing, and involves informal carers in the process.</p> <p>Works in partnership in identifying and strengthening links with natural support networks, e.g. family, whānau, hāpu and iwi, friends, employers, work colleagues, acquaintances, club members, cultural and ethnic connections.</p> <p>Fosters whānau and family leadership and capabilities.</p> <p>Encourages intergenerational involvement in decision-making.</p> <p>Supports the strengthening of adult-child relationships.</p> <p>Is knowledgeable of local resources, including sources of support for traditional, alternative and complementary therapies.</p>	<p>Develops and supports an organisational culture and services that are:</p> <ul style="list-style-type: none"> • responsive to Te Tiriti o Waitangi. • holistic and responsive in approach • reflective of effective practice • strengths and wellbeing focused • culturally safe • effective at communicating • transparent in their processes and practices • accessible, with family and whānau friendly facilities and work environment. • reflective of the people worked with.

Essential	Practitioner	Organisation Leader
<p>Applies basic understanding of:</p> <ul style="list-style-type: none"> • their organisation’s role in the context of Te Tiriti o Waitangi • the implications of changing demographics within the communities worked with. • the impact of colonisation on different cultures and ethnicities. • models and strategies for inclusive and participatory social service and community work in the context of Aotearoa New Zealand, e.g., <i>holistic Māori and Pacific models, strengths based, person-centred, family-centred, community-led development, youth development, ageing in place and healthy ageing, inclusive practice, social model of disability, family group conferences, restorative justice.</i> • people's own expertise in knowing what's best for them and what will help. • the protective factors that build resilience and reduce the effects of social and health inequalities, <i>such as poverty, isolation and loneliness, mental illness, family dysfunction, family violence, sexual abuse, alcohol, drug and other addictions, including problem gambling. stigma and discrimination.</i> 	<p>Applies in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> • their organisation’s role in the context of Te Tiriti o Waitangi • the implications of changing demographics within the communities worked with. • the impact of colonisation on different cultures and ethnicities. • models and strategies for inclusive and participatory social service and community work in the context of Aotearoa New Zealand. • developing wellbeing plans that are driven by people's own goals, strengths and connections before external resources are added to address needs. • the protective factors that build resilience and reduce the effects of social and health inequalities. <p>Works collaboratively so that services are coordinated, constructive and unintrusive and aim to support sustainable wellbeing.</p> <p>Can undertake assessment in the following areas:</p> <ul style="list-style-type: none"> • Cultural effect of an issue on the immediate family. • Immediate environmental and family dynamics • A person's connection with their family. 	<p>Develops robust service systems that:</p> <ul style="list-style-type: none"> • ensure the use of models and strategies for inclusive and participatory social service and community work in the context of Aotearoa New Zealand. • ensure specific provisions for relationships with Māori • foster relationships with whānau, hāpu, iwi and communities to support whānau ora, and resilience and wellbeing. • monitor and respond to the changing demographics within the local communities and their implications for the community and the organisation's work. <p>Ensures services are coordinated, constructive and unintrusive, and aim to support sustainable wellbeing.</p> <p>Ensures services are accessible and responsive to individuals, families and whānau who are new to the community, or new to Aotearoa New Zealand (i.e. refugees and recent migrants)- including employing compatriot migrants when working with new settlers.</p> <p>Develop services to support results-based practice.</p> <p>Supports understanding of outcomes aspired to and achieved through joint and collaborative efforts.</p>

6.2 Contributing to whānau ora

Every person working with Māori in social services and building communities is capable of contributing to whānau ora for Māori.

