

The Workforce Guide

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New Zealand Council Of
Christian Social Services

Ehara taku toa i te
toa takitahi, engari kē
he toa takitini.

My success should
not be bestowed
onto me alone,
it was not individual
success but the
success of a collective.

The Workforce Guide

Written by M Wilson, N A Hurst and R Taylor

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New Zealand Council of Christian Social Services

PO Box 12-090

Thorndon

Wellington 6144

Aotearoa New Zealand

Email: eo@nzccss.org.nz

www.nzccss.org.nz

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Across our sector we know that we are stronger together,
and the service we give to our people is as a collective force.

This guide is dedicated to the incredible, inspiring and deeply
valued community, health and social services workforce,
and the people that they serve.

We are so deeply grateful for your mahi.



Ko wai tātou | Who we are

The New Zealand Council of Christian Social Services (NZCCSS) represents more than 200 member organisations providing a range of community, health and social support services across Aotearoa.

These organisations include some of the most recognised and highly regarded names in social service provision, and all are world famous in their own rohe.

Their mahi informs our deep understanding of the everyday lives of New Zealand's most vulnerable as we work towards achieving a just and compassionate society for all. We see this work as an extension of the mission of Jesus Christ, which we seek to fulfil through our commitment to giving priority to the poor and vulnerable, and to Te Tiriti o Waitangi.

NZCCSS comprises six members: the Anglican Care Network, Baptist Churches of New Zealand, Catholic Social Services, Presbyterian Support and the Methodist and Salvation Army Churches. Nationally, the range and scope of our member networks is extensive. Around 230 separate providers in 55 towns and cities throughout New Zealand deliver 37 types of services through 1,024 programmes. Members employ nearly 5,000 full-time staff, 6,700 part-time staff, and co-ordinate almost 16,000 volunteers.

Our work is focused in three policy areas – Equity and Inclusion, Children and Families, and Older Peoples. For each area, we have a specialist working group made up of leaders of service organisations from across the country who provide up-to-date knowledge of experiences and need in their communities. We call these groups 'Policy Groups'.

This knowledge, along with input from the representatives of Council's six members, informs our mahi of providing research, representation, connection, good practice dissemination, policy advice / information and advocacy services for our members.



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We have consulted widely in compiling this guide to provide a picture of the many roles involved in the community, health and social services sector and the relationships between them. In describing the various roles, our aim has been to capture their essence. The detailed aspects of any individual's role can vary depending on that individual's skills and experience and also the needs and practices of their workplace.

Views expressed by the individuals who are profiled in this guide are their own or those of their workplace and may not be those of NZCCSS.

He kupu whakataki mai i o tātou Rangatira | Introduction from our leaders

E kore e taea e te whenu kotahi ki te raranga i te whāriki kia mōhio ai tatou ki a tātou.

Mā te mahi tahi o ngā whenu mā te mahi tahi o ngā kairaranga ka oti tēnei whāriki.

I te otinga ma titiro tātou ki ngā pai ka puta mai.

Ā tana wā titiro ki ngā raranga i makere nā te mea, he kōrero anō kei reira.

The tapestry of understanding cannot be woven by one strand alone.

Only by the working together of strands and the working together of weavers will such a tapestry be completed.

With its completion let us look at the good that comes from it.

In time we should also look at those stitches which have been dropped, because they also have a message.

Kukupa Tirikatene (Ngāi Tahu) ONZM

This whakataukī speaks directly to the interconnected strength of the community, health and social services sector. Positive change is only possible through relationships (Wampole, Duncan & Miller, 2010), and change will require multiple relationships to achieve strength. It also speaks to the learning that can emerge when we look at the whole sector, and work to see what we may have been missing.

This guide is intended to support a deeper, wider understanding of the workforce of the community, health and social services sector. It aims to highlight the diversity of our workforce, their areas of speciality, and how we all fit together.

Through this guide we also hope to support wider understanding of commonly missed or misunderstood roles - the dropped stitches, as it were. In a field struggling with persistent workforce shortages, knowing who is best placed to do the mahi is increasingly important. Having a clear understanding of how the sector can work together - who the natural connectors are; who the specialists are for different age groups or settings; who best serves which community and how - are all points that this guide aims to answer.

Similarly, this guide supports readers to understand more about each role, who they are professionally, who they are responsible for, how they practice and ensure safe and ethical practice. It will also provide the level of education, qualification required (where available). Most of all, we have hoped to demonstrate how deeply and fundamentally the interconnection, the raranga, of our sector is.

The New Zealand Council of Christian Social Services (NZCCSS) has had the privilege of serving as a leading voice for this workforce for many years. NZCCSS exists to work towards a more just and compassionate society for all across Aotearoa. We do so as an expression of our faith, and our commitment to honour the articles of te Tiriti o Waitangi. Like those we serve, the mahi of our organisation is only possible through connection and collaboration. We are deeply grateful to all who have supported the development and production of this guide.

On behalf of the NZCCSS, it is our pleasure to share this guide with you. We hope that you find it useful.

Bonnie Robinson
Co-President

Renee Rewi
Co-President

Horopaki mai i to maatau Kaiwhakahaere | Context from our Kaiwhakahaere

The power of the community, health and social services sector has always been in how we work together. Through scarcity, generosity, innovation and change, none of us can achieve alone that which is possible to achieve together.

This guide supports understanding of how the people across our sector come together, to achieve more than what would be possible if we worked in isolation from one another. There is a reason that there are many differing roles: when working alongside people, they have many differing needs.

Over time, some decision-makers may have lost sight of the potential that is inherent in many ways of being and working. We have seen a focus on certain roles and a loss of awareness of the opportunities across the wider workforce. We have leant on some professions to the point of breaking and are seeing those in these roles pushed to the limits of their scope to meet needs better served by others. We have focused funding on specific professions and then wondered why this workforce becomes increasingly scarce. We then look to create new roles to fulfil the original purpose of that profession. But these new roles tend to require less qualification, receive less remuneration while assuming greater and greater responsibility.

As a result of neoliberalism, we have seen education commodified. As the providers of education become required to be profit-making businesses, they seek to homogenise their qualification, designing qualifications to fit a wider audience, seeking to serve all needs and leaving specialisation to the sector. Graduates qualify with broad contextual knowledge, and are then required to practice with a deep knowledge of aspects of the sector. We see the impacts of this when those tasked to work with our most vulnerable have little knowledge or understanding of their needs. One paper in child protection is not enough to safely support our tamariki; a module on dementia isn't enough to work safely in secure residential care settings; a 10-week course on addictions will not achieve the depth of knowledge to ensure safe practice in rehab settings...

Further, decision-makers, legislators, planners, developers and advisors are expected to know the depth and breadth of this diverse sector. Whole systems and organisations are designed to focus deeply on areas of the workforce, but professional silos mean that the wider workforce is missed. Entrenched beliefs about professions that have changed drastically over time are very hard to change. It is challenging enough working to drive change in complex systems without also being required to know intimately the workforce spanning such a complex sector. But as we seek to increase collaboration, in our communities, across the sector and across Government, it is crucial that we have that wide, consistent and up-to-date information.

This guide is designed to support and grow that understanding. But is not exhaustive. It intends to support readers to have more knowledge of our sector's workforce, as they innovate, create, assign and make decisions. It aims to clarify differences between roles, to highlight existing professions and to show how, in practice, everyone works together. Many professions have matured across the last decade, becoming regulated, professionalised or more defined. Others are on this journey, with changes coming in the near future. And no doubt there are roles and organisations emerging in the current climate of change that we have missed. Our sector is diverse, dynamic and changing, and as such, this guide will need updating to retain currency in the years to come.

Most of all, we hope that this guide helps those using it to value our sector. To understand how each of us has a crucial role to play to ensure stronger, resilient and thriving communities. We genuinely hope this guide is useful - both in profiling some often unseen work, but also in what could be possible.

Two are better than one, because they have a good return for their labour. If either of them falls down, one can help the other up.

Ecclesiastes 4:9-10

Nikki Hurst

Kaiwhakahaere | Executive Officer

The Power of Multidisciplinary Teams

Our social sector workforce enables incredible - and in many instances - life-changing outcomes every day, in communities throughout our land. Social services kaimahi are there for people in their hour of need, and often beside them over the long-haul. Yet what is perhaps less understood is the often multidisciplinary nature of the teams that enable these outcomes alongside the children, rangatahi, whānau and hapori who they work with and in.

Such is the power of working multidisciplinary that many of the outcomes our social services and wider social sector enable every day would simply not be possible without these kinds of teams. It is through the collaboration and integration of people from across a range of disciplines and professions in our social services that multidisciplinary magic is happening every day.

Multidisciplinary teams are made up of kaimahi from a number of different professional backgrounds, bringing various experiences and a range of maatauranga to their mahi. By nature, these teams are cognitively diverse - and research has proven the value of cognitive diversity within teams, to enable effective problem-solving. Looking across our community-based social services, within organisations and on an inter-organisational basis, it is now commonplace to find teams of kaimahi actively working together across disciplines.

For example, advocates, educators, community support kaimahi, counsellors, kaimahi taiohi, tauwhiro, housing support workers, psychologists, whānau ora kaimahi - to simply name a few of the disciplines and professions that can be found working together. In our Aotearoa New Zealand context, these teams are at their strongest when they also reflect the bicultural and multicultural nature of our country, and have the cultural confidence and capability to work in culturally supportive and responsive ways.

The true power of multidisciplinary teams working within our social services and social sector is found in their ability to wrap holistically around the people who they serve. This also comes from being adaptively responsive in serving the aspirations, needs and rights of those in our communities who access and seek the manaaki of our community-based social services. For children and whānau, the practical difference between having a multidisciplinary team wrapped around them or not can be the difference between experiencing outcomes that meet their aspirations, needs and rights; or their needs not being met, their trust in our social services being broken and their aspirations not able to be realised at a point in time or on a longer-term basis.

The potential to meet peoples' aspirations, needs and rights through the mahi undertaken in multidisciplinary teams exists through working with the 'whole' of people and whānau - taking into consideration all aspects of their wellbeing (for example, te taha hinengaro, tinana, wairua, whānau and whenua), and the reality that there is overlap and interdependency between these aspects. Having an integrated, multidisciplinary team means having kaimahi who have the professional capability, experience, maatauranga and skills to cater to the

different aspects of what is needed in an individual's or whānau situation to enable positive outcomes.

Because of the cognitive and experiential diversity that characterises multidisciplinary teams, challenges which are often present in the lives of those who we serve through our social services are firstly able to be effectively identified. This then means that plans taking into account the various enabling or responding actions are able to be developed both creatively and collectively. When circumstances change and new issues emerge along the way – as they inevitably do when we are in the work of supporting people in their lives and through tough times – multidisciplinary teams are also well-placed to adapt, calibrate and respond accordingly, drawing on the range of knowledge and skillsets nested within them.

Of course, like any collaborative ways of working, the mahi of working in multidisciplinary ways is not always easy. Different worldviews and thinking approaches, disciplines and professional cultures, and different practical approaches can sometimes collide and conflict. It takes determination, grounded within a strong foundation of whakawhanaungatanga, highly effective communication and a focus on shared outcomes, to enable multidisciplinary social services teams to deliver on their full potential. Clear leadership, collective understandings and agreed ways of working, as well as a commitment to being open-minded, generative and to engaging in continuous learning are needed. Careful approaches are necessary too, so that kaimahi have both a sense of collective identity within their multidisciplinary team, while being able to retain their specific professional identity within the context of that team. The integration of different disciplines and professions within multidisciplinary teams requires organisational and structural support to flourish, and a recognition and valuing within government commissioning and funding approaches.

Undoubtedly, people's lives are complex and their challenges and needs do not often map easily to being supported through one social services approach or type of professional response. By mirroring the ecosystem of a child's life or a whānau experience through the diversity which is offered through a multidisciplinary team, our community-based social services and social sector can help to enable life-changing outcomes. Effectively functioning multidisciplinary teams strengthen our mahi at a sector-wide level too, and can be dynamic and satisfying spaces for social services kaimahi to practice and work within.

Over time, we can likely expect to see more trans-disciplinary working as a by-product of multidisciplinary ways of working in our social services. This may see some specialists move out of their own disciplines, to create new roles and undertake new tasks, as our social services and social sector continues to be adaptive and responsive to the aspirations, needs and rights of the people of Aotearoa New Zealand.

Alongside this, an aspiration for the future remains that we continue to level-up in the ways that our multidisciplinary teams work across sectors. When our social, education, health and justice sectors become even more integrated in our ways of working and connecting around the people we all serve, their aspirations and outcomes will be able to be supported ever more effectively, in communities throughout the motu.

Dr Claire Achmad

Chief Executive Officer
Social Service Providers Aotearoa



Volunteers - vital to the community, health and social services sector

Volunteering New Zealand welcomes this guide to the workforce of the community, health and social services sector. Volunteers make a vital contribution to the sector.

NZCCSS estimates that nearly 16,000 people are doing voluntary work with social services agencies throughout New Zealand. They join the estimated one million volunteers who contribute to our community every year.

There are 115,000 community organisations that rely on volunteers; in fact, almost 90% have no staff and are entirely volunteer run. Housing, Health and Social Services comprises 22.4% of all community organisations.

The roles undertaken by some volunteers in this sector (as evidenced from the Minister of Health Volunteer Awards 2022) include: driving people to medical appointments, breastfeeding peer support, delivering care packages to people in hospital, buddies for people with disabilities, and support-line counsellors, among many others.

However, there are challenges for volunteer-involving organisations. The State of Volunteering 2020 report highlights four themes:

- 1. Community, diversity, inclusion:** The workforce of many volunteer organisations does not currently reflect fully the diversity of Aotearoa New Zealand, with Pākehā and European comprising the majority of volunteers. An ageing volunteer workforce is noted as a concern by 35.8% of respondents, with a lack of younger volunteers also cited by many.
- 2. Engaging and recognising volunteering:** Recruiting and retaining volunteers continues to pose a challenge to many organisations. A lack of volunteers is reported by 36.6% of organisations as their single biggest challenge. Volunteers report increasing preference for episodic, project-based volunteering. Competing vocational, social, educational and caring commitments were cited as the biggest barriers to volunteering. Developing skills, connecting with, and helping the community, are cited as the biggest motivations for volunteering.
- 3. Funding, administration, regulation:** Both volunteers and organisations cite the increasing burden of administrative and regulatory compliance, especially those related to children, vulnerable people, and health and safety legislation. Organisations report the challenge of raising funding, as well as competition for the same funding pool.
- 4. Management and strategy:** The importance of sector leadership, strategy advice, and reliable statistics is frequently highlighted.

Volunteering New Zealand works to represent the interests of volunteers and community organisations. It has 94 members, including volunteer centres and many national organisations with a commitment to supporting volunteering. It provides research, resources and workshops to improve volunteer practice.

Our vision is that volunteering is valued as part of who we are as a nation. We thrive and are enriched by the goodwill of volunteers in every community and their contribution and impact is recognised and supported.

Ngā mihi nui

Michelle Kitney

Kaihautū - Chief Executive
Volunteering New Zealand



Te rāngai | Our sector

This section provides role descriptions and profiles of a large range of roles found in our sector. It also includes examples of how the roles may work together in generic scenarios.

This section is ordered alphabetically, as all of these roles are crucial to the commitment we all share to the communities and people that we serve.



Addictions Practitioner

QUALIFICATIONS

Specific Bachelor-level degrees that meet legislative requirements for practice. These are best reviewed on the DAPAANZ website listed below.

