



Midland district health boards' shared services agency



MENTAL HEALTH & ADDICTION REGIONAL NETWORK

Service Development • Workforce Development • Partnerships & Relationships

Midland Region Mental Health and Addictions Service User Competency Framework Project



Final April 2014

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1. Executive Summary

Following a strategic planning sessions facilitated by Fred McRae in October and November 2012 each of the regional networks identified a key strategic objective for the 2013 / 2014 Mental Health and Addiction Workplan for the Regional Service Plan.

The Midland Consumer Leadership Network (He Tipuana Nga Kakano) identified the need to establish a competency framework for the service user workforce in mental health and addictions. Nationally, little work has been undertaken in this area despite the fact that service user workers have been part of the mental health and addiction workforce since 2008.

Midland entered into a tri-party partnership with the Northern Regional Alliance and Te Pou to develop service user competencies. To ensure that the Midland voice was well represented a project led by Sue Lewer commenced in May 2013. Consultation forums were held in each of the five Midland DHB areas. A draft competency document was developed from the consultation feedback and was placed on the programme for final consultation at the November 2013 Consumer: "Without Me There Is No Partnership....Are You With Me.!"

This document represents the many voices within the Midland region who are either in a service user worker role (NGO or DHB), other mental health and addictions workers who work with Service Users, are family members supporting a loved one or are people receiving services who strongly endorse service user choice in their recovery journey.

As the project sponsor, I would like to thank all those involved in getting the project to this point and look forward to further developing the Midland Service User Competency Framework as part of the tri-party project into tangible action nationally.



Eseta Nonu-Reid
Midland Regional Director
Mental Health & Addiction

2. Introduction

Currently there is no nationally consistent competency framework for service ¹user workers or any professional body accountability or code of conduct. This causes a lack of consistency in how service user workers are expected to work. The lack of national baseline competency frameworks and guidelines for employment and best practice hinder the development and quality consistency of this workforce.

To this end, a project was commissioned by He Tipuana Nga Kakano the Midland Consumer Leadership Network to start developing a framework utilising a bottom up approach. This work will feed into the Tri-party project (Te Pou, Northern Regional Alliance and Midland) that is being undertaken.

3. Project Purpose

The purpose of this project was to:

1. Develop a service user and peer support competency framework
2. Provide a Midland perspective to the Tri-party project with Te Pou, Northern Alliance and Midland Share Services
3. Gain endorsement from the Midland DHBs to the developed framework
4. Feed into the MoH Service Development plan strategies

4. Approach

Key areas to be covered in the framework included:

1. Review work previously completed
2. Canvas the sector for their view
3. Canvas national groups for their views as part of the Northern, Midland and Te Pou project
4. Develop a competency framework and qualification pathway
5. Undertake stakeholder consultation
6. Gain agreement from Clinical Governance and Midland Portfolio Managers
7. Submit to Midland GMS Planning and Funding for sign off

5. Methodology

Stakeholder consultation was provided through a series of 2 hour workshops held in each of the 5 DHB catchments ([Appendix 1](#)). The time-frames were seen to be difficult to work to initially; therefore, the workshop cycle was not commenced until end of June with them all being completed in July 2013. Where possible the workshops were co-facilitated by members of the Midland Consumer Leadership Network – He Tipuana Nga Kakano.

The project required a scan to be undertaken of the current competency frameworks developed for the NZ Mental Health and Addictions sector. This was done and it was very apparent that most had utilised “*Let’s get real: real skills for real people working in mental health and addiction (Let’s Get Real)*”, Ministry of Health 2008. As this document has had national application within the sector as a base framework for the knowledge, skills, values and attitudes required of all workers to enable deliverance of the most effective services for service users/tangata whaiora, it seemed the most logical to follow. The service

¹ Service User is the preferred wording to replace ‘consumer’ as per Midland Consumer Leadership Network

user/tangata whaiora competency framework would enable an additional degree of specificity for service user workers that built on those competencies already well known and used within the sector.

The workshops were designed to enable optimal input from all attending. Where the group was large (over 6), the workshops were able to be broken into smaller groups to enable full participation from everyone. Each group had a scribe who populated the pre-prepared sheets with the information provided from those attending. This information was used to populate the final draft report.