PERFORMANCE INDICATORS

Essential	Practitioner	Organisation Leader
<p>Whakawhanaunga</p> <p>Recognises that Māori have processes that promote and support the establishment of relationships through whakawhanaungatanga, whakapapa, history and location.</p> <p>Demonstrates understanding of tino rangatiratanga (self-determination) and mana motuhake (autonomy) and actively protects the rights of people worked with.</p> <p>Recognises and understands the different roles and responsibilities within whānau and the nature of whānau relationships, including the role of informal carers.</p> <p>Is aware of Māori methods of interaction that support relationships with whānau, such as 'No hea koe?' (where do you come from?) and tātai (establishing links).</p>	<p>Is knowledgeable about the local Māori communities and networks to actively support connections based on whakapapa.</p> <p>Accesses Kaumātua and Kuia support and te ao Māori (Māori world views) about practice.</p> <p>Works to connect individuals and whānau with whom they identify as their sources of support for whānau ora.</p> <p>Engages with whānau to enhance opportunities for them to extend their own resources and expertise, while also addressing the needs of individual members.</p>	<p>Promotes an environment that:</p> <ul style="list-style-type: none"> • recognises the cultural distinctiveness of whānau in the delivery of services. • recognises the critical and distinct roles that whānau, hapu and iwi play in advancing whānau ora. • understands and supports whānau, hapu and iwi priorities and aspirations. • builds on the strengths and capabilities already present in whānau . • supports whakawhanaunga processes. • ensures connections with Kaumātua, Kuia and Rangatira. <p>Supports natural leaders within whānau.</p>

Essential	Practitioner	Organisation Leader
<p>Te ao Māori</p> <p>Understands Māori models or perspectives of service delivery.</p> <p>Acknowledges that Māori may consider using traditional processes and practices that support health and wellbeing.</p> <p>Understands that individuals and/or their whānau may utilise whenua, awa, moana and ngahere in their support of whānau ora.</p>	<p>Incorporates Māori models or perspectives in service delivery when appropriate.</p> <p>Recognises and supports the resourcefulness of individuals and whānau.</p>	<p>Promotes and provides for processes and practices that meet cultural requirements, such as:</p> <ul style="list-style-type: none"> • recognition of Māori models of practice and world views. • resources and priorities that aim to build strengths and reduce social and health inequalities • activities that measure the cultural effectiveness of performance and service delivery • outcomes information that indicates Māori and whānau satisfaction with progress towards achievement of whānau ora and their goals.
<p>Te reo Māori and tikanga</p> <p>Demonstrates respect for te reo Māori and tikanga.</p> <p>Recognises that individuals and whānau may consider waiata, karakia and te reo Māori as contributors to their achieving whānau ora.</p> <p>Uses available resources such as te reo Māori speakers and information written in both English and Māori where appropriate.</p> <p>Supports the involvement of nominated speakers.</p>	<p>Understands that speakers of te reo Māori may use metaphors to describe their situation.</p> <p>Appropriately applies te reo Māori and tikanga in their work.</p> <p>Demonstrates effective communication and engagement that promote early service access for Māori.</p>	<p>Promotes and provides for resources that ensure easy access to te reo Māori speakers and information.</p> <p>Supports staff and the service to integrate te reo Māori into their service delivery.</p>
<p>Acknowledges mana whenua and Māori living locally, their roles, responsibilities and relationships with each other as guardians of Māori cultural knowledge and te reo Māori.</p>		<p>Develops and maintains explicit relationships and partnerships with mana whenua and Māori living locally.</p> <p>Utilises mana whenua to verify the relevance and common practice of te reo Māori and tikanga in the social service setting.</p>
	<p>Knows how to access Māori responsive services and/or have access to Kaumātua, Kuia, kaimahi Māori and cultural support.</p>	<p>Strategies are in place to ensure Māori know how to access to Māori responsive services and/or access to Kaumātua, Kuia, kaimahi Māori and cultural support.</p>