PRACTICE FRAMEWORK

DAPAANZ Addictions Competency Framework – dapaanz.org.nz/membership/addiction-competency-framework

CODE OF ETHICS

DAPAANZ Tikanga Matatika Code of Ethics – dapaanz.org.nz/membership/tikanga-matatika-code-of-ethics

PROFESSIONAL BODY/ REGISTERING BODY

DAPAANZ – The Addiction Practitioners' Association
Aotearoa New Zealand – www.dapaanz.org.nz

SCOPE OF PRACTICE

Addiction Practitioners are usually health professionals who are qualified and competent to independently provide the continuum of addiction interventions, which include comprehensive assessment, treatment planning and delivery (DAPAANZ, 2011). To become an Addiction Practitioner, you will need a qualification before being employed and you are usually encouraged to gain or maintain a professional registration.

WHO THEY SUPPORT

Addictions Practitioners work largely with individuals and their whānau impacted by addictions. The range of addictions may include alcohol and other drugs, gambling, gaming, and sex.

Practice settings vary and may include one-to-one talk therapies, live-in rehabilitation settings, community group work, right through to health, justice and education settings.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Chaplains
- NGOs across the community, Police, Health services and other referral agencies
- Navigators / Connectors
- Youth Workers / Youth Developers
- Registered Nurses / Doctors / Health supports
- Psychologists / Mental Health and Addictions supports
- Social Workers / Navigators / Connectors / Support Workers
- Financial Advisors / Food provision
- Cultural Advisors
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure such as ACC, Justice, MSD, Health, Education, etc.

Alternative Education Teacher

QUALIFICATIONS

Often a Youth Worker, Social Worker or Teacher. No requirement for a qualification, but would need to meet the requirements of the Vulnerable Children's Act.

PRACTICE FRAMEWORK

National Education Guidelines are found on the TKI Alternative Education space.
alternativeeducation.tki.org.nz/Alternative-education

PROFESSIONAL BODY/ REGISTERING BODY

Dependant on the individual's frame of practice - could be Korowai Tupu, Teaching Council, Social Work Registration Board, etc.

SCOPE OF PRACTICE

Alternative Education provides a short-term intervention to support students who have disengaged from mainstream schooling to progress in their learning.

Alternative Education Teachers provide educational and pastoral support to students, develop and implement Individual Learning Plans and assist in the reintegration of students into mainstream school or on to other education, training or employment.

Alternative Education is targeted at students aged 13-16 who are not engaged in mainstream schooling typically due to perceived absence or behavioural issues.

Alternative Education Teachers work to remove barriers faced by students in progressing their education or employment.

WHO THEY SUPPORT

Alternative education kaimahi directly support rangatahi aged 13-16 years, but may also serve as a support to their whānau and communities.

KEY RELATIONSHIPS

- Rangatahi and their whānau
- Youth Workers
- Social Workers / Navigators
- Mental Health / Addictions support
- Pou Ārahi/ Tangata Whenua / local Marae
- Cultural advisors
- Mainstream school staff
- Other providers of education or employment support
- Ministry of Education, Ministry of Justice, Oranga Tamariki
- Other professionals who may be involved in the student's care.

Care / Nurse Manager

QUALIFICATIONS

Bachelor of Nursing (Level 7).

Masters in Nursing (Level 8).

On-going professional development is also key to this profession, due to the range of contexts in which they operate.

PRACTICE FRAMEWORK

Competencies for Registered Nurses – nursingcouncil.org.nz/NCNZ/nursing-section/Registered_nurse

CODE OF ETHICS

Nursing Council Code of Conduct – nursingcouncil.org.nz/Public/Nursing/Code_of_Conduct/NCNZ/nursing-section/Code_of_Conduct.aspx?hkey=7fe9d496-9c08-4004-8397-d98bd774ef1b

Nursing Council Professional Boundaries – online.flippingbook.com/view/360179186

PROFESSIONAL BODY/ REGISTERING BODY

Te Kaunihera Tapuhi o Aotearoa Nurses Council of New Zealand – www.nursingcouncil.org.nz

SCOPE OF PRACTICE

Care Managers are Registered Nurses who manage the provision of care services for people who require in-home or residential care.

Care Managers carry out client assessments and prepare individual client care plans.

Care Managers also provide clinical support and manage the training and development of support staff to ensure the needs of clients can be met.

WHO THEY SUPPORT

Care / Nurse Managers generally support individuals who require in-home or residential care services. These are often older people but also those with disabilities, addictions, traumatic brain injuries, etc.

OTHERWISE KNOWN AS

Charge Nurse.

Head Nurse.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Support Workers
- Mental Health and Addictions Workers / Counsellors
- Registered Nurses / Doctors
- Diversional Therapists
- Physiotherapists / Occupational Therapists / Podiatrists
- Social Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors.

Tiaparani Whareherehere | Chaplain

QUALIFICATIONS

Theological and pastoral qualifications.
Postgraduate Certificate in Chaplaincy.
Diploma of Chaplaincy (Alphacrucis College).
NZACPE - New Zealand Association for Clinical Pastoral Education.

PRACTICE FRAMEWORK

New Zealand Healthcare Chaplains Association –
docs.google.com/document/d/1CGgscZifoEz6pV4wHteKSpK6ukPXMcv68HLnbnb_a8l/edit

CODE OF ETHICS

Chaplaincy New Zealand Code of Conduct –
static1.squarespace.com/static/5ce27d061ecba2000174fbe1/t/5ce754bd971a18614de722df/1558664386284/Chaplaincy+NZ+Code+of+Conduct.pdf

New Zealand Healthcare Chaplains Association
Code of Ethics – sites.google.com/view/nzhca/about-us/code-of-ethics

PROFESSIONAL BODY/ REGISTERING BODY

Tira Tūhāhā Prison Chaplaincy Aotearoa (TTPCA)
<https://www.prisonchaplaincy.org.nz/>

New Zealand Healthcare Chaplains Association (NZHCA)
– <https://sites.google.com/view/nzhca/home>

Te Kaunihera Whakawhānaunga o nga Minita
Hōhipera, Hauora/Interchurch Council for Hospital
Chaplaincy – www.ichc.org.nz

Chaplains will also be affiliated to their own faith,
with their own guidance.

SCOPE OF PRACTICE

Chaplains provide spiritual and pastoral care for
people in non-religious settings such as schools,
prisons, and healthcare settings. Chaplains
endeavour to support people as they experience the
challenges of change, loss, grief, or through specific
periods of development in a person's life.

WHO THEY SUPPORT

Chaplains work with people across the lifespan in
a range of settings including in hospitals, prisons,
schools, sports and the defence forces.

OTHERWISE KNOWN AS

Priest, Pastor, etc.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Social Workers / Youth Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Other professionals dependent on the context, e.g. healthcare, corrections, education, NGOs, etc.

ROLE Chaplain

Yvonne Fisk

PLACE OF WORK

Howick Baptist
Healthcare.

QUALIFICATIONS

Diploma of Ministry,
Bachelor of Applied
Theology.



WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

A typical day would start with preparing for that day's church service – this means converting the dining room to a chapel!

I then gather some residents who require assistance to get to the service and lead the church service. Typically, I would arrange a roster for Ministers from churches in the area to visit and lead a service but unfortunately this has been less frequent recently due to COVID-19. No one wants to be responsible for bringing COVID into the home.

After the service, in the hospital part of our facility especially, I visit the rooms of those who usually come to church but haven't come that day. I will also take communion to people unable to attend the service.

We hold a Bible Study once a week, so I prepare for that. I spend part of my time writing mini sermons or preparing formal prayers for the services.

If there has been a death I go and bless the room where the person passed away.

Sometimes I'll join in with activities in the rest home – card games, activities, staff. If they're short-staffed I'll help out with other tasks from time to time.

“ This is my dream position, something I feel I've been working towards all my life. I can identify with the residents through many of my life experiences. It's a vocation, not a job. ”

WHAT LED YOU TO WORK IN THIS ROLE?

I've always had an affinity for older people, even as a child. When I was a teenager, I was involved in community service through Cadets. I spent a lot of time at the local rest home helping to feed residents. I loved going there – that was my favourite day.

I have worked as a Wesleyan Methodist Minister for 20 years and have worked as a Visiting Minister in four different rest homes.

All of my life I've been drawn to older people and found spending time with them very satisfying.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

Helping people to understand that Jesus loves them – many of the generation I work with grew up going to church as that was part of our culture, but don't have a personal understanding of Jesus' love and forgiveness.

Providing comfort for families at difficult times – that's a really special thing to be able to do.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Empathy, understanding, patience, acceptance, and most of all love.

WHATUNGA TAUTOKO | NETWORK OF SUPPORT

Social Worker

Referred to Social Worker who would conduct an initial assessment to identify the person's needs and goals.

This would identify any existing diagnosis / treatments of mental health needs.

Addictions Practitioner

The person could be referred to a specialist addictions support service.

This may include a range of support services from information, 1:1 support, to group programmes.

Counsellor

Referral made to a Counsellor to support their mental and emotional health. (Or may see a Psychologist).



MIDDLE AGED PERSON

Occupational Therapist

Referral via GP to Occupational Therapist who assesses their needs with regards to their disability and daily life.

Whānau Support Worker

If they have children, they may be referred to a whānau support group for children and/or spouses of people with addiction.

Facing poor mental health and addictions, with existing disabilities.

Physiotherapist

Referral via GP - provides specialist support for the person's disability.

Psychologist

Conducts an assessment on mental health and addiction issues to identify strategies to address these. (Or may see a Counsellor).

Financial Mentor

Supports them to understand and manage their finances and financial goals.

Community Developer

QUALIFICATIONS

Community development is a specific field of practice in which developers ascribe to working with communities to achieve positive change. There are a range of qualifications from level 4 apprenticeships to Bachelor degree specialisations onto post graduate study.

PRACTICE FRAMEWORK

Community Developers are guided by principles of community development and/or community-led development - communitymatters.govt.nz/community-led-development-principles

PROFESSIONAL BODY/ REGISTERING BODY

Dependant on the individual's frame of practice - could be Korowai Tupu, Teaching Council, Social Work Registration Board, etc.

SCOPE OF PRACTICE

Community Developers work with communities to scope, facilitate and deliver projects and initiatives that will strengthen a community.

The principles of community development include social justice, individual and collective human rights, equity, self-determination and empowerment,

participation/democracy, cooperation/collective action and sustainability.

Community Developers are guided by community development principles and the aspirations and goals of the community they are working within.

This role involves relationship building, facilitation, project management and leadership. It can also involve advising on projects or strategies to ensure they align with the principles of community development.

WHO THEY SUPPORT

Community developers work with a large range of people, often in group settings. Their commitment is to serving the community, so they work alongside the people and groups that populate that community. The range could include cultural and ethnic groups, age-specific groups, schools, clubs, NGO's, local businesses, etc. They may also support others to understand that community and the mahi occurring, this may include funders, Government (local and national), the media, etc.

OTHERWISE KNOWN AS

Community Development Practitioner.

Community Development Worker.

Also, some cross over to Health Promotion mahi.

KEY RELATIONSHIPS

- Whānau / Hapū / Iwi
- Community leaders and members, including local and national Government
- Tangata Whenua / Pacific Leaders and Fono / Migrant Communities
- Chaplains
- Navigators / Connectors / Social Workers / Youth Workers
- Youth Developers / Health Promoters
- Health Services / Workers
- Cultural Advisors and representatives of Cultural Groups
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure
- NGOs and their teams across the community
- Business, local government, schools, health care providers, etc.



Kaitohutohu | Counsellor

QUALIFICATIONS

Bachelor of Counselling (Level 7).

Master of Counselling (Level 8).

On-going professional development is also key to this profession, due to the range of contexts in which they operate.

PRACTICE FRAMEWORK

New Zealand Association of Counsellors
Competencies – nzac.org.nz/about-us/competencies

New Zealand Christian Counsellors Association
Code of Ethics & Practice – nzcca.org.nz/about-nzcca/code-of-ethics-and-practice

CODE OF ETHICS

New Zealand Association of Counsellors Code of Ethics – nzac.org.nz/ethics/code-of-ethics

New Zealand Christian Counsellors Association
Code of Ethics & Practice – nzcca.org.nz/about-nzcca/code-of-ethics-and-practice

PROFESSIONAL BODY/ REGISTERING BODY

Te Roopu Kaiwhiriwhiri o Aotearoa New Zealand
Association of Counsellors – nzac.org.nz

New Zealand Christian Counsellors Association –
nzcca.org.nz

Te Whariki Tautoko is a society focused on supporting Māori practitioners.

tewharikitautoko.nz/index.php/home

SCOPE OF PRACTICE

Counselling involves the formation of professional relationships based on ethical values and principles. Counsellors seek to assist clients to increase their understanding of themselves and their relationships with others, to develop more resourceful ways of living, and to bring about change in their lives. Counselling includes relationships formed with individuals, couples, families, groups, communities and organisations.

Professional practice may include work in the fields of: counselling, supervision, therapy, training, education, research, advocacy, mediation, consultancy, management, coaching, community work, group facilitation, mentoring and spiritual advising.

The core values of counselling are respect for human dignity, partnership, autonomy, responsible caring, personal integrity, and social justice.

Source: New Zealand Association of Counsellors Code of Ethics

nzac.org.nz/ethics/code-of-ethics

WHO THEY SUPPORT

Counsellors support individuals, families, communities, whānau, hapū and iwi. Their mahi may be one-on-one, couple work, family work or work with groups.

Counsellors can be found in a range of settings from education to health, to NGOs, to aged care, to corrections, justice and crisis settings. They may practice privately or in groups.

They may work broadly across many areas, or focus on specific areas of need, e.g. Family and Sexual Violence, Addictions, Illness, or specific aspects of culture (Children and young people, refugee / migrant, gender and sexuality, Māori or Pacific contexts) or even specific approaches or theories of practice (Trauma-informed practice, CBT, Person-Centred Practice, etc.).

OTHERWISE KNOWN AS

Therapist.

Guidance Counsellor.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Chaplains
- NGOs across the community
- Navigators / Connectors
- Youth Workers / Youth developers
- Registered Nurses / Doctors / Health supports
- Psychologists / Mental Health and Addictions supports
- Social Workers / Navigators / Connectors / Support Workers
- Financial Advisors / Food provision
- Cultural Advisors
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure such as ACC, Justice, MSD, Health, Education etc.



ROLE Counsellor

Caroline Lees



PLACE OF WORK

Presbyterian Support - Enliven East.
Christchurch Older Adult/Kaumātua Services.

QUALIFICATIONS

Bachelor of Social Work.
Bachelor of Counselling.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

I work in a multidisciplinary team established to support older residents of East Christchurch.

On an average day I see between three-to-six clients face-to-face. Initial sessions are often in the client's home, and then they come into our offices for their subsequent meetings. I always have a caseload of some clients that I see weekly, and others whose sessions are less frequent.

The rest of the day is spent collaborating with my colleagues, such as social workers, to arrange care plans for our clients, as well as doing some reporting and administration.

I also liaise with referrers and gather information for clients about other services they may wish to access. Because I'm also trained as a social worker, I may do referrals for clients, but my work is still therapeutic.

WHAT LED YOU TO WORK IN THIS ROLE?

Prior to this role I was working in mental health in a community team. I wanted to be more focused in my counselling work and was looking for a part-time role because I do other counselling work and have family commitments. I'm also studying Te Reo Māori.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

What I enjoy most is seeing the people I am working with figure out how they can live life in a way that improves their wellbeing. Seeing people become able to take charge of things that are holding them back and make life more satisfying for themselves.

I also see my client's strengths and can validate what is often unseen. I'm continually amazed when hearing clients talk about what they've been through in their life and what they have been able to do - to see that they've found a way through the trauma experienced. People have often kept on going in very tough situations, so hearing their stories and reflecting back the strength and resilience I see is a really important way to validate that what they've been through matters and that they've done a good job.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Flexibility. In the age group we work with, we have clients who have experienced a lot of trauma but haven't had the opportunity to process it. Their sense of mortality is also more prominent. There are a lot of factors that you have to deal with and you need to have the flexibility to adjust depending on what is happening for the client. Working in a multidisciplinary team also requires flexibility.

Humour. Our clients use humour a lot and it helps you as a therapist.