The workshops held in Tairāwhiti were provided in partnership with whānau who attended the 2 sites on each of the days. This proved to be exceptionally beneficial to all participating as it became apparent that provision of service for both them and whānau were unable to be separated especially for Māori services. Workers within this district use a predominately whānau ora approach therefore the values, attitudes and skill sets required to deliver service to service users/tangata whaiora have been shown to be compatible and often very similar with the skills required to deliver services to family and whānau.

It is important to note that this project was not intended to offer advice on how to deliver specific services to service users/tangata whaiora but to articulate what were the values, attitudes and skills (knowledge and ability to do the work) that all service user/tangata whaiora workers needed to have to undertake the work required of them through contracts. In addition, once the framework was developed and agreed to it could then also be used to:

- Assist personal reflection
- Plan professional development
- Develop standards of practice
- Assist recruitment and encourage staff retention
- Guide supervision requirements and mentoring
- Develop team practices and processes
- Develop training and resources
- Guide and support performance appraisals
- Complement discipline specific competency and/or practice standards

The resultant framework clearly articulated what service user/tangata whaiora workers saw as being important for the work they were involved in as well as the views from service users/tangata whaiora members on what they believed were the attributes and skills they wanted to see in workers assigned to them for support. The earlier workshops had the service users/tangata whaiora members working separately from those employed in the sector to do the work, however, later workshops had them all mixed in together. This was not seen as an obstacle in the collation of information but added value to the comments provided.

6. Relationship to other frameworks and key documents

The service user/tangata whaiora framework has drawn on other frameworks that are relevant to service users/tangata whaiora support. These included the *Takarangi Framework (Matua Rakī, 2008)*; *Let's get real: real skills for real people working in mental health and addiction (Let's Get Real)*”, Ministry of Health 2008; and *Real Skills plus Seitapu:*

working with Pacific Peoples (Le Va Pasifika. 2009). These frameworks have national application within the sector and direct relevance to service user/tangata whaiora work.

The draft document is underpinned by the values and attitudes outlined in *Let's get real* but with an interpretation taken from those attending the workshops. Also, the seven Real Skills outlined in *Let's get real* have been developed to include the service user/tangata whaiora perspective and have been embedded into the competencies for all three levels.

7. Rationale for Inclusion of the “for Māori; by Māori; with Māori” framework section to Align with Whānau Ora Expectation

Te Puawaiwhero – The Second Māori Mental Health and Addiction National Strategic Framework 2008-2015 has continued to build on the first framework Te Puawaitanga launched in 2002.

Te Puawaiwhero recognises that health and wellbeing are influenced and affected by the collective as well as the individual. The strategy strongly supports Māori holistic models and wellness approaches to health and disability. It recognises the desire by Māori to have control of their future direction and is therefore a strong motivation for Māori to seek their own solutions and to manage their own services.

The overall aim of Te Puawaiwhero is whānau ora – Māori families supported to achieve their maximum health and wellbeing. As a principal source of strength, support, security and identity, whānau play a central and pivotal role in the wellbeing of Māori individually and collectively.

A section specifically focused on services provided for Māori; by Māori; with Māori is supported by the need to link the work developed by Māori over the past 12 years and contextualise it within a framework that supports the purpose of whānau ora. The continuing adverse Māori Mental Health and Addictions statistics support the need to have models of practice that provide a point of difference. This framework provides a model that begins to address the role whānau workers have with whānau within kaupapa Māori Mental Health and Addictions services. It recognises that positive outcomes for whānau are more likely to be achieved when whānau:

- have control over their own destinies
- are cohesive, nurtured and safe
- are able to give and receive support
- have a secure identity, high self-esteem, confidence and pride
- have the necessary physical, social and economic means to participate fully and provide for their own needs
- live, work and play in safe environments.

A Whānau centered approach must be shaped by the values, protocols and knowledge contained within te Ao Māori. Whānau support is important for whānau health and wellbeing especially when whānau workers respond positively to whānau needs and involve key whānau members.

8. Findings

The following draft framework represents a collation of all the material provided from the workshops and transposed into the required domains. In many areas information was duplicated but this served to reinforce the key competencies everyone believed were essential to undertake this type of work. The sections on values and attitudes have included the comments and information that participants wanted included ensuring the service user/tangata whaiora flavour have been maintained.