Essential	Practitioner	Organisation Leader
<p>Wairua</p> <p>Acknowledges differing spiritual practices and understands their contribution to achieving whānau ora.</p>	<p>Understands concepts and perceptions of Māori spirituality and practices and their role and function in support of whānau ora.</p>	<p>Promotes and provides for resources that support:</p> <ul style="list-style-type: none"> • Māori responsive approaches to meet wairua needs of individuals, whānau and staff. • kaimahi Māori, and develop understanding of te ao Māori (Māori world views) among other staff. • staff access to Kaumātua, Kuia and kaimahi Māori.
<p>Tuariki tangata</p> <p>Acknowledges the importance of identity as Māori to process of whānau ora.</p> <p>Demonstrates knowledge and application of cultural safety and cultural competence in terms of working with Māori.</p> <p>Understands the principle of <i>Nga Kaupapa Tuku Iho</i>⁴ and how Māori values, beliefs, obligations and responsibilities are available to guide whānau in their day to day lives.</p>	<p>Is aware of available kaupapa Māori approaches.</p> <p>Supports engagement in Māori responsive services and activities that optimise cultural linkages and whānau connectedness.</p>	<p>Promotes and supports:</p> <ul style="list-style-type: none"> • cultural linkages and whanaungatanga in practice • staff access to wānanga and training that enhance knowledge and understanding of tuariki tangata and its importance to whānau ora.
<p>Manaaki</p> <p>Acknowledges the significance of manaaki to the processes of engagement and whakamana.</p>	<p>Employs manaaki in the hosting of, working with and support processes for individuals, whānau, and community.</p>	<p>Promotes, resources and supports:</p> <ul style="list-style-type: none"> • awareness of manaaki and its significance in the achievement of whānau ora • manaaki of the community being engaged with.

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⁴ Whānau Ora Taskforce 2010

6.3 Contributing to the wellbeing of Pacific peoples

Every person working with Pacific peoples in social services and building communities uses strategies that recognise the inter-relationship of family, language and tapu.

This section draws on the cultural competencies highlighted in several reports identifying cultural competencies for working with Pacific peoples – see Readings list.

*The three themes used in the **Seitapu Framework** (developed by Pava on behalf of the Ministry of Health in 2006 for mental health workers and organisations providing services to Pacific people) is referenced to present the competencies in common to those various reports as statements under each of the three themes of family, language and tapu. In practice, the themes are inter-related in the process of working with individual Pacific people and their families.*

Definition of the three theme areas:

Theme 1: Families

Working with the family (i.e. biological and adopted, nuclear and extended) of Pacific individuals is key to wellbeing.

Theme 2: Language provides the medium for effective communication. Pacific people and their families utilise a variety of different languages. Working with Pacific people and their families requires access to workers with language competency.

Theme 3: Tapu encompasses the cultural, spiritual and relational boundaries for working with Pacific people and their families.

Essential	Practitioner	Organisation Leader
<p>Theme one: Families</p> <p>Understands one's own values and beliefs.</p> <p>Understands the changing Pacific demographics and its potential implications.</p> <p>Understands the impact of colonisation on different Pacific cultures.</p> <p>Demonstrates respect for Pacific values and views, including spiritual practices and rites.</p> <p>Speaks the Pacific language required, or has access to translators.</p>	<p>Understands how the issues of Aotearoa New Zealand born and Pacific born may differ.</p> <p>Understands Pacific authority structures, protocols, cultural aspects and professional boundaries.</p> <p>Builds on family and social support systems eg, church and community networks.</p> <p>Is inclusive of the wider family and is sensitive to cross cultural and intermarriage contexts.</p> <p>Uses Pacific models and concepts.</p> <p>Integrates both Palangi and Pacific knowledge in supporting Pacific individuals and families.</p> <p>Understands the value of and difference between ethnic specific and pan Pacific approaches.</p> <p>Demonstrates expertise on when to involve traditional healers and alternative options.</p> <p>Understands the cultural expectations and obligations on Pacific family members.</p>	<p>Develops and supports organisational systems, protocols, policies and processes that:</p> <ul style="list-style-type: none"> • support the participation of the Pacific family • build effective interagency and community relationships and networks. • are culturally responsive, including access to Pacific staff and translators, and Pacific organisations. • provide access to cultural advisors and supervision.