Resilience. You need the ability to see hope in a situation and to have a continued belief in the human ability to feel that things can improve.

Good networking skills are also important - knowing things about the world outside counselling to be able to help understand when people are struggling with organising practical support.

Cultural Advisor

QUALIFICATIONS

There are no specific academic qualifications for this role. There would be an expectation that the person has advanced knowledge in the area of culture they are advising on, e.g. Te Ao Māori, LGBTQIA+ / Rainbow, Pacific Peoples, etc.

SCOPE OF PRACTICE

Cultural Advisors work to improve cultural competency within an organisation through the provision of expertise, resources and relationship building.

Cultural Advisors work to ensure that policy and practice is sensitive to the needs of people from diverse cultural backgrounds. Cultural Advisors may have a specific population that they are seeking to increase competency with, or may cover a range of populations based on the organisation's clients.

WHO THEY SUPPORT

In this context, Cultural Advisors tend to be providing support and advisory to an organisation, and the kaimahi within that organisation. In some cases that will be as a colleague, in others, as a contractor or even one-on-one in providing supervision or education.

There is of course, the potential for them to also work with and alongside communities and those their organisation exists to serve.

OTHERWISE KNOWN AS

Cultural Supervisor

KEY RELATIONSHIPS

- Organisational leadership and staff
- Whānau / Hapū / Iwi
- Chaplains
- Navigators / Connectors
- Youth Workers / Youth Developers
- Support Workers / Peer Support Workers
- Registered Nurses / Doctors / Health supports
- Diversional Therapists
- Psychologists / Mental Health and Addictions supports
- Physiotherapists / Occupational Therapists
- Social Workers / Navigators / Connectors
- Financial Advisors / Food provision
- NGOs across the community
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure such as ACC, Justice, MSD, Health, Education etc.

Kaihaumanu Rēhia | Diversional Therapist / Activities Coordinator

QUALIFICATIONS

New Zealand Certificate in Health and Wellbeing – Diversional Therapy Strand (Level 4) (including apprenticeship strand).

The professional body is actively seeking a Bachelor-level qualification.

For those who aren't pursuing registration as a Diversional Therapist, there are a range of generic Health and Wellbeing qualifications, from level 3 certificates to Bachelor and postgraduate qualifications.

On-going professional development is also key to this profession, due to the range of contexts in which they operate.

PRACTICE FRAMEWORK

NZSDRT Standards of Practice – drive.google.com/file/d/1DMI9ioDzefh6gc_HVkvkofZHmoKA2sHW/view

CODE OF ETHICS

NZSDRT Code of Ethics – diversionaltherapy.net.nz/?page_id=4638

PROFESSIONAL BODY/ REGISTERING BODY

New Zealand Society of Diversional and Recreational Therapists – diversionaltherapy.net.nz

SCOPE OF PRACTICE

Diversional and recreational therapy (DRT) is a holistic approach to programming for specific supported persons that is strengths-based and client-centred. Diversional and recreational therapists (DRTs) work holistically with supported people and their whānau to enable choice and quality in their lives.

As a practice gaining recognition in Aotearoa, not all kaimahi who do this work are registered, or in fact call themselves DRTs. Only those who have completed the mahi to become registered will be using that particular title. However, for those engaged in this work, irrespective of title, there is a clear commitment to holistic programme planning that supports people to achieve hauora.

WHO THEY SUPPORT

DRTs work with supported people impacted by, or who identify as, disabled, neurodiverse, with mental health and addiction issues and in aged care settings from well to complex. They are also found increasingly in palliative care services catering to all ages. They have contact with a wide range of the community, including those with physical disabilities, both healthy and frail elderly, people with developmental disabilities, people with mental illness, children and young people.

New Zealand Society of Diversional and Recreational Therapists Inc recognises that Diversional and Recreational Therapists practice in many areas of the community:

Public and private hospitals

Health service providers

The community

Residential care facilities

Hostels or group homes

Rehabilitation centres

Private consultancy.

Source: NZDRT

https://diversionaltherapy.net.nz/?page_id=6

OTHERWISE KNOWN AS

Diversional Therapists, Recreational Therapists, Motivation Therapists, Activity Co-ordinators, Occupational Therapy Aides.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Chaplains
- Registered Nurses / Doctors
- Counsellors / Psychologists / Youth Workers
- Support Workers / Peer Support Workers
- Social Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Other professionals dependent on the context, e.g. healthcare, corrections, education, NGOs, etc.



Kaiako Kōhungahunga | Early Childhood Education Teacher

QUALIFICATIONS

Bachelor of Education (Early Childhood Education) (Level 7).

Postgraduate Diploma in Education (Early Childhood Education) (Level 8).

Also, specific qualifications in Māori or Pacific Approaches at Bachelor Level.

PRACTICE FRAMEWORK

Te Whariki –
[tewhariki.tki.org.nz/en/early-childhood-curriculum](https://teachingcouncil.nz/en/early-childhood-curriculum)

CODE OF ETHICS

Our Code, Our Standards | Ngā Tikanga Matatika, Ngā Paerewa – <https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paerewa.pdf>

PROFESSIONAL BODY/ REGISTERING BODY

Teaching Council of Aotearoa New Zealand –
teachingcouncil.nz

SCOPE OF PRACTICE

Early childhood teachers educate and care for tamariki up to six years of age in a range of appropriate settings, including in specifically designed centres, kohunga reo, in-home care, etc.

“As teachers, we understand the influence we have on shaping futures, and the contribution we make to society by supporting children and young people to realise their potential and prepare them for their future. We understand that families and whānau and the wider community trust us to guide their children and young people on their learning journey and to keep them safe. By acting with integrity and professionalism in all that we do, we maintain this trust and confidence.”

From the Teaching Council’s code noted above.

WHO THEY SUPPORT

ECE Teachers work to support pēpē and tamariki in a range of settings including purpose-built facilities, in their home and in the home of the whānau they work with. ECE teachers are often also a support to whānau and their communities.

OTHERWISE KNOWN AS

Kaiako, Kindy Teacher, Day Care Teacher.

KEY RELATIONSHIPS

- Tamariki and their whānau
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Wider community supports, agencies and groups
- Other professionals dependent on the context, e.g. healthcare, corrections, education, NGOs, etc.

ROLE Early Childhood Education Teacher

Nikola Craig



PLACE OF WORK

Aratupu Preschool and Whānau Hub, Papanui, Christchurch.

QUALIFICATIONS

Diploma of Teaching, Infant & Toddler Mental Health qualification from Rangī Ruru Early Childhood College.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

The thing I love about working at Aratupu is that there is no such thing as a normal day. Our understanding is that to best support children you have to support the whānau around them. Families understand that they are welcome to come and spend time here. A lot of our work is about supporting them in their personal life.

We provide childcare from 8:30am - 2:30pm, so that time is spent with the children. The rest of our day is spent together as a team discussing children's needs and plans, and wider support for our families. It's the ultimate teaching job because between 8:30am -2:30pm you can give it your all, and then you have an opportunity to debrief with your colleagues.

We operate under a shared leadership model and relievers are from our community so we have a strong relationship with all staff.

As a preschool we have a fulltime social worker on site. I think there would be so much benefit to other preschools working in a similar model. It really changes how you approach care and education when you have

“ We talk about how anything is possible here and that's how we approach everything we do. ”

that social lens alongside it, and the multifaceted approach to what we do here.

WHAT LED YOU TO WORK IN THIS ROLE?

When I came here, I had already been teaching for 15 years and I just wanted to do something different. This is teaching but not in the conventional way - you get to build relationships with families in a way that you don't in other centres. You get to feel like you're making a real difference. I didn't realise it initially but it became apparent in my first few months of working here what a privilege it is. Families allowing me to be part of their lives is actually really special.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

The impact you can have on children's lives. We talk about how anything is possible here and that's how we approach everything we do.

It's also satisfying seeing the transformation in our families over time.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Being non-judgemental. Meeting families in a space with no judgement is imperative.

Humility.

Passion to advocate in any way you can for children and families. Sometimes that is advocating for children within their family unit, to help families to view their child in a different way. Sometimes it's advocating on behalf of children and families with outside agencies, to get them the extra support that is needed.

Kahukura | Financial Mentor

QUALIFICATIONS

There are no specific qualifications required for this role, however, numeracy and financial management skills are needed.

The following qualifications may be desirable:

FinCap Financial Mentor Introductory Training.

Many who volunteer in this space will have had a background in finance or accounting, so may also have a Bachelor of Business or similar.

PRACTICE FRAMEWORK

Building Financial Capability Services Guidelines – <https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/service-guidelines/msd-bfc-service-guidelines.pdf>

Building Financial Capability (BFC) Plus (Kahukura Service) – <https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/service-guidelines/building-financial-capability-plus-service-guidelines-f20-and-f21-april-2019.pdf>

CODE OF ETHICS

See Service Guidelines.

PROFESSIONAL BODY/ REGISTERING BODY

FinCap – fincap.org.nz

SCOPE OF PRACTICE

Financial mentors provide a one-on-one service focused on financial wellbeing. Using their knowledge, and working in a non-judgemental way, they seek to build trust to empower people to gain control of their finances. Financial mentors support people to make connections with local networks and social services to ensure they get the right support at the right time.

This could mean the financial mentor:

- supports, advocates, and empowers clients to navigate the system.
- gains control of debt by negotiating reduced payments or generating additional resources.
- refers clients to other providers or supports.
- supports a client and their whānau to set meaningful financial goals.

Source: MSD <https://www.msd.govt.nz/what-we-can-do/providers/building-financial-capability/financial-mentors.html>

Some financial mentors may also work as Kahukura within the BFC Plus frame created by MSD. This is a more intensive, open-ended, relational model with targeted criteria for users.

WHO THEY SUPPORT

Financial mentors and Kahukura work closely with individuals and whānau to support them to achieve their financial goals. This is largely through one-on-one, relational approaches within NGOs.

OTHERWISE KNOWN AS

Budget Advisor.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Social Workers / Navigators / Connectors
- Counsellors / Psychologists / Youth Workers
- Support Workers / Peer Support Workers
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Ministry of Social Development and other government agencies
- Financial Service providers / Banks / Finance Lenders / Charitable Lenders
- Food and Accommodation supports
- Other professionals dependent on the context, e.g. healthcare, corrections, education, NGOs, etc.



WHATUNGA TAUTOKO | NETWORK OF SUPPORT

Social Worker

A Social Worker would conduct an initial assessment to identify the person's whānau needs and goals and refer the person on to relevant services.

May oversee the work of the Navigator / Connector.

Counsellor

Referral to support mental health and impacts of trauma for mother and tamariki; builds relationship to identify strategies to address these.

Programme Facilitator

The mother may be referred to a parenting programme to support them in parenting their children.

Supervised Contact Supervisor

Where there is shared care of a child or children, a Supervised Contact Supervisor may support visitation.

Navigator / Connector

The whānau would be assisted by a Support Worker to advocate with government agencies for their financial entitlements and housing needs.

Kahukura

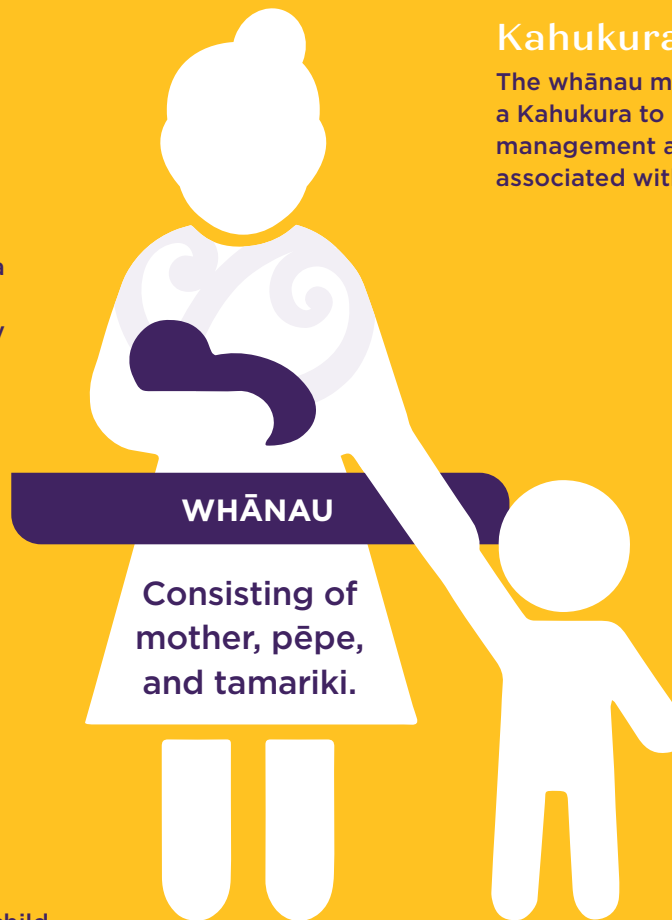
The whānau may be connected with a Kahukura to support their financial management and broader skills associated with maintaining a home.

Registered Nurse

This person and her child would be supported to engage with a Well Child Tamariki Ora Registered Nurse.

Early Childhood Teacher

Children may be connected to Early Childhood Education.



ROLE Kahukura

Mututanga Davis

PLACE OF WORK

Catholic Family Support Services Waikato.

QUALIFICATIONS

Bachelor of Social Work and Social Worker Registration.

Financial Mentor Introductory Course Training.



WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

My day is typically filled with appointments with clients. Whanaungatanga is where it starts – introducing yourself and getting to know the client and their whakapapa.

Priorities often change for our clients. What you think you're going to focus on in an appointment can change depending on what is happening for the client. That sometimes means finding out what is going on and putting a quick plan in place to address what is happening for them.

For new clients, the first stage is to meet and assess their needs. Referrals give a certain picture, which isn't necessarily the picture that we walk into when we meet with the client. The first step is to assess the client's actual needs through discussion with them. This takes time.

For clients that I have been working with for some time, I am often supporting them to advocate for their needs.

“ It's easy to say what is unsatisfactory about my role, which is nothing. I get huge satisfaction from the mahi that I do because it's about supporting whanau through their issues and coming to a positive conclusion. At the bottom of it, it's manaakitanga. ”

It's important to work with what the client is presenting, because we want them to engage and reach positive outcomes to the issues that they are facing.

WHAT LED YOU TO WORK IN THIS ROLE?

I began at Catholic Family Support Services as a student social worker and worked in supervised contact, which then evolved into other work with financial mentoring and family support work. Our whānau not only experience social issues but financial as well and I was interested in learning how to identify those needs. We might get a referral that is for social issues, but once I meet with the whānau I can see that there is financial stress and am able to work with them to make a plan for addressing that.

Learning how to be a Financial Mentor is a great skill to have and supported the family support work.

The Kahukura role came up and I was offered the role that would tap into my kaupapa Māori approach, practising from a Māori perspective with the families.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

It's easy to say what is unsatisfactory about my role which is nothing. I get huge satisfaction from the mahi that I do because it's about supporting whānau through their issues and coming to a positive conclusion.

At the bottom of it, it's manaakitanga. I've grown up with that from day one, supporting whānau and caring for them to get back to a solid footing.

I get a lot of satisfaction from engaging in and with the community and other social services and colleagues, learning what other supports are out there that can be beneficial to us in supporting our clients. I've never had to sit around wondering – there is always someone to reach out to for information or guidance if I'm ever unsure how to approach something.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Financial Mentoring – Family Support and Social Work.

- Knowledge of Te Tiriti o Waitangi – it guides my mahi and I'm really aware of the articles that are there and how they are used.
- Knowledge of tikanga Māori – being aware of tikanga and kawa and understanding culture when you are working with people of other ethnicities.
- Professional qualifications because within that you're learning up-to-date theories and practices.
- Having a strength-based, whānau-centred practice.
- Your personal experience is important as well, what you learnt growing up, from your kaumatua, your whānau, and colleagues – we all come with different skills.