Given that this is an inaugural competency framework for service users/tangata whaiora, and provides a Midland Regional perspective for a wider project application, it would be important to provide an opportunity for the framework to be evaluated in twelve months' time to ascertain how useful it has been and to add or delete any area that has been proven over time to be unworkable.

9. Values

A definition of Values was provided for the workshop participants. Values *“reflect a person’s culture and priorities as well as their conduct or relationship with the community and other stakeholders.”*

They were given the six values from *“Let’s get real”* to comment on and offer service user/tangata whaiora views on what this meant to them. They are intended to show what service user/tangata whaiora workers believe are fundamental in all service user/tangata whaiora services. The values are woven through and reflected in all the competencies within the framework and for all the roles relating to service user/tangata whaiora work.

Respect

People are the focus of our work. We respect the diversity of values service users/tangata whaiora hold and the structures and systems that form the fabric of their lives. We need to have cultural respect and model this within every interaction we undertake.

Human Rights

We strive to uphold the human rights of service users/tangata whaiora. These include the right to autonomy and self-determination, the right to be free from coercion, the right to be treated in a non-discriminatory way, the right to informed consent and the right to receive care and support that responds to the physical, psychological, spiritual, intellectual and cultural needs of service users/tangata whaiora and their families and whānau.

Service

We are committed to delivering an excellent service to all service users/tangata whaiora. This includes partnerships at all levels and providing access to choices for services where these are available and acceptable. We also recognise the need to have the lived experience as service users/tangata whaiora to undertake this work.

Recovery

We recognise that service users/tangata whaiora need to recover from feelings of guilt; shame; loss; grief; financial constraints; and social exclusion. We believe in hope for them in the emergence of other possibilities with a focus on supporting their strengths and building confidence. It’s about having realistic expectations for the journey which for some may be long term and repeating.

Communities

We value communities as pivotal resources for the effective delivery of services. We recognise that service user/tangata whaiora and their families and whānau form, and are part of, different communities. It is building strong linkages and connections and not being surrounded in all things mental health and addictions that will contribute significantly to reintegration.

Relationships

We recognise the need and ability to build and foster healthy, meaningful and authentic relationships, based on true partnerships and joint responsibilities, with service users/tangata whaiora and with all others who work in mental health and addictions and with the wider community.

Values	Comments from Workshop Participants
Respect	<ul style="list-style-type: none"> ▪ Inclusiveness ▪ Equal opportunities and equality ▪ Recognition of the individual uniqueness ▪ Listening to people ▪ For what confidentiality means ▪ Having empathy and trust ▪ Cultural understanding for all people and consideration for others belief systems ▪ For kaumatua – pakeketanga ▪ Knowing other people’s values – each person has value and is valued ▪ Knowing people’s resilience and strengths ▪ Building rapport ▪ For knowing who we are and what we stand for ▪ Knowing how different whānau operate before engagement and respecting that ▪ Right to have solutions designed that are unique to whānau ▪ For family structures (can be large for Māori) ▪ Understanding rights of indigenous peoples ▪ Understanding and respecting Te Tiriti o Waitangi
Human Rights	<ul style="list-style-type: none"> ▪ Right to access services ▪ To autonomy and true transparency ▪ The right to say “no” ▪ Upholding a person’s rights ▪ Advocating for fair treatment ▪ Ensuring people are heard – having a voice ▪ To be fully informed ▪ To have choices ▪ The right to safety ▪ To be free from coercion ▪ Knowing and acknowledging cultural values/beliefs/practices ▪ To pursue Tino Rangatiratanga
Service	<ul style="list-style-type: none"> ▪ Honour commitments - don’t promise things you can’t do ▪ Provide options – like 1:1 work ▪ Do with not for ▪ Provide choices e.g. gender of support person as well as providers ▪ Give good information from the outset ▪ Provide a service that is meaningful for service users and focussed on