Essential	Practitioner	Organisation Leader
<p>Theme two: Language</p> <p>Speaks the Pacific language required, or accesses appropriate translators.</p> <p>Uses appropriate verbal and body language to build rapport with Pacific people.</p> <p>Uses cultural advisors when required.</p>		See above
Essential	Practitioner	Organisation Leader
<p>Theme three: Tapu</p> <p>Is aware of the meaning of tapu for different cultures.</p> <p>Understands that contemporary spirituality may be based on a blend of traditional Pacific, Christian and non-Christian beliefs.</p> <p>Recognises that the concept of tapu is about ensuring cultural safety and enabling culturally safe practices.</p> <p>Acknowledges the belief that some issues, such as mental illness, may be a result of a breach of tapu and that this may be transgenerational.</p> <p>Presents oneself in a way that gives respect to Pacific values of tapu, where necessary.</p>	Works in culturally competent ways.	See above

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6.4 Building Communities

Every person working in social services and building communities recognises that individuals, families and whānau are part of wider communities – these communities may arise from living in a particular place or identifying with a culture, identity or shared interest .

Opportunities are created for people to participate and to strengthen community connections and natural networks. The diverse types of communities and the different roles they play in people’s lives that contribute to whānau ora, resilience and wellbeing are recognised. The Community Leadership indicators draw on elements of the *Framework of Change for Community-Led Development* developed by Inspiring Communities.

PERFORMANCE INDICATORS

Essential	Practitioner	Organisation Leader	Community Leadership
<p>Understands their role and their organisation's part in supporting community-led development.</p> <p>Supports community connections including involvement in peer support and self-help groups.</p> <p>Recognises that individuals, families, and whānau are supported within wider communities linked to place, culture, identity or shared interest.</p>	<p>Demonstrates knowledge of the impact of current and changing social policies at the community level, including on specific populations worked with.</p> <p>Strengthens community connections and natural networks where required.</p> <p>Actively supports the development of sustainable self-managing peer support and self-help mutual support groups.</p> <p>Actively supports activities that promote community building and community inclusion.</p>	<p>Ensures community participation and representation at a strategic level in governance structures and systems.</p> <p>Networks and strategises with other health and social services, community members and community leaders to ensure services are working to support community goals.</p> <p>Prepares for changing demographics within the communities worked with.</p>	<p>Fosters community-led development. Communities see themselves as active drivers of change rather than recipients.</p> <p>Celebrates specific and tangible community achievements, and shares these success stories.</p> <p>Deliberately develops the “strength of loose ties” among people and sectors that don’t normally connect with each other.</p> <p>Promotes community participation in social action, and community responsibility.</p>
<p>Demonstrates comprehensive knowledge of community services, groups, resources and organisations.</p> <p>Understands and uses principles relevant to promoting wellbeing and community-led development.</p>	<p>Forms effective working relationships with key sources of support including community agencies, and hapu and iwi.</p>	<p>Actively supports and involves communities in social action and community building activities.</p> <p>Supports individual leaders and organisations to foster community-led development.</p>	<p>Promotes creative solutions.</p>

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6.5 Valuing Diversity

Every person working in social services and building communities provides and promotes a valued place for people. Positive role modeling is encouraged.