ROLE Financial Mentor

Sandra O'Neill

PLACE OF WORK

Presbyterian Support
Central Otago Family
Works.

QUALIFICATIONS

FinCap Financial Mentor
Introductory Course and
ongoing training through FinCap.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

Planning, and communication with clients and other agencies, is really important. This is because we work rurally and so we might have a 1.5-hour drive to visit a client. I usually work with a mix of new and existing clients.

In a typical day I arrive at work and plan my day as best I can. I also organise the paperwork that is needed - often clients or areas don't have Wi-Fi and so we use a paper-based approach.

A first appointment usually starts with a meet and greet. The client talks about what is going on and what they want to achieve, I introduce myself and what I do and how I work. We identify goals, set a plan and then I do some homework before going back to see them again a couple of weeks later.

A lot of my time is spent liaising with other organisations and financial companies on the client's behalf. Discrimination is a difficult thing and I do find that in many situations. It's the discrimination they experience, for being seen as high users of the benefit system, that makes it hard for them to move forward.



“ I enjoy having the ability to work at my client's pace - this brings lifetime changes for people because it's their journey, not ours. ”

No day is ever the same and being able to adjust your timetable at a drop of a hat is incredibly important to meet the needs of our community.

WHAT LED YOU TO WORK IN THIS ROLE?

I was a former client as a stay-at-home mum on a benefit, so I understand the value of this service. I was looking for a change in work and an opportunity came up to train as a Financial Mentor, so I took it.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

Connecting with my clients and helping them achieve what they want. I enjoy having the ability to work at my client's pace - this brings lifetime changes for people because it's their journey, not ours.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Good listening skills, being non-judgemental, persistent, consistent and honest.

Honesty - if you don't know something, it's important to be up front with the client and do your best to research.

Kai Support Worker | Foodbank Worker

PRACTICE FRAMEWORK

Kore Hiakai Mana to Mana Framework – zerohunger.org.nz/resources/mana-to-mana

PROFESSIONAL BODY/ REGISTERING BODY

Kore Hiakai – zerohunger.org.nz
Aotearoa Food Rescue Alliance – afra.org.nz
NZ Food Network – nzfoodnetwork.org.nz/s/?language=en_US

SCOPE OF PRACTICE

Foodbank kaimahi assist in a range of ways to ensure the preparation and delivery of food parcels to individuals and whānau. This may include packing food parcels, ensuring the appropriate storage of food, performing quality control on food, managing referrals, liaising with clients, suppliers and other staff, delivering parcels, maintaining records and general housekeeping.

Food provision is a growing contact point for our sector. Generally, those who provide food are also providing assessment of needs and encouragement to individuals and whānau to utilise other supports.

WHO THEY SUPPORT

Those working in this space support a range of individuals and whānau.

OTHERWISE KNOWN AS

Foodbank Assistant.
Foodbank Volunteer (unpaid).

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Chaplains
- Registered Nurses / Doctors
- Counsellors / Psychologists / Youth Workers
- Support Workers / Peer Support Workers
- Social Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Suppliers
- Other professionals dependent on the context, e.g. healthcare, corrections, education, NGOs, etc.

Health Promoter

QUALIFICATIONS

Bachelor degree in Health Promotion or similar field including community development qualifications.

Range of post graduate qualifications.

PRACTICE FRAMEWORK

There are various frameworks, but most honour Te Tiriti o Waitangi, acknowledge the Ottawa Charter, and seek to be holistic.

CODE OF ETHICS

Not currently a specific Code, but the Health Promotion Agency recently published a helpful research framework –

hpa.org.nz/research-library/research-publications/te-hiringa-hauora-research-framework

PROFESSIONAL BODY/ REGISTERING BODY

Health Promotion Foundation New Zealand – hpfnz.org.nz

SCOPE OF PRACTICE

“Health promotion is both a discipline and a process. It focuses on empowering people and communities to take control of their health and wellbeing. Ranging from action at a community level to developing policies, it is founded on the principle that health and wellbeing begins in the settings of everyday life.”

Source: Health Promotion Forum of New Zealand, Runanga Whakapiki Ake i te Hauora o Aotearoa, April 2014.

WHO THEY SUPPORT

Health Promoters work with a large range of people, often in group settings. Their commitment is to supporting healthier communities, so they work alongside the people and groups that populate that community. The range could include cultural and ethnic groups, age-specific groups, schools, clubs, NGOs, local businesses, etc.

Often, they will support specific health initiatives, such as vaccination, food access, raising awareness of social determinants impacting health. This can occur in the community, but equally in schools, with business or within government departments, PHOs, NGOs, etc.

OTHERWISE KNOWN AS

Public Health Worker.

Some cross over to Community Development, Connectors / Navigators.

KEY RELATIONSHIPS

- Whānau / Hapū / Iwi
- Community leaders and members, including local and national Government
- Tangata Whenua / Pacific Leaders and Fono / Migrant Communities
- Chaplains
- Navigators / Connectors / Social Workers / Youth Workers
- Youth Developers / Health Promoters
- Health Services / Workers
- Cultural Advisors and representatives of Cultural Groups
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure
- NGOs and their teams across the community
- Business, local government, schools, health care providers, etc.



ROLE Community Connector

Alex McNab



PLACE OF WORK

BAF – Bishop’s Action Foundation, Taranaki.

QUALIFICATIONS

Bachelor of Health – majoring in Health Promotion.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

Originally the role was set up by MSD to support people through the pandemic. As we’ve moved out of that phase, the role is more focused on community development and preventative health promotion work. I am leading a promotional campaign called ‘Spring Back’, designed to encourage elderly to socialise outside of their home and to re-engage with the community following the COVID-19 restrictions.

This came about through discussions among the WHO Age Friendly New Plymouth group, which is made up of community organisations that are involved in supporting elderly people. The group observed that numbers were dropping off in classes for elderly people and felt they should do something. The focus of this campaign is to encourage social and community connectedness by helping elderly people be reminded of what activities are still running in their communities, and how they and their peers can be involved.

I don’t really have a typical day. Sometimes I’m out promoting the campaign in the community to groups that engage with older people across Taranaki. Other days I’m in the office coordinating the campaign and attending meetings.

“ It’s about facilitating the community’s needs and working with them to achieve change. ”

WHAT LED YOU TO WORK IN THIS ROLE?

I was working a reception role in Wellington after university but wanted to find a role in the community sector. I became aware of this opportunity through a personal contact.

The reason I pursued this role was because it would give me a broad overview of community work. Being in health promotion I knew I needed to gain experience in work on the ground before expanding on my studies.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

I really like that it involves problem solving or looking for gaps where you can implement change. When I’m at work I feel like I’m contributing to the community.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Public speaking skills – I’m trying to work on this one!

Being down to earth.

The ability to be community-led by finding out their needs and wants, as opposed to forcing your own ideas. It’s about facilitating the community’s needs and working with them to achieve change.

Housing Roles

Our membership interacts with clients across the housing continuum, supporting people to access a range of housing services including emergency housing, supportive housing, social housing, private housing, etc. The kaimahi, and their professional roles, are diverse and varied.

The mahi of these kaimahi range from providing intensive support to those in a specific residential context, connection to information and services that assist in accessing housing services, and operational roles focused on tenancy compliance and facilities maintenance. The information provided and the people profiled here offer examples of the types of roles that exist in this area.



Housing Case Worker

QUALIFICATIONS

There are no specific qualifications for Housing Case Workers, but they would typically have some experience in the social services/NGO sector in supporting individuals and families to identify and access support.

They may also have one of the following qualifications:

New Zealand Certificate in Health and Wellbeing - Level 4.

National Certificate in Health, Disability, and Aged Support (Level 2).

Increasingly this an area in which Social Workers specialise.

PRACTICE FRAMEWORK

Public and Community Housing Management Act 1992.

Community Housing Regulatory Authority Performance Standards and Guidelines - chra.hud.govt.nz/information-for-chps/performance-standards-and-guidelines

Residential Tenancies Act 1986 and the Residential Tenancies Amendment Act 2020.

SCOPE OF PRACTICE

Housing Case Workers provide tenancy, housing and accommodation support to individuals and whānau in order to alleviate homelessness and housing insecurity.

Housing Case Workers assess needs and identify suitable housing options, as well as connecting people to additional support services they may require.

The Housing Case Worker may also assist tenants to maintain their tenancy once they are in suitable housing through the provision of guidance and support.

WHO THEY SUPPORT

Housing Case Workers support individuals and whānau to have their housing needs met. It's also a role that sees a lot of relational work, and connecting to other supports in order to have these needs addressed.

OTHERWISE KNOWN AS

Housing Referral Coordinator.

Sustaining Tenancies Coordinator.

Housing Intake Coordinator.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Chaplains
- Support Workers / Peer Support Workers
- Social Workers / Navigators / Connectors/ Youth Workers
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Other NGOs / Community Groups
- Relevant government agencies, i.e. MSD, Kainga Ora
- Property/Tenancy Managers.



ROLE Coordinator – Referral and Intake

Marie Lindaya



PLACE OF WORK

The Salvation Army
Housing First Nelson
Tasman.

QUALIFICATIONS

Bachelor of Science in
Foreign Service (Philippines).

Essentials Computer Skills (Level 3).

Office Management (Level 3).

NZ Certificate in Health & Wellbeing (Level 3).

I have experience in frontline customer service, NGO Board governance and international humanitarian aid service in conflict situations.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

My day starts with a team catch up. I then check emails, update meeting notes and manage the referrals and enquiries we receive for the Housing First Programme. This involves updating accommodation and referral lists, replying to enquiries, completing preliminary screening of referrals, checking the status of referrals with outside agencies (WINZ and Corrections) and internally following up on team discussion and decision making about whether to accept or decline an applicant to the Programme, and any action points agreed at our meetings.

WHAT LED YOU TO WORK IN THIS ROLE?

Several things led to me working in this role:

- My first encounter with a homeless person in New Zealand, who was sleeping by the Nelson library front entrance whilst I was about to return a book. Then seeing students sleep in their cars, and a documentary on homelessness, just before the change in government when National lost to the Labour Party, homelessness being one of key issues at the time.
- Three years ago, I started volunteering every Sunday afternoon with a group called Giving Aroha, which provides dinners for homeless and rough sleepers in Nelson CBD.
- A desire to find more meaning and purpose in the work I do helping people when and where needed, as I can, and as appropriate, for the love of God and what He is about.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

Being able to help, support and advocate for the vulnerable and marginalised folks and communities and trusting and witnessing God's work in transforming our lives – theirs and mine!! E i a whakataukī - Nāu te rourou, nāku te rourou, ka ora ai te iwi; ma te āwhina te Atua. (*With your food basket and my food basket, the people will thrive; with help from God.*)

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Empathy, skills in general administration, communication, customer service, leadership, project coordination / organisation, resourcefulness; wider community connectedness, whakawhanaungatanga, manaakitanga, the ability to think on your feet, a focus towards social cohesion, and buy-in of organisation values to transform lives through faith in Jesus Christ in the tiniest detail; an attitude of gratitude; appreciation of, and unity in, diversity; awareness of current housing and socio-economics trends; integrity, technical intermediate computer skills and software applications, e.g. MS Office etc.

Kaiwhakahaere Papa Whenua | Tenancy Manager

QUALIFICATIONS

Tenancy Managers may have a background in social services and/or property management.

New Zealand Certificate in Residential Property Management (Level 4).

PRACTICE FRAMEWORK

Community Housing Regulatory Authority Performance Standards and Guidelines - chra.hud.govt.nz/information-for-chps/performance-standards-and-guidelines

Residential Tenancies Act 1986 and the Residential Tenancies Amendment Act 2020.

Public and Community Housing Management Act 1992.

CODE OF ETHICS

Residential Property Managers Association Code of Ethics - rpma.org.nz/property-managers/constitution/#code%20of%20ethics

PROFESSIONAL BODY/ REGISTERING BODY

No mandatory body as such, but people may choose to join:

Community Housing Regulatory Authority - chra.hud.govt.nz

Residential Property Managers Association - rpma.org.nz

SCOPE OF PRACTICE

Tenancy managers perform property and tenancy management services including:

- connecting individuals and whānau to suitable housing
- maintaining a portfolio of properties on behalf of the landlord or housing provider
- managing tenancies
- connecting tenants with additional support as appropriate
- reporting to relevant agencies

Within our membership this type of role often exists within the context of supportive housing.

This type of role might also include the development or securing of new or additional social or supportive housing.

WHO THEY SUPPORT

Tenancy managers look to support individuals and whānau with their tenancies. They may also support those within their community to provide accessible housing and raise awareness of need.

OTHERWISE KNOWN AS

Property Managers.

Housing Locators.

Housing Intake Coordinator.

Supportive Housing Manager.

Housing Lead.

KEY RELATIONSHIPS

- Tenants
- Case Workers
- Property owners
- Trades and maintenance workers
- Support Workers / Youth Workers / Social Workers
- Housing Case Workers
- NGOs / NFPs
- Other Property Managers
- Team leaders/management staff.



ROLE Tenancy Manager

Kirsten Smith



PLACE OF WORK

Christchurch Methodist Mission.

QUALIFICATIONS

Administrative experience in the health and social work sector.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

I am the Tenancy Manager for the Christchurch Methodist Mission's Supported Accommodation for Young People. We have ten tenants, typically aged between 17-22.

A typical day would involve day-to-day tasks such as scheduling and carrying out inspections for our social housing, updating our income and rent records, and arranging maintenance and repairs for properties.

When we have a new occupancy, I would also complete the occupancy agreements with the tenant, going through their rights and responsibilities and completing the first inspection with them.

Referrals are assessed by the Manager. We are part of a collaboration with other housing providers and so we assess which option will best fit a tenant depending on their housing needs.

WHAT LED YOU TO WORK IN THIS ROLE?

I have a background in administration but wanted to have a change in regards to where I was working, and have a challenge.

I really love working as an administrator, I'm very strong in that area, but I also really love working with

“ If our tenants know how to sustain a tenancy, we know we are doing our job really well and setting these young people up for their futures. ”

people. My previous administrative role wasn't people-facing and I was feeling bored.

I absolutely love meeting with our young people and being able to encourage them. I love seeing what they've come from and seeing them grow.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

I get a lot of pleasure out of being able to house young families. For example, young mums have often come from emergency housing and motels. They're so excited to have a two-bedroom place and space for their kids to run around. You know that's all they've ever wanted for their babies.

I also really enjoy seeing our tenants develop lifelong skills in regards to retaining a tenancy, because housing is one of the biggest things in a person's life. If our tenants know how to sustain a tenancy, we know we are doing our job really well and setting these young people up for their futures.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Really strong administrative skills and attention to detail. There is a lot of Tenancy Law compliance that you must adhere to.

Being compassionate, kind and non-judgemental.

The ability to work effectively within a team environment. Our youth workers, managers and I have to collaborate very well together. Being able to openly and clearly communicate is essential for this.

ROLE Housing Development and Property Lead

Shomilla Sidal



PLACE OF WORK

Wesley Community Action, NaeNae, Lower Hutt.

QUALIFICATIONS

Bachelor of Bicultural Social Work.

Registered with Social Workers Registration Board NZ.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

Wesley Community Action built 25 properties in Rata Village which were originally managed by an external party. They wanted more involvement and so I was employed in my role to take over the property management and tenancies.

Wesley has aspirations to build more housing and I am working with the Director to see what we can achieve in this space.

A typical day involves reading through information to manage compliance under tenancy law, doing inspections and ensuring any maintenance is completed.

To become a tenant, you have to be on the Social Housing Register. When we have a vacancy, we request a list referral from MSD and sometimes we receive referrals from other agencies as well. Rata Village is a unique environment and we do need tenants who fit into the culture. A team of three, including myself, are involved in making decisions about tenancies. We haven't had many tenants exit from Rata Village.

“ If you get a person's housing secure, they can start looking at other aspects of their life. If you don't get the basics right, it's really difficult to overcome the other issues they may be facing. ”

Because of my social work background, and because I have other social workers around me in Rata Village, we discuss how to support tenants and I am able to direct people to other support services they might need. This is part of the wrap around service that Wesley is working towards.

WHAT LED YOU TO WORK IN THIS ROLE?

I was originally employed as a crisis worker and coordinator in a charity that supports survivors of sexual violence. Due to an experience in my life, I ended up working in sexual violence services and then that led me to study to become a social worker.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

The most satisfying thing is the fact that I'm able to help somebody, because I do believe in the Housing First model. If you get a person's housing secure, they can start looking at other aspects of their life. If you don't get the basics right, it's really difficult to overcome the other issues they may be facing.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

A can-do attitude and to be passionate - you can learn everything so as long as you've got the drive to learn and get things done.

I'm a busybody - I like to know everything and I think that's a helpful trait in this role.

WHATUNGA TAUTOKO | NETWORK OF SUPPORT

Social Worker

The Social Worker completes an initial assessment of a person to identify the outcomes they wish to focus on. From this assessment they will support referrals to meet these needs. They may oversee the work of the Navigator or Support Workers.

The Social Worker may take on an advocacy role alongside the person or may act as an agent on the person's behalf depending on the person's wishes.

Navigator

This person would be assisted by a Navigator to access community supports, e.g. transport for medical appointments.



OLDER PERSON

Doctor / Registered Nurse

This person may be referred for a medical assessment by a doctor, nurse practitioner or even a specialist registered nurse, e.g. to a Falls Prevention Team, where a Registered Nurse would assess their needs in regards to living independently.

Counsellor

Provides talking therapy to older person to assist them in managing the impacts of past or present challenges.

Facing housing insecurity, social isolation, poor mental health.

Foodbank/Kai Support Worker

Provides food parcels to clients where food insecurity is an issue.

Activities Coordinator/ Diversional Therapist

Will support person to identify social needs. May be supported to attend a programme or group to combat loneliness or re-engage with a hobby or interest.

Housing Case Worker

Assesses the person's suitability for social housing and connects to available housing options.

Support Worker

Once adequate housing is found, provides in-home care to support independent living.

Individualised Funding Coach

QUALIFICATIONS

There are no specific requirements for this role, however, previous experience in the Health and Disability sector is preferred.

PRACTICE FRAMEWORK

Individualised Funding Service Specifications are found via Whaikaha – Ministry for Disabled Peoples website.

PROFESSIONAL BODY/ REGISTERING BODY

Responsible to Whaikaha – Ministry of Disabled People.

SCOPE OF PRACTICE

Individualised Funding Coaches work with individuals and support services to assist them in managing their Individualised Funding supports. This role includes helping people to understand how Individualised Funding works, setting up and managing supports and ensuring people are able to manage their responsibilities, e.g. reporting, and reporting back on the effectiveness of their supports services. Individualised Funding Coaches may provide administrative assistance in the management of support workers on the individuals behalf.

Source: *Whatu Ora/ Whaikaha* <https://www.health.govt.nz/your-health/services-and-support/disability-services/types-disability-support/individualised-funding-funded-ministry-health>

WHO THEY SUPPORT

Individualised Funding Coaches work alongside individuals and their whānau, generally in one-to-one settings.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Referring agencies
- Health workforce
- Support Workers / Peer Support worker
- Social Workers / Navigators / Connectors
- Ministry of Health and other government agencies.

Navigators

QUALIFICATIONS

Levels 3-5 Health and Wellbeing certificates / diplomas on the national framework, which may include specific strands such as Mental Health and Addiction Support; Youth Work; Community Health Work; Disability Support; Diversional Therapy; Whānau, Community and Social Services; Applied Practice; Domestic Violence; etc.

PRACTICE FRAMEWORK; CODE OF ETHICS; PROFESSIONAL BODY/ REGISTERING BODY

Dependant on field of practice / place in sector and / or if have a professional or regulating body, e.g. DAPAANZ, SWRB, Ara Taiohi, NZSDRT, etc.

SCOPE OF PRACTICE

Navigators provide wrap-around support to individuals and whānau, connecting them to relevant services in their community and empowering them to identify and work towards goals and areas for change.

Navigators conduct assessments, identify support services and advocate for clients as they access the support they require. They work in a range of contexts and may assist clients to access support in the areas of health, finances, housing, employment, education, transportation, or other areas.

Navigators may also design and deliver programmes to assist with reintegration or periods of transition for clients.

WHO THEY SUPPORT

Navigators work alongside individuals and whānau in multiple contexts including: Health, Housing, Mental Health, Justice, Corrections, Youth, Whānau, etc.

They are widely used, particularly where a 'Hub and Spoke' model of practice is employed. This is where a navigator is supported to work alongside individuals and whānau, with their caseload overseen by a colleague with a professional / regulated registration, e.g. Social Work, Registered Nurses, Youth Work.

OTHERWISE KNOWN AS

Connectors. Pathfinders.

In some places, strong cross over with social work practice, but also with Support Workers.

In some places, strong cross over with Community Development and Health Promotion workers.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Chaplains
- Registered Nurses / Doctors
- Counsellors / Psychologists / Youth Workers
- Support Workers / Peer Support Workers
- Social Workers
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Other professionals dependent on the context, e.g. healthcare, corrections, education, NGOs, etc.

Kaiwhakaora Ngangahau | Occupational Therapist

QUALIFICATIONS

Bachelor of Health Science in Occupational Therapy.

Bachelor of Occupational Therapy.

On-going professional development is also key to this profession, due to the range of contexts in which they operate.

PRACTICE FRAMEWORK

Competencies for Registration and Continuing Practice for Occupational Therapists -

otboard.org.nz/document/5886/7569%20OTBNZ%20-%20Competencies%20for%20practice%20FINAL%20G.pdf

CODE OF ETHICS

Code of Ethics for Occupational Therapists -

otboard.org.nz/document/6150/7569%20OTBNZ%20-%20Code%20of%20Ethics.pdf

PROFESSIONAL BODY/ REGISTERING BODY

Occupational Therapy Board of New Zealand.

Te Poari Whakaora Ngangahau o Aotearoa.

SCOPE OF PRACTICE

Occupational Therapists are registered health professionals who use processes of enabling occupation to optimise human activity and participation in all life domains, across the lifespan. They promote the health and well-being of individuals, groups, and communities. These life domains include: learning and applying knowledge; general tasks and demands; communication; mobility; self-care; domestic life; interpersonal interaction and relationships; major life areas; and community, social and civic life.

Enabling occupation incorporates the application of knowledge, principles, methods and procedures related to understanding, predicting, ameliorating or influencing peoples' participation in occupations within these life domains. Such practice is evidence-based*, undertaken in accordance with the Occupational Therapy Board's prescribed Competencies and Code of Ethics, and within the individual therapist's area and level of expertise.

*Evidence-based practice utilises clients' knowledge of their occupational concerns and circumstances, insights drawn from experience and reflection, and critical appraisal of best available evidence drawn from research, experts and theory to inform practice decisions.

Source: Occupational Therapy Board of Registration
otboard.org.nz/site/ces/scope?nav=sidebar

WHO THEY SUPPORT

Occupational Therapists generally support individuals, working in a highly relational one-to-one way. In some settings, group work may also be effective. As they work holistically, whānau may also be involved.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Chaplains
- Registered Nurses / Doctors / Health Professionals
- Counsellors / Psychologists / Youth Workers
- Support Workers / Peer Support Workers
- Social Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Other professionals dependent on the context, e.g. healthcare, corrections, education, NGOs, etc.
- Government agencies such as Te Whatu Ora, ACC, MSD, Oranga Tamariki, etc.



Peer Support Worker

QUALIFICATIONS

Certificate in Health and Wellbeing (Peer Support) at Level 4, as well as an apprenticeship.

SCOPE OF PRACTICE

Peer Support Workers are professionals with their own lived experience of trauma (for example due to sexual or family violence), mental health or addiction issues. Peer Support Workers support individuals in their recovery journey, drawing on their own lived experience and training in order to assist others. Peer Support Workers offer unique insight and understanding. By sharing their recovery experience, they can assist clients to identify their own strategies for overcoming the challenges they face.

Peer Support Workers might:

- deliver therapeutic programmes
- advocate for the client in the provision of services and support
- be present throughout a client's recovery journey, or simply at specific points of transition or need

Peer Support Workers offer a strengths-based approach, focussed on the needs and context of the individual client.

WHO THEY SUPPORT

Peer Support Workers exist to support individuals from their unique, lived experience perspective. Through this work, they may also engage with whānau. They may also find themselves working in group support processes.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Chaplains
- Registered Nurses / Doctors
- Counsellors / Psychologists / Youth Workers
- Support Workers / Peer Support Workers
- Social Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Other professionals dependent on the context, e.g. healthcare, corrections, education, NGOs, etc.

Kaiwhakaora Tinana | Physiotherapist

QUALIFICATIONS

Bachelor of Health Science (Physiotherapy)
(Level 7).

Bachelor of Physiotherapy (Level 7).

Bachelor of Physiotherapy with Honours (Level 8).

PRACTICE FRAMEWORK

Physiotherapy Standards Framework –
physioboard.org.nz/standards

CODE OF ETHICS

Aotearoa New Zealand Code of Ethics and
Professional Conduct – [physioboard.org.nz/
standards/aotearoa-new-zealand-physiotherapy-
code-of-ethics-and-professional-conduct](http://physioboard.org.nz/standards/aotearoa-new-zealand-physiotherapy-code-of-ethics-and-professional-conduct)

PROFESSIONAL BODY/ REGISTERING BODY

Physiotherapy Board of New Zealand / Te Poari Tiaki
Tinana o Aotearoa – physioboard.org.nz

SCOPE OF PRACTICE

“Physiotherapists provide person and whānau-centred healthcare and work with people and populations to develop, maintain, restore, optimise, and understand health and function throughout the lifespan. Physiotherapists identify and maximise quality of life and movement potential encompassing physical, psychological,

emotional, and social well-being. Physiotherapists should also be cognisant of Māori health models. Physiotherapists provide evidence-informed care as autonomous practitioners.

Physiotherapists may practise in a variety of contexts depending on their educational preparation and practice experience. The practice of physiotherapy is not confined to clinical practice and encompasses all roles that a physiotherapist may assume including health management, research, policy making, educating, and consulting, wherever there may be an issue of public health and safety.”

*Source: [physioboard.org.nz/i-am-registered/
scopes-of-practice](http://physioboard.org.nz/i-am-registered/scopes-of-practice)*

WHO THEY SUPPORT

Physiotherapists work largely with individuals in one-to-one ways. In some contexts, group work may also occur. Physiotherapists in some settings may also engage with whānau, in order to fully support the individual.

OTHERWISE KNOWN AS

Physical Therapist.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Registered Nurses / Doctors / Health Professionals
- Support Workers / Peer Support Workers
- Social Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Other professionals dependent on the context, e.g. healthcare, corrections, aged care, NGOs, etc.
- Government agencies such as ACC, Te Whatu Ora, MSD, Oranga Tamariki, etc.



ROLE Physiotherapist

Margot Andrew



PLACE OF WORK

HBH Senior Living,
Howick.

QUALIFICATIONS

Masters in Health
Science (Hons),
Dip PTY, Dip Rehab.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

I work 20 hours a week – 2 full days and 1 half day.

Every morning the physiotherapy gym is used from 8.30 to 12. After a written physiotherapy referral is referred from a HBH doctor, residents are assessed, and an appropriate treatment plan instigated.

People have acute or slow stream rehabilitation and my two assistants and I see an average of 30 people a morning.

Afternoons are spent doing assessments of new residents, doing three-monthly reviews of residents, problem solving functional/ activities of daily living challenges and meeting with other team members.

WHAT LED YOU TO WORK IN THIS ROLE?

I have a special interest in working with people with neurological conditions such as stroke and Parkinson's disease.

“ It is important to be able to “walk alongside” people and their families – often the journey for them is long and arduous. ”

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

It is very creative work.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

It is important to be able to “walk alongside” people and their families – often the journey for them is long and arduous.

It is also important to be adaptable and innovative with the primary aim of helping people to improve their quality of life.

Pou Ārahi Kaupapa Māori

QUALIFICATIONS

There are no specific qualifications for this role. A deep knowledge of Te Ao Māori, Te Tiriti, Te Reo me ona Tikanga and kaupapa Māori approaches is required.

PRACTICE FRAMEWORK

Kawa and Tikanga.

PROFESSIONAL BODY/ REGISTERING BODY

Te Whariki Tautoko is a society focused on supporting Māori practitioners, and may be a great asset for these kaimahi.

However, the role of Pou Ārahi is not specifically regulated.

Pou Ārahi would be likely to be closely aligned to their hapū and iwi. And potentially to the Mana Whenua of the rohe they live in.

tewharikitautoko.nz/index.php/home

SCOPE OF PRACTICE

Pou Ārahi provide cultural guidance and leadership from a Te Ao Māori lens to integrate culturally appropriate values, tikanga, policies and practices within an organisation and its service delivery and engagement with clients.

Pou Ārahi seek to enable Māori to succeed as Māori and facilitate the enactment of Te Tiriti principles within an organisation. This role may be working with those for whom the organisation exists to serve and/or in an internal advisory role focused on building cultural capability. It may include advocacy, education and connection.

Pou Ārahi foster relationships and partnerships with Māori and mana whenua.

WHO THEY SUPPORT

Pou Ārahi support organisations and those they serve through connection to Te Ao Māori approaches.

OTHERWISE KNOWN AS

Kaiwhakahaere.

Kaihautū.

Taurawhiri.

Māori Cultural Advisor.

KEY RELATIONSHIPS

- Tangata Whenua
- National and local Māori organisations
- Clients
- Whānau / Hapū / Iwi
- Chaplains
- Registered Nurses / Doctors / Health Professionals
- Counsellors / Psychologists / Youth Workers
- Support Workers / Peer Support Workers
- Social Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Community
- Other professionals dependent on the context, e.g. healthcare, corrections, education, NGOs, etc.
- Government agencies such as Te Whatu Ora, MSD, Oranga Tamariki, etc.



ROLE Hēkēretari-ā- Wehenga Te Waipounamu, Manatū Māori | Divisional Secretary for Southern Māori Ministry

Christine De Maine

PLACE OF WORK

Salvation Army,
Wigram, Christchurch
(Divisional Office).

Work across South
Island and across
Christchurch.

QUALIFICATIONS

Salvation Army officer for 17 years.
Diploma of Hospitality Management.
Diploma of Biblical Studies.
Diploma of Salvation Army Officer Training.



WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE)?

It's probably more relevant for me to discuss what a typical week looks like.

I work across many of the different services we offer. I spend time within our Bridge and Recovery programme every week, am often at our Emergency Hostel and Bridge in Addington once per week and also work with people in our community ministries such as social workers and youth workers. I also work with our Pou Ārahi in our national services, to better connect with our community and church services.

My role is relationship-based, to offer the **'for Māori, by Māori'** in our Bridge (Addictions and Recovery church) and Addington (Emergency Housing) services. Clients often engage with our wider services through one of these entry points. I build relationship with clients using waiata and whakatauki, and helping them to put together their pepeha. Our focus is on helping clients to recover their identity as they come through these services – clients have often disconnected with whānau, lost their sense of identity and feel a loss of mana as result.

This feeds into our Māori Ministry fellowship spaces where we do karakia, whakawhanaungatanga, waiata, and we share kai. Some of our churches don't have this aspect to their services and so we create a space where we welcome all of those things to happen, whether you speak fluent Te Reo or not. Often people feel ashamed because they don't speak Te Reo Māori, because of the disconnection that has occurred for them with their whānau and culture.

I also represent Māori and advocate for Māori from Christchurch into our organisation at a national level, broadly.

WHAT LED YOU TO WORK IN THIS ROLE?