PERFORMANCE INDICATORS

Essential	Practitioner	Organisation Leader
<p>Understands the different forms of “family” and the diversity of communities, and sub-cultures within them.</p> <p>Uses language and role models behaviour that is inclusive, non-judgemental and non-discriminatory.</p>	<p>Is able to respond flexibly and creatively to support individuals, families and whānau.</p> <p>Networks broadly and is accessible and known to diverse communities.</p> <p>Works in ways that value the special and distinct qualities of people, families, whānau and communities.</p>	<p>Acts as a participatory leader.</p> <p>Supports responsive and flexible practice and services, and collaborative relationships.</p> <p>Ensures the organisation demonstrates respect for diversity and inclusiveness in all aspects of work.</p> <p>Works from the strengths and assets of people and resources in each community of culture, identity or interest, or community of place.</p>
<p>Promotes recognition of the value of difference and diversity.</p>	<p>Promotes and facilitates participation and social inclusion, and the expression of difference and diversity.</p>	<p>Educates and supports services and communities to value diversity and inclusiveness.</p> <p>Reflects the diversity of communities worked with in the organisation’s connections, resources, staffing, systems.</p>

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6.6 Promoting Rights and Responsibilities

Every person working in social services and building communities is knowledgeable of legislation, regulations, standards, codes and policies relevant to their role, and the rights and responsibilities of the people they work with.

People are encouraged and supported to exercise their rights and responsibilities.

PERFORMANCE INDICATORS

Essential	Practitioner	Organisation Leader
<p>Understands and adheres to legislation, regulations, standards, codes and policies relevant to their role.</p> <p>Recognises and respects people's rights (human rights, citizen rights, consumer rights etc).</p> <p>Understands the significance of Te Tiriti o Waitangi, and its relationship to policy, legislation and standards of practice that recognise Māori concepts and models of practice that advance whānau ora.</p> <p>Supports individuals, families and whānau to exercise their rights and responsibilities.</p>	<p>Practice is guided by the principles of Te Tiriti o Waitangi.</p> <p>Understands the intent and implications of legislation and policy related to social justice.</p> <p>Demonstrates ethical decision-making.</p> <p>Applies skills as an advocate if required, while encouraging and supporting people to build their confidence to self-advocate.</p> <p>Wellbeing plans are developed to encourage and support people to exercise their rights and responsibilities.</p>	<p>Contributes to legislative change and policy development that impacts positively on whānau ora and social wellbeing.</p> <p>Creates organisational systems and a culture that support people to attain their rights and entitlements, and fulfill their responsibilities.</p> <p>Supports community leaders in influencing change.</p> <p>Promotes community participation in social action, and community responsibility.</p>

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6.7 Reflecting and Learning

Every person working in social services and building communities actively reflects on their work and practice in ways that enhance the team to strengthen individuals, families, whānau and communities. Organisational capacity and community leadership supports time for reflection and the sharing of learning.

PERFORMANCE INDICATORS

Essential	Practitioner	Organisation Leader
<p>Works effectively in a team by understanding team roles and different working styles.</p> <p>Actively reflects on their work and practice in ways that enhance their role in strengthening individuals, families, whānau and communities.</p>	<p>Actively facilitates collaborative working and shared learning with other team members, and other agencies.</p> <p>Seeks supervision including cultural supervision on a regular basis to ensure safe practice.</p>	<p>Leads and nurtures a team environment that:</p> <ul style="list-style-type: none"> • articulates a clear vision for the service in contributing to whānau ora and social wellbeing • provides role clarity (both individual, team and organisation) • ensures synergy within multi-disciplinary groups. • encourages cross-sector collaboration. • supports safe practice and access to supervision.
<p>Communicates effectively with a wide range of people.</p>	<p>Can manage complex communication processes.</p>	<p>Shares learning on the organisation's effectiveness and contribution to achieving outcomes and goals for wellbeing.</p>

<p>Understands the nature and benefits of research and evaluation.</p> <p>Gathers and uses information to inform decisions relevant to their role.</p>	<p>Is familiar with current research and evaluation relevant to whanāu ora and social wellbeing.</p> <p>Collects good quality information and uses it in decision-making, with a focus on sustainable positive outcomes.</p>	<p>Supports research and evaluation that foster innovation and effective outcomes-focused delivery.</p> <p>Uses information to assist planning and continuous quality improvement, with a focus on sustainable improved outcomes.</p>
<p>Engages with colleagues to give and receive constructive feedback.</p> <p>Understands and practices self-care and resilience.</p>	<p>Participates in professional and personal development of oneself and colleagues through feedback, supervision, appraisal, and reflective practice.</p>	<p>Creates a healthy workplace and culture that encourages and supports professional and personal development.</p>
<p>Reflects on own practice to identify strengths and needs.</p> <p>Seeks and takes up learning opportunities.</p>	<p>Supports colleagues to achieve goals and meet challenges.</p> <p>Keeps up to date with changes in practice and participates in lifelong learning.</p>	<p>Coaches, supports, provides feedback and challenges.</p>

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7. Reporting

If there is sector support for a reporting requirement on this framework, mechanisms could be developed, e.g., through service specifications for publicly funded contracts.

8. Evaluating and updating the *Skills for Wellbeing, 2020* tools

An agency to be determined could monitor the uptake of the *Skills for Wellbeing, 2020* resources, for example, by tracking downloads from the website, and asking tool users to indicate their interest in participating in the evaluation of the tools. This is how Te Pou monitors the *Let's get real* framework.

Information in the five tools will require regular updating in order to keep the content accurate, current and relevant.

As organisations use the *Skills for Wellbeing, 2020* tools, feedback and examples of implementation could be available on the relevant website.

An agency to be determined will lead an evaluation of the *Skills for Wellbeing, 2020* implementation tools during the transition phase.

9. *Skills for Wellbeing, 2020* plus

An agreed set of *Skills for Wellbeing, 2020* would serve as the “foundation” or generic core skills. Additional modules could be developed to cater for more specialist areas that build on the foundation skills if there was a clear demand for these resources.

10. Building a responsive sector

Strategies are needed to prepare for rapidly changing demographics in different communities and populations and to ensure that the social services sector is responsive and has the capacity to support, resource and develop a skilled paid and voluntary workforce. It would make sense for these strategies to coordinate with other sectors such as health and disability, and specific strategies relevant to Māori, Pacific and ethnic communities. Planning for attracting young people into social service and community work and retaining experienced older workers within the sector also needs urgent consideration. Your feedback on this Discussion Document will help set priorities for action.

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Appendix A

Professional competencies and *Skills for Wellbeing, 2020*

Skills for Wellbeing, 2020 and Social Workers

Aligned to Aotearoa NZ Association of Social Workers – Standards for Practice

Working in partnership with individuals, families and whānau	<p>Establishes appropriate and purposeful working relationships with clients. Acts to secure clients' participation in working relationships. Assists clients to gain control over circumstances.</p> <p>Constantly works to make the organisation and systems responsive to the needs of those who use them.</p>
Contributing to whānau ora	<p>Demonstrates commitment to practising social work in accordance with a bicultural code, and an understanding of Te Tiriti o Waitangi.</p>
Contributing to the wellbeing of Pacific Peoples	<p>Constantly works to make organisations and systems responsive to the needs of those who use them</p>
Building Communities	<p>Constantly works to make organisations and systems responsive to the needs of those who use them.</p>
Valuing Diversity	<p>Demonstrates commitment to practising social work in accordance with a bicultural code, and an understanding of Te Tiriti o Waitangi.</p>
Promoting Rights and Responsibilities	<p>Adheres to the code of ethics and Aotearoa New Zealand Association of Social Workers objectives. Knowledge of social work methods, social policy, social services, resources, etc. Social worker is aware of, and uses, personal attributes appropriately. Works with systems of accountability in place.</p>
Reflecting and Learning	<p>Uses membership of Aotearoa New Zealand Association of Social Workers to influence and reinforce competent practice.</p>

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Appendix B

Professional competencies and *Skills for Wellbeing, 2020*

Skills for Wellbeing, 2020 and Counsellors

Aligned to the NZ Association of Counsellors ethical principles for counselling.