I'm Māori but had been disconnected from my whānau. About five years ago I had a coming home experience at my Uncle's tangihanga, where I connected with my whānau and gained a new confidence in my Māori culture. I embraced my Māori identity and over time felt called to work advocating for my people and my whānau within the Salvation Army services. I expressed this to leadership at the Salvation Army and at that time they were looking for people to work in this space.

My role is a new role, created to carry out advocacy and cultural advisory, to work with Māori, iwi, hapū and work with our church leaders.

We are all grappling with what it means to be in a relationship with Te Tiriti and what it means for Māori have a voice at a strategic level. More and more, there is opportunity to partner across our social services and church services in the kaupapa of what we are trying to achieve for our people.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

Seeing those who are in their recovery journey rediscovering who they are, reconnecting with their reo, their whānau, and their identity - that's most satisfying for me.

Also seeing our people who are Māori given opportunity to lead church services, to lead in karakia, to lead in mihi whakataua. I advocate for them to have space to do that.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

You need a robust understanding of the story of Aotearoa and Te Tiriti, so that you understand what has led to the disenfranchisement of our people.

You need an understanding of tikanga and a good understanding of Te Reo Māori.

“ You need to be a person who can sit with many diverse people and really ‘see’ people. We mustn't underestimate someone's mana and the whakapapa that they carry... ”

You need to be a person who can sit with many diverse people and really ‘see’ people. We mustn't underestimate someone's mana and the whakapapa that they carry – just because someone doesn't look Māori doesn't mean they aren't. Māori are often sitting at the fringes of our communities and churches. We need to make sure we see them and don't look past them.

You also need to be able to bring people on a journey to help them understand why we as Māori do what we do.



Programme Coordinator

QUALIFICATIONS

No specific qualification but may have a professional qualification, e.g. counselling, youth work, social work, health promotion, etc.

Qualifications in facilitation, general health and wellbeing, community work would be useful.

There are a range of certificate programmes specific to Family Violence, Parenting programmes etc. and on-going professional development will be useful.

SCOPE OF PRACTICE

Programme Coordinators generally deliver workshops, peer support groups and education through group work.

These programmes tend to be specific to an identified need in a community. Often these include parenting programmes, grief and loss, behaviour cessation or control, recovery, mental health, etc. Generally, they are a relationally-led space to provide support, connection and belonging to those attending.

Some coordinators may also be engaged in programme design, implementation and evaluation, advocacy and wider education areas.

WHO THEY SUPPORT

Programme Coordinators support individuals in groups with a shared context. They may also act as a conduit to accessing other supports, developing connection, setting boundaries and supporting positive behaviours.

OTHERWISE KNOWN AS

Programme Facilitator.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Chaplains
- Registered Nurses / Doctors / Health Professionals
- Counsellors / Psychologists / Youth Workers
- Support Workers / Peer Support Workers
- Social Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Other professionals dependent on the context, e.g. healthcare, corrections, education, NGOs, etc.

WHATUNGA TAUTOKO | NETWORK OF SUPPORT

Youth Worker

Builds relationship with the young person to support their independence and goals.

Key contact to help them to engage with these services offered and ensure that their voice is heard.

Makes and attends these referrals with the young person, as they require.

May support the young person to stay connected to their family, as led by the young person.

Support Worker

Assisted by Support Worker to go meet with Work & Income New Zealand to be placed on the Emergency Housing register and apply for financial support.

Youth Coach

WINZ assign a Youth Coach to support young person who is now receiving a Youth Payment.

As a recipient of this benefit, the Youth Coach will assist the young person to manage their employment or education responsibilities.



YOUNG PERSON

Counsellor

Supports mental health and impacts of trauma, builds relationship to identify strategies to address these. (Or may see a Psychologist).

Experiencing family violence, needing independence.

Psychologist

Supports mental health and impacts of trauma, builds relationship to identify strategies to address these. (Or may see a Counsellor).

Financial Mentor

Supports young person to manage their finances.

Navigator (Housing)

Assists young person as they move out of Emergency Housing and into Transitional Housing.

Sustaining Tenancies Worker

Supports young person to manage their responsibilities as a tenant in transitional housing.

ROLE Non-Violence Programme Facilitator

Aaron Haworth



PLACE OF WORK

Presbyterian Support - Family Works Taranaki.

QUALIFICATIONS

Diploma in Technology - Electronics.

Bachelor of Applied Social Science - Counselling.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

I facilitate the Non-Violence Programme delivered by Family Works in Taranaki. The course is for people who have been a perpetrator of family violence. All clients are court mandated to complete this course. The programme can be delivered either in a group format or one-to-one sessions. Recently COVID restrictions have meant that we work one-to-one with clients.

The programme format comprises of three-four sessions for the assessment process, and then 10 sessions of programme content.

A typical day involves meeting with four clients at our offices.

I might also spend part of the day managing new referrals, which involves reading through referral information about the client and beginning an assessment session with them to understand how the programme can best support them.

My day also involves reporting which includes reporting any non-compliance, compiling

assessment reports and final reports when a client completes the programme. If there is any concern, such as a disclosure of violence, we have to report that to the appropriate authorities. If the referring agency is the Department of Corrections, I have to keep the client's Probation Officer updated on their progress throughout the programme.

We often liaise with other agencies in the community where appropriate, such as mental health and drug and alcohol services, if that is needed to support the client. We aim to have a holistic view of supporting the client's wellbeing, rather than just focusing on their behaviour. For lasting change to occur, it has to be done with safe support networks in place - personal or professional.

I also participate in regular supervision sessions including external supervision.

WHAT LED YOU TO WORK IN THIS ROLE?

I have a background as a Service Engineer and worked in that field for many years in New Zealand and overseas after graduating.

Over the course of this time, I realised that one of the things I most enjoyed in my personal life was walking alongside someone and talking with them about life situations, offering a different perspective and seeing them gain something from that support. I realised the ability to walk alongside someone on the small part of their journey and have a meaningful impact was such a rewarding experience that I decided to pursue that for a career and started studying counselling.

I trained as a Counsellor prior to moving to the Netherlands to connect with my cultural heritage from my mother's side. We were there for nine years. I returned to New Zealand with my young family and chose to live in Taranaki. The opportunity to work with families and help people on their journey was a draw to this work. I was originally

seeking to do counselling, but the Family Works team suggested this work would be a good fit for me and while I was hesitant because it's more of a constructed programme as opposed to pure counselling, I have found it to be very rewarding and impactful for the people I'm working with.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

The privilege of being able to hear people's stories and walk alongside them at difficult moments of their life and have a positive impact.

I have seen significant change in a lot of my clients as they progressed through the programme.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Being non-judgemental so you can be open to people's story and experience. When I read the affidavit of a client's violence, I expect one thing and when I sit down with them, I see a different picture of people experiencing fear and regret of the situation.

The ability to have boundaries in your work is also important, to not take on board personally the stories you hear.

Good relational and communication skills, not just with the clients but also with your colleagues so you can access support from them.

Reflective listening skills are essential. For some people, having the space to process their story can be more helpful than the content itself.

“ I realised the ability to walk alongside someone on the small part of their journey and have a meaningful impact was such a rewarding experience that I decided to pursue that for a career and started studying counselling. ”

ROLE Seasons for Growth Coordinator

Judy Wood



PLACE OF WORK

BAF - Bishop's Action Foundation, Taranaki .

QUALIFICATIONS

Bachelor of Arts

Higher Diploma of Education (HDE).

Postgraduate Certificate in Education (Guidance Counselling).

Seasons for Growth (SfG) Companion Training.

SfG Companion Trainer Training (enables me to train other Companions).

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

It's a great mixture of things.

The core Seasons for Growth programme is an eight-week grief and loss support education programme for 6-18-year-olds. There is also a four-week programme for children living with someone with a life-threatening illness. Seasons for Growth also delivers a two-session education programme for parents to help them understand how to support their child through grief or loss. There is also a programme focused on adult grief. The programmes are delivered by Companions who are trained in the Seasons for Growth model. Our programmes for children are typically run at schools.

I am very connected to each group that we run and meet with the Companions running each group,

“ I love being part of enabling people to care for children. Seeing the relationship growing between the Companions and the children, and seeing the Companions grow in admiration for the children. ”

or myself, act as a Companion in a group. Most days we have one-two groups operating. I speak with the families of each child who participates to understand the child's needs.

My role also involves responding to referrals, setting up new groups, managing enquiries, report writing, financial reporting.

Connection is a big part of my role, I liaise with trainers nationally, with our Companion team and schools, with referrers, and Seasons for Growth National. I do some local promotion and awareness raising also.

Supporting and celebrating our volunteers is important. We meet quarterly and aim to offer some Professional Development and training every term.

WHAT LED YOU TO WORK IN THIS ROLE?

I trained as a high school teacher and heard about the programme when I was a SENCO at a high school. I found it really intriguing. I was interested but busy at the time. When I resigned from that teaching role I went back to South Africa for a year and then when I returned, a colleague from the school I had been working at offered me a role

to get it started in Stratford. I planned to relief teach and get this started, but I wondered if I was the right person for it.

I had returned from a year back in South Africa (we immigrated to New Zealand in 1994) and that was quite a sorrowful thing for me. Then my mother died and I thought 'now I have really close experience of death, maybe it's a good fit for me'.

The role has grown as my children have grown and needed me less. There is variety - each group is different; the children, the setting and the Companions are different. I've progressed with training as a trainer (to train our Companions), and now there is change with doing adult education programmes.

I really like the programme. I like that it's nature based and focused on spiritual and emotional wellbeing. It's also psychologically well-supported through grief theory.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

Connection is what's important.

I love being part of enabling people to care for children. Seeing the relationship growing between the Companions and the children, and seeing the Companions grow in admiration for the children.

There is a strong connection with those Companions who have been there for quite a while. I really enjoy watching people fall in love with the programme. They go through the training, then run their first programme with someone mentoring them, and then they experience the process of the programme and it's lovely to see that.

I also love the connection to nature that the programme has and the fact that it's an international programme.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

You need to really like children, be organised and communicate well. You need to know the programme well and enjoy learning about it.

Having a sense of humour and not taking yourself too seriously is also important.

You need to be flexible, as we are working in different settings and plans can change at short notice.

You also need to be able to motivate yourself and work independently, be responsible and reliable.

Kaimātai Hinengaro | Psychologist

QUALIFICATIONS

Master of Clinical Psychology and a Postgraduate Diploma in Clinical Psychology.

Doctorate in Clinical Psychology.

On-going professional development is also key to this profession, due to the range of contexts in which they operate.

PRACTICE FRAMEWORK

New Zealand Psychologists Board Core Competencies for the Practice of Psychology in Aotearoa/New Zealand – psychologistsboard.org.nz/wp-content/uploads/2021/06/Core_Competencies.pdf

CODE OF ETHICS

New Zealand Psychologists Board Code of Ethics for Psychologists Working in Aotearoa/New Zealand – psychologistsboard.org.nz/wp-content/uploads/2021/06/CoE-with-te-reo-FINAL-161012.pdf

PROFESSIONAL BODY/ REGISTERING BODY

The New Zealand Psychologists Board – psychologistsboard.org.nz/

SCOPE OF PRACTICE

“A psychologist within a general scope is defined as rendering or offering to render to individuals, groups, organisations or the public any psychological service involving the application of psychological knowledge, principles, methods and procedures of understanding, predicting ameliorating or influencing behaviour, affect or cognition. Such practice is undertaken within an individual’s area and level of expertise and with due regard to ethical, legal, and Board-prescribed standards.”

Source: Psychologists Board Scopes of Practice psychologistsboard.org.nz/looking-to-register/scopes-of-practice/

Within that scope, there are a variety of more specific fields for Psychologists. In our sector, applicable areas are likely to include Clinical and Education Psychology.

WHO THEY SUPPORT

Psychologists tend to work one-on-one, with people from a range of contexts, and in a range of settings. Some may specialise in working with specific groups, such as tamariki and rangatahi, Māori, Pacific People, Rainbow or older people.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Support Workers
- Registered Nurses / Doctors
- Diversional Therapists / Youth Workers
- Physiotherapists / Occupational Therapists
- Social Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Other professionals depending on their context, e.g. Youth Workers, school staff, corrections staff, etc.



ROLE Psychologist

Dale Frost



PLACE OF WORK

Christchurch
Methodist Mission.

QUALIFICATIONS

Postgraduate
Diploma in Child and
Family Psychology
(PGDipChFamPsyc).

Masters of Education.

Currently working towards a play therapy
qualification.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

It does vary a lot. We work with parents, families and children across a wide age range. A lot of our work focuses on supporting families and children with ADHD and anxiety, along with working with families and caregivers who have been referred by Oranga Tamariki for a range of reasons. So my day often involves home visits, meeting with people to provide support and intervention, and individual work with children.

We also complete a range of assessments, including developmental and cognitive assessments, and of course, the usual paperwork that goes along with this kind of role.

“ You need the ability to be curious about people’s experiences, and support problem solving without being intrusive. ”

My day might also involve meeting with other organisations involved in a client’s care, such as Oranga Tamariki and Child and Family Mental Health. We often liaise with schools and other organisations, so forming solid professional relationships is also an important part of this role.

WHAT LED YOU TO WORK IN THIS ROLE?

I came to this role after having been a preschool teacher for a significant period of time. While life circumstances prompted a career change, it was a real desire to be skilled and equipped to support people and give back to the community that led me to this profession.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

Connecting with people and being able to support people to make positive change. Seeing perceptions change, and parents and children making positive steps to reach their goals is also really satisfying.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

In addition to the necessary qualifications, you need empathy, patience and an openness to people. You need the ability to be curious about people’s experiences, and support problem solving without being intrusive. You also need a solid set of clinical skills to support effective intervention and, where appropriate, diagnosis.

Tapuhi Whai Rēhitatanga | Registered Nurse

QUALIFICATIONS

Bachelor of Nursing (Level 7).

Masters in Nursing (Level 8).

A range of further qualifications to specialise, such as Nurse Practitioners, Well Child Nurses, etc... and on-going professional development to maintain currency.

PRACTICE FRAMEWORK

Nursing Council Competencies for registered nurses – nursingcouncil.org.nz/NCNZ/nursing-section/Registered_nurse.aspx

CODE OF ETHICS

Nursing Council Code of Conduct – nursingcouncil.org.nz/Public/Nursing/Code_of_Conduct/NCNZ/nursing-section/Code_of_Conduct.aspx?hkey=7fe9d496-9c08-4004-8397-d98bd774ef1b

Nursing Council Professional Boundaries – online.flippingbook.com/view/360179186

PROFESSIONAL BODY/ REGISTERING BODY

Te Kaunihera Tapuhi o Aotearoa Nursing Council of New Zealand – nursingcouncil.org.nz

SCOPE OF PRACTICE

‘Registered nurses utilise nursing knowledge and complex nursing judgment to assess health needs

and provide care, and to advise and support people to manage their health. They practise independently and in collaboration with other health professionals, perform general nurses’ functions and delegate to and direct enrolled nurses, healthcare assistants and others. They provide comprehensive assessments to develop, implement, and evaluate an integrated plan of health care, and provide interventions that require substantial scientific and professional knowledge, skills and clinical decision making. This occurs in a range of settings in partnership with individuals, families, whānau, and communities. Registered nurses may practise in a variety of clinical contexts depending on their educational preparation and practice experience. Registered nurses may also use this expertise to manage, teach, evaluate, and research nursing practice. Registered nurses are accountable for ensuring all health services they provide are consistent with their education and assessed competence, meet legislative requirements, and are supported by appropriate standards. There will be conditions placed in the scope of practice of some registered nurses according to their qualifications or experience limiting them to a specific area of practice. Some nurses who completed the required additional experience, education and training will be authorised by the Council to prescribe some medicines within their competence and area of practice.’

Source: Te Kaunihera Tapuhi o Aotearoa Nursing Council of New Zealand. nursingcouncil.org.nz

The Nursing Council Competencies for Registered Nurses describe the skills and activities of registered nurses.

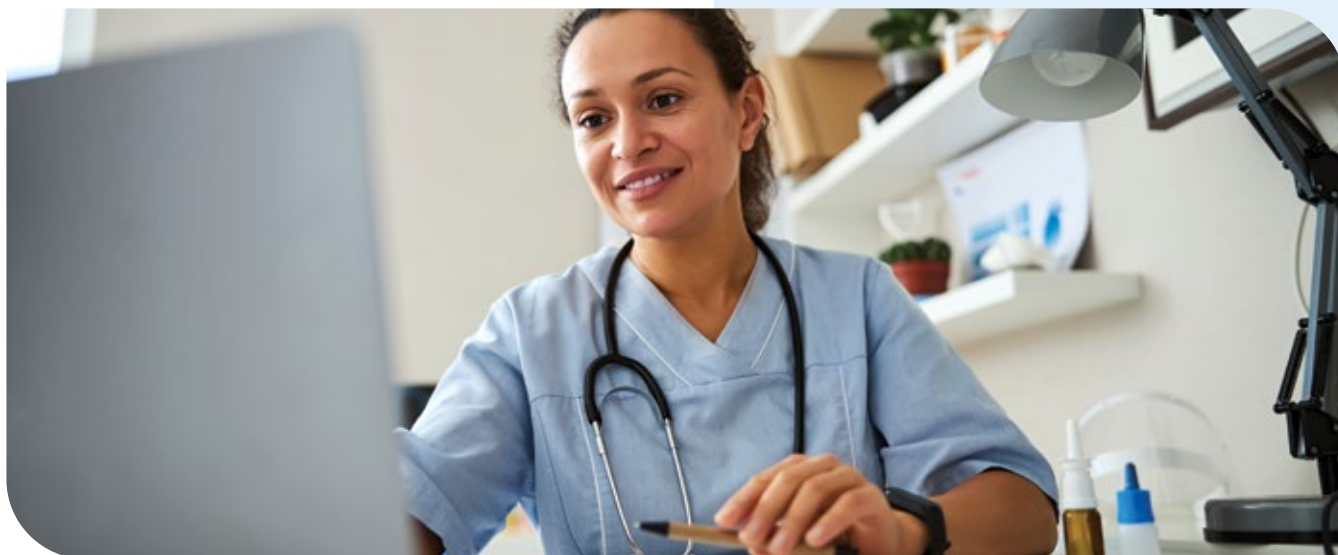
WHO THEY SUPPORT

Registered Nurses support individuals, whānau, communities. They work in a wide range of settings and contexts. In the areas we are concerned with, Registered Nurses are generally found in PHOs, NGO Health services, Youth one stop shops, Family Planning, Well Child Services, Community and in-home care, Residential Care Settings, schools, and many others.

Registered Nurses may practice one-on-one, with whānau, leading a team in a spoke-hub model (see Navigators' role), managing a large team, or even in policy and advocacy roles in the community or in government agencies.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Chaplains
- Doctors / Other health staff
- Diversional Therapists
- Counsellors / Psychologists / Youth Workers
- Support Workers / Peer Support Workers
- Social Workers / Navigators / Connectors
- Pou Ārahi / Tangata Whenua / local Marae
- Cultural Advisors
- Other professionals dependent on the context e.g. healthcare, corrections, education, NGOs, etc.
- Government agencies such as Te Whatu Ora, ACC, MSD, Oranga Tamariki, Te Puni Kokiri, Pacific Peoples, etc.



Kaimahi Toko I Te Ora | Social Worker

QUALIFICATIONS

Bachelor of Social Work/Bachelor of Bicultural Social Work/Bachelor of Applied Social Work (Level 7).

On-going professional development is also key to this profession, due to the range of contexts in which they operate.

PRACTICE FRAMEWORK

Registration with the Social Workers Registration Board is required in order to practice as a Social Worker. Social Workers practice using a range of evidence-based frameworks guided by the specific nature and context of their work.

CODE OF ETHICS

Social Workers Registration Board Code of Conduct Aotearoa New Zealand -
swrb.govt.nz/practice/code-of-conduct

Association of Social Workers Code of Ethics -
anzasw.nz

PROFESSIONAL BODY/ REGISTERING BODY

Social Workers Registration Board -
swrb.govt.nz/

Association of Social Workers -
anzasw.nz/

Tangata Whenua Social Workers Association -
twsa.org.nz

SCOPE OF PRACTICE

At its core, Social Work seeks to support individuals and whānau by acting as a conduit to find them the support they require. To do this, Social Workers identify strengths, needs and support networks to prioritise goals that will enhance social connectedness, and assist in addressing life challenges and major events. In other forms, this may look more like advocacy, driving social change or even via social policy work.

Social Workers promote social change and empowerment by adhering to the principles of social justice, human rights, collective responsibility, and respect for diversity. Social Workers work relationally to empower, support and advise clients in order to address issues or challenges they may be facing.

Social Work is holistic, multidisciplinary and based on the principles of Te Tiriti o Waitangi. Having a clear scope of practice and good boundaries are crucial to effective social work.

WHO THEY SUPPORT

Social Workers support individuals, whānau, and communities. They work in a wide range of settings and contexts. Social Workers are generally found in NGO settings, some health services, community and in-home care, schools, care and protection / youth justice settings, corrections, and many others.

Social Workers tend to practice alongside whānau but may practice one-on-one, lead a team in a spoke-hub model (see Navigators' role), manage a service, or even in policy and advocacy roles in the community or in government agencies.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Community Developers
- Support Workers / Peer support workers
- Youth Workers / Youth developers
- Chaplains
- Navigators / Connectors
- Registered Nurses / Doctors / Health supports
- Diversional Therapists
- Counsellors / Psychologists / Mental Health / Addictions supports
- Physiotherapists / Occupational Therapists
- Navigators / Connectors
- Financial Advisors / Food provision
- Pou Ārahi
- Tangata Whenua / local Marae
- Cultural Advisors
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure.

ROLE Social Worker

Priscilla McIvor



PLACE OF WORK

Manna Youth Home
Manager, Taranaki.

QUALIFICATIONS

Bachelor of Social
Work.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

Priscilla manages Manna Youth Home. Manna is a youth transitional home in Taranaki that provides a six-month live-in programme for 16-21 year olds who have experienced challenges in life to develop into healthy, resilient adults.

A typical day includes helping young people with their routines, getting up, going to a course or mahi, engaging in exercise. For those not currently engaged in education, employment or training, we set a routine to work on goals, which they have identified that will enable them to participate in education, employment or training down the track. We also support our young people to attend external appointments working alongside other youth providers or therapy.

We maintain a weekly rhythm, eating meals together and engaging in regular whānau time with fun events, guest speakers, and activities that will broaden connections with the community for our young people. We also have monthly community worship which is optional. Every two months we do an overnight trip away - this could be something like an overnight tramp or trip to the snow.

“ Having an inclusive leadership style and appreciating diversity is important. At Manna we all have different skill sets, but the team is unified. My faith is central to this role for me. There are lots of highs and lows when young people have experienced a lot of trauma and pain.

I work with an incredible team who love young people, love Jesus and work together and that is what makes Manna thrive and be fruitful. ”

My role in managing Manna Home includes liaising with external providers, keeping contract relationships, managing referrals, and managing the team.

WHAT LED YOU TO WORK IN THIS ROLE?

I trained as a Social Worker not necessarily so that I could work as a Social Worker, but because it would give me options to work in people-oriented work. After graduating, I worked in a community youth organisation supporting NEETS (young people not in employment, education or training). A big gap I saw in this work was the lack of stable accommodation options for young people who are transient or in an unstable home environment.

This opportunity came when the old Manna, which was an adult respite home, came to the end of its tenure, and the team there were looking for new ideas of how the space could be used. It came to my attention and I became involved in looking at how the space could be used as a youth home. Manna is a Christ-centred home with pre-existing staff accommodation options on site, rather than a facility where people come and go. It was perfect.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

Seeing the fruits of the original vision – seeing young people positively engaged in Manna life and thriving off the relationships they have here with the staff and young people. Seeing them growing their confidence and mana, which allows them to dream big and step into the things they want to do.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Experience in working with young people and an understanding of social services and funding arrangements.

Having an inclusive leadership style and appreciating diversity is important. At Manna we all have different skill sets, but the team is unified.

My faith is central to this role for me. There are lots of highs and lows when young people have experienced a lot of trauma and pain.

I work with an incredible team who love young people, love Jesus and work together and that is what makes Manna thrive and be fruitful.

Supervised Contact Supervisor

PRACTICE FRAMEWORK

ANZASCS Standards – anzascs.org.nz/standards

CODE OF ETHICS

ANZASCS Standards – anzascs.org.nz/standards

PROFESSIONAL BODY/ REGISTERING BODY

Aotearoa N.Z. Association of Supervised Contact Services Inc. – anzascs.org.nz

SCOPE OF PRACTICE

Supervised Contact Supervisors provide supervised contact services to enable visitation between a child or children and a parent or guardian where their contact is only permitted within a supervised environment.

Supervised Contact Supervisors provide an environment for contact that is sensitive to the wellbeing and needs of the child. Their role is to assess and arrange the nature of supervised contact, run and observe contact sessions and report to relevant agencies on the occurrence of supervised contact sessions.

Supervised Contact Supervisors must ensure the welfare and safety of children is of paramount concern in the provision of supervised contact.

WHO THEY SUPPORT

Supervised Contact Supervisors work largely to support whānau to safely connect. Their key consideration is the wellbeing of the pēpē, tamariki and rangatahi they are supporting with access. They need strong relational skills and good boundaries.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Community Developers
- Support Workers / Peer support workers
- Youth Workers / Youth Developers
- Chaplains
- Navigators / Connectors
- Diversional Therapists
- Counsellors / Psychologists / Mental Health / Addictions supports
- Social Workers / Navigators / Connectors
- Pou Ārahi
- Tangata Whenua / local Marae
- Cultural Advisors
- Relevant government agencies, e.g. Oranga Tamariki, Ministry of Justice.

Kaiāwhina Tiaki Tangata | Support Worker

QUALIFICATIONS

No specific entry requirements, but Support Workers would typically work towards one of the following qualifications:

- New Zealand Certificate in Health and Wellbeing – Social and Community (Level 4)
- New Zealand Certificate in Health and Wellbeing – Peer Support (Level 4)

On-going professional development is also key to this profession, due to the range of contexts in which they operate.

CODE OF ETHICS

This will vary, but will likely include the Code of Health and Disability Services Consumers' Rights – www.hdc.org.nz/media/2819/making-it-easy-to-put-the-code-into-action.pdf

Nursing Council Professional Boundaries – online.flippingbook.com/view/360179186

PROFESSIONAL BODY/ REGISTERING BODY

No regulatory body, however, some kaimahi who are also family members may join Carers NZ – carers.net.nz

SCOPE OF PRACTICE

Support Workers assist people to be independent in their day-to-day living within their homes or in care settings.

Support Workers work one-on-one with clients who face challenges due to disability, addiction, physical or mental health concerns. Their support may be through a period of illness, rehabilitation or ongoing.

Support Workers assist with a range of tasks including personal care, monitoring medicines, assisting with mobility issues and transport, cooking, cleaning and household maintenance, acting as a support person at appointments, advocating for the client with respect to other support they may be entitled to, financial mentoring, and providing rehabilitative and social support.

WHO THEY SUPPORT

Individuals in a range of settings including but not limited to disability, aged care, chronic health concerns, addictions and mental health settings, in-home and community-based settings, etc.

Support Workers may work in a spoke-hub model (see Navigators' role), or may work independently in the community.

OTHERWISE KNOWN AS

In-Home Carer.

Care Worker.

HealthCare Assistants/ Kaiāwhina Haumanu Hauora/Kaimahi Atawhai.

Independent Living Coach.

KEY RELATIONSHIPS

- Clients
- Whānau / Hapū / Iwi
- Community Developers
- Peer Support Workers
- Youth Workers / Youth Developers
- Chaplains
- Social Workers / Navigators / Connectors
- Nursing staff / Doctors / Health supports
- Counsellors / Psychologists / Mental Health / Addictions supports
- Physiotherapists / Occupational Therapists / Diversional Therapists
- Social Workers / Navigators / Connectors
- Financial Advisors / Food provision / Accommodation Support
- Pou Ārahi
- Tangata Whenua / local Marae
- Cultural Advisors
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure.



ROLE Kaimahi Kaumātua – Community Support Worker

Peter Gwynne

PLACE OF WORK

Wesley Community
Action, Paraparaumu.

QUALIFICATIONS

Hotel and Catering
Management
qualifications
(United Kingdom).

New Zealand Diploma in Business.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

Any form of community work isn't typical but we start the day having a Teams meeting for team members across the different Wesley sites to discuss cases and map out how our day will look. We work with elderly clients and they're generally not available for appointments before 10am.

I then might schedule some meetings for that day or later on in the week, and arrange appointments for clients with other agencies. Generally I visit up to three clients per day in 2 hour chunks. We work all over the Wellington region, so I try to schedule my appointments for the day in one geographical area.

Visits with clients could be anything from taking somebody to a dental or doctor's appointment, assisting them to declutter their homes, doing online shopping for them for their groceries, or it could be other forms of shopping. For example, helping an elderly lady who is nearly deaf and almost



blind to purchase a new digital radio with cordless headphones. She kept getting her headphone wires tangled and couldn't untangle them, and had too much static on her radio because she had difficulty tuning it in properly. This greatly improved her joy of connecting to the outside world.

We have also assisted people to move houses and even cities in one case where a client's tenancy ended in Wellington and they decided to return to another region where they had lived previously.

Everybody is different and there are subtle differences to their needs and requirements.

How frequently we see people depends on their needs. Some clients I might see every week, e.g. if we are ordering groceries for them, and some on an as-needed basis if they need support to attend a hospital appointment.

What I've observed is that while a lot of agencies try to do their best for the client, it's very difficult for any one agency to have an overarching view of the client's situation and needs. This means the client might end up repeating things that they've already gone through and so we can act as an advocate for them as well.

WHAT LED YOU TO WORK IN THIS ROLE?

I was made redundant and that coincided with my mother in the United Kingdom having an accident, so I returned to the UK for a few years and, while I was there, I supported her to get the assistance that she needed as an elderly person to remain living independently.

When I returned to New Zealand, I was at a social event and happened to mention what I had been doing in the UK to someone who works at Wesley Community Action. They recognised the need for a similar support for Wesley clients and that led to me being in this role.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

I like the fact that I have the scope to assess what I can best do to support the client. I am also able to devote larger chunks of time to clients on an as needed basis.

I get a great sense of achievement from managing to help somebody. The look of joy on my client's face when she first put her headphones on and realised she could walk outside and listen to her music, and actually hear it, rather than it being muffled, was worth a lot.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Sometimes a good deal of patience, both with the organisations I advocate for clients with (I can be waiting on the phone for hours with banks or power companies because of issues) but also patience in working with the client.

An understanding of the client's particular health needs. Many of our clients have some form of dementia, so you need an understanding of how this presents - people forget things, or they might have psychotic episodes or hallucinations.

Being non-judgemental, accepting people as they are, and not taking their behaviour personally.

The ability to make some judgements - because I'm not a social worker or trained, if I see something that is concerning, I bring that to the attention of the social worker and they have the knowledge to take that further.

“ I get a great sense of achievement from managing to help somebody. The look of joy on my client's face when she first put her headphones on and realised she could walk outside and listen to her music, and actually hear it, rather than it being muffled, was worth a lot. ”

Youth Coach

QUALIFICATIONS

NZ Certificate in Youth Work (Level 3, Level 4).

Certificate in Youth and Community Leadership (Level 5).

New Zealand Diploma in Youth Work (Level 6).

Bachelor of Youth and Community Leadership (Level 7).

Bachelor of Youth Development (Level 7).

Postgraduate Diploma in Health Sciences in Youth Health (Level 8).