Working in partnership with individuals, families and whānau	Promote the safety and wellbeing of individuals, families, communities, whānau, hapu and iwi Respect the confidences with which they are entrusted. Be honest and trustworthy in all their professional relationships.
Contributing to whānau ora	Actively supports the principles embodied in the Treaty of Waitangi.
Contributing to the wellbeing of Pacific Peoples	Promote the safety and wellbeing of individuals, families, communities, whānau, hapu and iwi Acts with care and respect for individual and cultural differences and the diversity of human experience.
Building Communities	Promote the safety and wellbeing of individuals, families, communities, whānau, hapu and iwi
Valuing Diversity	Acts with care and respect for individual and cultural differences and the diversity of human experience.
Promoting Rights and Responsibilities	Seeks to increase the range of choices and opportunities for clients.
Reflecting and Learning	Avoid doing harm in all their professional relationships. Practice within the scope of their competence. Treat colleagues and other professionals with respect.

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Glossary

The following descriptions have been taken from a variety of sources and are not meant to be definitive. Further discussion, enquiry and reading are strongly recommended.

Aroha	Love: compassion; empathy
Awa	Rivers
Community	The people living in a particular area, or people who consider themselves connected to others through common nationality, culture, identity, occupation, belief, interest or experience.
Culture	The shared attitudes, beliefs, values, experiences and/or practices of groups in society.
Family	Relatives, partners, friends or others nominated by the people using the service.
Hauora	Health and wellbeing. In traditional korero, hauora was the breath or spirit of life that gave shape and form.
Hinengaro	This is often viewed as the psychological or mental dimension. In traditional korero, hinengaro is the deep mind or consciousness.
Kaimahi	Worker; staff; employee
Karakia	Prayer; incantation; blessing
Kaumātua	Elder; older male
Kuia	Elder, older female
Kaupapa	Philosophy; foundation; platform
Kawa	Protocol and etiquette
Korero	Speech; speaking; narrative

Glossary

Mana	Often defined as status and standing, mana is the spiritual power that may be accorded a person or group through ancestral descent, possession of certain gifts or achievements. Personal mana can be enhanced through the collective opinion of the people.
Mana whenua	The customary authority exercised by the tangata whenua in an identified area.
Manaaki	The expression of love and hospitality towards others and the act of caring for them.
Moana	The sea and lakes
Ngahere	The bush; forest
Practitioner	A generic term used here for paid and unpaid workers in the social services and community sector.
Rangatira	Hereditary Māori chieftains
Reo	Language; Māori language. Traditionally, language to Māori was the lifeblood of the culture – a gift from the gods.
Tapu	Often defined as restricted or sacred, tapu is a state that provides the link between the mana of the gods and the spiritual powers of all things derived from the gods. All things have an inherent tapu. In modern times, tapu has been reframed in a protective sense to encompass secular things (eg, confidentiality, trespass). Restrictions and prohibitions protect tapu (wellbeing, dignity and sacredness) from violation.
Team	‘Team’ can mean the formal team of which you are a member in your own service or organisation. ‘Team’ can also mean the group of people from other services and organisations with whom you work, and the people who use services, their families and whānau and significant others.
Tikanga	Code of conduct; methods; plan; custom – the right way of doing things.
Tinana	Physical dimension; the body