Masters in Professional Practice (Level 8).

On-going professional development is also key to this profession, due to the range of contexts in which they operate.

PRACTICE FRAMEWORK

Mana Taiohi – arataiohi.org.nz/mana-taiohi

CODE OF ETHICS

Code of Ethics for Youth Work in Aotearoa – arataiohi.org.nz/publications/code-of-ethics

PROFESSIONAL BODY/ REGISTERING BODY

Ara Taiohi – arataiohi.org.nz

SCOPE OF PRACTICE

A Youth Coach works with young people who are receiving the Youth Payment or who are enrolled in a NEET (Not in Education, Employment or Training) service. Their role is to advocate for young people and support them as they navigate a period of transition – whether that is living independently or transitioning between education, training or employment.

Youth Coaches:

- Support young person to manage their benefit obligations
- Assist young person to identify and access housing options
- Assist young person to identify and access education or employment options
- Support young person to overcome barriers to participation such as transport
- Assist young person to access support relevant to the young person's context, such as health services.
- Connect young person with other young people who may be in a similar situation through the provision of practical activities, e.g. sports, classes
- Supporting young person to manage their parental responsibilities (if the young person is raising a child).

WHO THEY SUPPORT

A Youth Coach works with young people who are receiving the Youth Payment or who are enrolled in a NEET (Not in Education, Employment or Training) service.

OTHERWISE KNOWN AS

Youth Worker.

KEY RELATIONSHIPS

- Rangatahi / Taiohi
- Whānau / Hapū / Iwi
- Community Developers
- Support Workers / Peer Support Workers
- Youth Workers / Youth Developers
- Chaplains
- Social Workers / Navigators / Connectors
- Registered Nurses / Doctors / Health Professionals
- Diversional Therapists
- Counsellors / Psychologists / Mental Health / Addictions supports
- Physiotherapists / Occupational Therapists
- Social Workers / Navigators / Connectors
- Financial Advisors / Food provision
- Pou Ārahi
- Tangata Whenua / local Marae
- Cultural Advisors
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure.

Youth Developer

QUALIFICATIONS

Qualifications in youth work, youth studies, youth leadership, etc... would be appropriate. There are a range of qualifications from level 4 apprenticeships to Bachelor degree specialisations onto post graduate study.

PRACTICE FRAMEWORK

Mana Taiohi, and the United Nations Convention on the Rights of the Child - arataiohi.org.nz/mana-taiohi

www.justice.govt.nz/justice-sector-policy/constitutional-issues-and-human-rights/human-rights/international-human-rights/crc

CODE OF ETHICS

Code of Ethics for Youth Work in Aotearoa - arataiohi.org.nz/publications/code-of-ethics

PROFESSIONAL BODY/ REGISTERING BODY

Ara Taiohi - arataiohi.org.nz

SCOPE OF PRACTICE

Youth development is a specific field of practice where community development, social policy, education and youth work intersect. Youth developers ascribe to working with young people to achieve positive change, often through supporting young people to lead the process.

WHO THEY SUPPORT

Youth Developers work with a large range of people, often young people. Their commitment is to ensuring that the needs and rights of young people are met, so they work alongside the people and groups required to achieve that. This could include cultural and ethnic groups, age-specific groups, schools, clubs, NGOs, local businesses, etc. They may also support others to understand the rights and needs of young people, this may include schools, communities, funders, government (local and national), the media, etc.

OTHERWISE KNOWN AS

Youth Development Lead.

Youth Policy Lead.

KEY RELATIONSHIPS

- Rangatahi / Taiohi
- Whānau / Hapū / Iwi
- Community Developers
- Support Workers / Peer support workers
- Youth Workers / Youth Justice Mentors
- Chaplains
- Social Workers / Navigators / Connectors
- Health Professionals
- Diversional Therapists
- Counsellors / Psychologists / Mental Health / Addictions supports
- Physiotherapists / Occupational Therapists
- Social Workers / Navigators / Connectors
- Financial Advisors / Food provision
- Pou Ārahi
- Tangata Whenua / local Marae
- Cultural Advisors
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure.



ROLE Youth Developer | Program Manager

James Adams



PLACE OF WORK

Salvation Army -
Owairaka & Roskill
South Youth
Development | Aspire
Kiwi Youth Development
| E Tū Ākonga.

QUALIFICATIONS

Diploma in Youth Culture & Community Trust.
Diploma in Biblical Studies.

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

I'm in a team setting with other professionals who do social work or provide food and welfare services, so my day usually starts with a team meeting where we can discuss how we are each supporting and contribute to the mahi of our organisation.

Then I'm preparing for the programmes we deliver. My role involves both delivering some of our programmes and supporting other youth workers to deliver programmes. Most of our work is based around some form of programme, including:

- 1. School programmes** – these focus on developing life skills, building resilience and addressing needs within the school context. This is often where we first connect with young people and so we are looking to build connections with them.
- 2. After school clubs** – these focus on creating a space of belonging for young people outside of

their school or family context. Some of these clubs are directive and developmental in nature also.

- 3. Leadership programmes** – these are activities where we are intentionally seeking to develop leadership capabilities in young people.

We run programmes in order to build relationships with young people so that we can support their development more broadly - this is a big defining feature of youth work.

Most programmes have a weekly rhythm, so I'll be running or supporting others to run a programme most days.

Part of my day can be spent following up any issues raised by students in the course of our programmes – this might be an issue at school or home. Home visits are a big part of this where we engage with the young person's family to build connection.

I'm also involved in mentoring, spending some intentional one-to-one time with young people. This complements the programme activities. Some mentoring is more ongoing and some is issue-driven depending on what is happening for the young person.

My role also involves preparing for our camps and events, which are more sporadic than programmes, but require time throughout my week for planning. We do about four camps per year and run events regularly to build connection with young people in our community. For example, this weekend we are running a basketball competition in our neighbourhood.

Some of our young people are involved in designing and planning events, so its about working with them and helping them to develop not just from attending the events, but by being part of creating them.

And then there's data collection, record keeping and reporting. This is important for safe practice and reporting to our funders.

WHAT LED YOU TO WORK IN THIS ROLE?

A term that I've heard used since starting is that *'good youth work breeds good youth work'*. The nature of our mahi is that its quite relational.

As a teenager I had a youth worker be there for me. They had intentionality with me and saw something in me and called me to step up. I could tell the difference it made for me and really appreciated that relationship. I could see what effort they put in to give me better opportunities and could see that it really does make a difference. I wanted to pass it on.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

It's hard to say one thing because there's a lot of intangible little things, but there is a 'click moment' for young people, often, where you see them go to the next level. It happens naturally but you can assist it. It's like going from holding the seat while they ride a bike to seeing them pedal by themselves.

When young people take over is probably the most satisfying thing for me - when they don't look to me for an answer anymore, but tell me about an answer they've come up with themselves.

“ When young people take over is probably the most satisfying thing for me – when they don't look to me for an answer anymore, but tell me about an answer they've come up with themselves. ”

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

Open mindedness: you can't just work with people who are like you and its important that you are not trying to preach anything, but just trying to journey and grow the person and think outside of yourself. I've come through the church and found in regards to faith it's important to give young people space to journey, rather than being really directive.

Initiative: this is probably the biggest defining factor in whether someone does a good job or not. Anyone can turn up and run a programme, but you really have to go and find or create opportunities in this work.

Patience: because with young people you often don't see the fruit until years later. It's a long term thing.

Time management: we joke that our profession isn't known for this, but when you are trying to be a professional it looks good.

Youth Mentor (Youth Justice)

QUALIFICATIONS

Youth Justice Mentors are expected to have a qualification in youth work, psychology, education, nursing or another field, and experience working with young people. Experience in the area of mental health is also desirable.

On-going professional development is also key to this profession, due to the range of contexts in which they operate.

PRACTICE FRAMEWORK

Mana Taiohi – arataiohi.org.nz/mana-taiohi

CODE OF ETHICS

Code of Ethics for Youth Work in Aotearoa – arataiohi.org.nz/publications/code-of-ethics/

PROFESSIONAL BODY/ REGISTERING BODY

Ara Taiohi – arataiohi.org.nz

SCOPE OF PRACTICE

Youth Justice Mentors provide one-to-one support for young people who are part of the youth justice system. Their role is to support and advocate for the young person as they work through their responsibilities within the justice system and to ensure the young person's wellbeing is cared for in order to reduce the risk of reoffending.

Youth Justice Mentors will work with the young person and their whānau to identify goals, and the support that is needed to enable the young person to succeed in their aspirations. Youth Justice Mentors seek to ensure that supports and interventions the young person engages in are therapeutically and culturally suitable.

The role of a Youth Justice Mentor involves relationship and case management, assessment, planning and reporting.

WHO THEY SUPPORT

Youth Justice Mentors support young people (typically between 12 – 24 years) who are part of the youth justice system. They work to ensure those young people are their primary concern, and are strong advocates and supports through this work.

Very clear ethics, boundaries and understanding of their role and profession are crucial. There is tension for people in this role, that requires them to commit to ensuring the young person they serve is their primary commitment.

OTHERWISE KNOWN AS

Rangatahi Mentor.

KEY RELATIONSHIPS

- Rangatahi / Taiohi
- Whānau / Hapū / Iwi
- Community Developers
- Support Workers / Peer Support Workers
- Youth Workers / Youth Developers
- Chaplains
- Social Workers / Navigators / Connectors
- Registered Nurses / Doctors / Health Professionals
- Diversional Therapists
- Counsellors / Psychologists / Mental Health / Addictions supports
- Physiotherapists / Occupational Therapists
- Social Workers / Navigators / Connectors
- Financial Advisors / Food provision
- Pou Ārahi
- Tangata Whenua / local Marae
- Cultural Advisors
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure.
- Oranga Tamariki
- NZ Police
- Court staff
- School staff.



Kaimahi Taiohi | Youth Worker

QUALIFICATIONS

NZ Certificate in Youth Work (Level 3, Level 4).

Certificate in Youth and Community Leadership (Level 5).

New Zealand Diploma in Youth Work (Level 6).

Bachelor of Youth and Community Leadership (Level 7).

Bachelor of Youth Development (Level 7).

Postgraduate Diploma in Health Sciences in Youth Health (Level 8).

Masters in Professional Practice (Level 8).

On-going professional development is also key to this profession, due to the range of contexts in which they operate.

PRACTICE FRAMEWORK

Mana Taiohi – arataiohi.org.nz/mana-taiohi

CODE OF ETHICS

Code of Ethics for Youth Work in Aotearoa – arataiohi.org.nz/publications/code-of-ethics

PROFESSIONAL BODY/ REGISTERING BODY

Ara Taiohi – arataiohi.org.nz

SCOPE OF PRACTICE

“Youth Work is the development of a mana enhancing relationship between a youth worker and a young person, where young people actively participate, discover their power, and choose to engage for as long as agreed; and that supports their holistic, positive development as young people that contribute to themselves, their whānau, community and world.”

Youth work happens in a range of contexts and involves:

- Supporting young people in pursuing their personal, cultural, social, educational, physical and spiritual development and aspirations
- Developing and delivering programmes to support young people’s development
- Advocating for young people and their interests in a variety of contexts”.

Source: Ara Taiohi arataiohi.org.nz/

For Youth Workers, their primary relationship is with the young person. They achieve this through an intentional relationship, that the young person leads. They may work one-on-one with young people, as their advocate, with young people in groups, in schools, churches or NGOs.

Youth work as practiced in Aotearoa is underpinned by a sociological and / or educational frame, rather than a health, psychological or social work approach. It is its own distinct profession, with a body of evidence that supports its efficacy. arataiohi.org.nz/research/aotearoa-youth-research

WHO THEY SUPPORT

Youth Workers support young people (typically between 12 – 24 years) and operate in a range of contexts including (but not limited to) schools and tertiary or alternative education services, marae, sporting clubs, arts and drama organisations, NGOs, specialised youth services, ethnic groups, faith organisations, residential facilities, health organisations.

Professional youth workers work one-on-one, with groups, as volunteers, as young people who are also Youth Workers, but always with the commitment to develop safe, intentional relationships with young people.

OTHERWISE KNOWN AS

Mentors.

Coaches.

KEY RELATIONSHIPS

- Rangatahi / Taiohi
- Whānau / Hapū / Iwi
- Community Developers
- Support Workers / Peer Support Workers
- Youth Developers/ Youth Justice Mentors
- Chaplains
- Social Workers / Navigators / Connectors
- Registered Nurses / Doctors / Health Professionals
- Diversional Therapists
- Counsellors / Psychologists / Mental Health / Addictions supports
- Physiotherapists / Occupational Therapists
- Social Workers / Navigators / Connectors
- Financial Advisors / Food provision
- Pou Ārahi
- Tangata Whenua / local Marae
- Cultural Advisors
- Staff representing Ministries, government agencies, funders, etc. across the local infrastructure.

ROLE Youth Worker

Anya Poching



PLACE OF WORK

Northpoint Community Trust, Taranaki.

Anya is employed to be a Youth Worker in a local school.

QUALIFICATIONS

New Zealand Certificate in Youth Work (Level 3).

WHAT DOES A TYPICAL DAY LOOK LIKE FOR YOU (IF THERE IS ONE!)?

My day begins with checking in with tamariki and rangatahi who school staff have identified would benefit from some extra support...seeing how their morning was and also the night before at home. Asking the question *'What did you have for dinner?'* offers great insight, as through that question I discover a lot about what has been happening in their whānau.

Letting teachers know what is going on for the children as it will affect their day and how much awahi they need. *"Brains in pain struggle to learn"*.

After visiting classrooms, I often have some one-on-one time with students who need some focused support.

WHAT LED YOU TO WORK IN THIS ROLE?

God opened the door to this when we moved to Taranaki, and I realised what a great fit it is for me and the skill set I hold.

I am passionate about working with Māori tamariki and rangatahi and I love that the school I am at has almost 50% Māori students on their roll.

WHAT DO YOU FIND MOST SATISFYING ABOUT YOUR ROLE?

I love filling a need - it can be as simple as a hug, an affirmation, or a listening ear with no judgement. Knowing a young person could off load to me and trusts me enough to share their hurts, feelings or frustrations is really rewarding.

WHAT SKILLS ARE NEEDED TO BE SUCCESSFUL IN THIS ROLE?

A lot of flexibility to be able to go with the flow.

To be very secure in who you are so you are able to 'fill others up'.

The ability to relate to people from various different demographics.

Having cultural competency.

A huge amount of empathy and compassion.

“ The reason I do youth work is because I believe that every tamariki and rangatahi in Aotearoa deserves to be heard and valued for who they are not for what they do (or don't do)...they need to have a significant adult in their life who they can talk to. They need to know their worth, value and purpose and feel safe talking to someone who cares. ”



Ngā mihi nui kia koutou.

“Use your freedom to serve one another in love; that’s how freedom grows”.

Galatians 5:13

In their service to clients throughout Aotearoa New Zealand, each of the roles and people profiled in this Guide contribute to upholding our vision of a just and compassionate society.

There are many others within our membership, both employed and voluntary, who have not featured here, but for whose aroha and mahi we are incredibly grateful.

We each have a part to play in seeking freedom for the poor, the vulnerable and the disadvantaged in our communities. We hope this Guide informs you, and inspires you, so that together our efforts may be strengthened.

Kia hora te marino
Kia whakapapa pounamu te moana
Hei huarahi mā tatou i te rangi nei
Aroha atu, aroha mai
Tātou i a tātou katoa
Hui e! Tāiki e!

May peace be widespread
May the sea be like greenstone
A pathway for us all this day
Let us show respect for each other
For one another
Bind us all together

Working for a fair and
compassionate future for all.

The Workforce Guide

New Zealand Council of Christian Social Services

PO Box 12-090, Thorndon
Wellington 6144, Aotearoa New Zealand

Email: eo@nzccss.org.nz | www.nzccss.org.nz



New Zealand Council Of
Christian Social Services