Glossary

Tuakiri tangata	Persona; personality and identity embracing aspects of mauri, hinengaro, auahatanga, whatumanawa, tinana, wairua, pumanawa, mana, tapu and noa.
Waiata	Sing; chant; song
Wairua	Spiritual dimension. For many, the spiritual or inner force affects how people feel and how they respond.
Wānanga	Learning; discussion
Wellbeing	People experiencing a sense of satisfaction with life and acquiring appropriate capabilities to achieve a good quality of life - including in their health, education, work and retirement, economic standard of living, rights and entitlements, leisure and recreation, participation in community and cultural groups, living arrangements, safety, social connectedness, and culture and religion.
Whakamana	Empower; enable
Whakapapa	Māori genealogy
Whakatauki	Māori proverbs or sayings
Whānau	Often defined as family and birth, whānau has been proposed as a key component of Māori identity. Whānau describes <i>a multi-generational collective made up of many households that are supported and strengthened by a wider network of relatives</i> . Sometimes the concept of whānau has been applied to people who work collaboratively in order to meet specific purposes. It is also often used as a synonym for family and sometimes as an equivalent of household. (<i>Whānau Ora Taskforce, 2010</i>)
Whānau ora	Māori families achieving their maximum health and wellbeing
Whanaungatanga	Whanaungatanga is kinship in its broadest sense and relates to the process of establishing and maintaining relationships.
Whenua	Land

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Providing feedback on this proposed framework, *Skills for Wellbeing 2020*.

Your Feedback is needed by 30 June 2010.

Feedback from individuals

We welcome feedback from individuals.

Please go to <https://surveymonkey.com/s/2MVK5ZH> and complete the online feedback form.

It may take up to 30 minutes to complete the form.

Organisation and Network Feedback

We encourage organisations and networks to discuss this document and provide group feedback. Discussion points follow on Pages 39 - 41. They are provided here in "hardcopy" so notes can be made during the discussion before one person from the group returns the agreed responses online.

The online feedback form is at <https://surveymonkey.com/s/2TZDHV8>

This Discussion Document should be read through by all participants before the discussion starts. The group's responses should be noted in this hardcopy form, then entered into the online form. It may take up to 30 minutes to complete the online form.

Note: *The first section of the online form asks for details about the type of organisation or network responding — those questions are not included here.*

Organisation and Network - Discussion Points

A. Your support for the proposed framework

This section will help us understand the level of support for this proposed *Skills for Wellbeing 2020* framework; how it could add value; and what you think is needed to introduce it.

1. In general, does the organisation or network support this proposed framework?

Yes

No

2. If YES, please comment on why ...

Continued over page ...

3. If NO, please comment on why not . . .

4. Does the VISION for supporting wellbeing reflect the aims of your organisation or network?

- Yes
- No
- Not Applicable

5. What resources or support are needed to introduce this framework in your organisation or network?

INTERNAL
resources/support

EXTERNAL
resources/support

6. To which of the following could this framework add value (Tick all that apply)?

- Sector development
- Developing a more holistic approach
- Working more effectively with people and communities
- Better service or organisation coordination
- Recruitment or retention of staff/volunteers
- Developing training/education/qualifications
- Supporting community development
- As a human resource tool
- Helping report results/outcomes
- Linking with accreditation programmes
- Linking with audits/reviews
- Other (please specify)

Continued over page . . .

B. Developing the workforce strategy

We recognise that this proposed framework is relevant to workforce recruitment and retention. This information will help identify the priority issues for the sector.

1. What do you think are the main workforce issues related to **RECRUITMENT** (tick all that apply)?

- Developing a more qualified workforce
- Recognising portable skills/qualifications
- Recruitment in particular roles or professions
- Recruitment of particular ethnicities
- Providing attractive salaries and employment conditions
- Other (please specify)

2. Please comment on how recruitment issues could be addressed :

3. What do you think are the main workforce issues related to **RETENTION** (tick all that apply)?

- Supporting continued professional development
- Retaining an experienced workforce
- Recognising portable skills/qualifications
- Retaining people of particular roles/professions
- Retaining people of particular ethnicities
- Providing attractive salaries and employment conditions
- Other (please specify)

4. Please comment on how retention issues could be addressed:

Continued over page...

Any other comments for the Steering Group to consider:



Thank you

We appreciate your contribution to this important discussion. We will keep you informed of the results of this feedback, and next steps in developing a 2020 workforce strategy for the social services and community sector.

Please go to <https://surveymonkey.com/s/2TZDHV8> to submit your organisation or network feedback online.

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