Values	Comments from Workshop Participants
	<ul style="list-style-type: none"> finding solutions for their needs ▪ That is professional ▪ That prevents crises ▪ The role hospitality has when dealing with tangata whaiora and whānau ▪ Maintaining high standards and integrity ▪ Finding that which suits what people want to do and can do ▪ Partnerships and collaboration at all levels ▪ Honouring mission statements ▪ Know and respect boundaries ▪ Have experience in dealing with people ▪ Be well trained and supported ▪ Be committed to the process and outcomes ▪ Having a common-sense approach to support ▪ Have the funding streams to support the service ▪ Be able to explain to tangata whaiora what is happening ▪ Have creativity within contracts ▪ Equal decision making
Recovery	<ul style="list-style-type: none"> ▪ Must have lived experience that is quantifiable – workers have had their own experience of recovery ▪ Building self-esteem ▪ Offering support for self- management ▪ Knowing there is someone there – walking alongside ▪ Provide positive role modelling ▪ Not about forcing results in any context – is about installing independence ▪ Acknowledging strengths ▪ Building confidence ▪ Workers need to understand the level tangata whaiora are at on their journey of recovery ▪ Recognise shame (whakama) – working with whānau helps to protect their mana ▪ Following recovery principles of hope, self- advocacy, purpose/meaning and education ▪ Learn to live well and maintain wellness ▪ Having realistic expectations knowing the journey may be up and down ▪ Focussing on what you need - not what the worker thinks you need ▪ Being a source of information for other health workers ▪ Understanding the role and support for holistic healing for some whaiora ▪ Understanding the role of partnerships and alliances
Communities	<ul style="list-style-type: none"> ▪ Support to involve a person in their community ▪ Bring the community to the people ▪ Support engagement in community activities- not being surrounded in all things mental health and addictions ▪ Knowing the role community has in contributing to care ▪ Support communities to be more effective especially relating to social inclusion ▪ Recognise different environments and their importance –understanding the notion of context as it applies to different locations and what these locations needs may be ▪ Having strong linkages and connections with services ▪ Collaboration occurs at intersectoral levels

Values	Comments from Workshop Participants
	<ul style="list-style-type: none"> ▪ Building family and whānau linkages on all levels ▪ Recognise stigma and discrimination ▪ Recognise the role of friends, neighbours, sporting groups and churches ▪ Not allowing the whaiora to be isolated when they are unwell
Relationships	<ul style="list-style-type: none"> ▪ Having joint responsibility – mutuality on decisions ▪ Real partnerships - build and foster positive relationships ▪ Build rapport – not bossing or bullying ▪ Sharing of experiences and aiding connections - whakawhānaungatanga ▪ Providing clear boundaries – what you are happy to share about yourself and how involved do you want to be ▪ Understand the power imbalance ▪ Understand the linkages at whānau/hapu/iwi levels ▪ Support of whānau is integral to the process ▪ Promote resourcefulness

10. Attitudes

A definition of Attitudes was provided for the workshop participants. *“People who work in the family and whānau sector want to be known for these qualities”*

They were also given the eleven Attitudes from *“Let’s get real”* to comment on and offer service user/tangata whaiora views on what this meant to them. They are intended to show what service user/tangata whaiora workers believe are fundamental in all services they provide. The attitudes are woven through and reflected in all the competencies within the framework and for all the roles relating to service user/tangata whaiora work.

People working in service user/tangata whaiora services strive to be:

- **Compassionate and Caring:** empathetic, brave, having purposeful vulnerability
- **Genuine:** have a sense of humour, be engaging, have sincerity and passion
- **Honest:** having integrity, honouring commitments
- **Non-judgemental:** offering good judgement, demystifying experiences
- **Open-minded:** self-aware, offering choices, be a positive risk taker
- **Optimistic:** enthusiastic, encouraging, inspiring hope
- **Patient:** tolerant, perseverance,
- **Professional:** accountable, reliable, dependable, having pride in what you do
- **Resilient:**, having endurance, able to bounce back
- **Supportive:** accessible, inclusive, unconditional acceptance
- **Understanding:** shared strategies, connections, linkages

Attitude	Comments from Workshop Participants
Compassionate and Caring	<ul style="list-style-type: none"> ▪ Having empathy ▪ Aroha ki te tangata ▪ A personal commitment to really care ▪ Being brave and courageous ▪ Purposeful vulnerability ▪ For the whānau – not assuming they can do it all

Attitude	Comments from Workshop Participants
	<ul style="list-style-type: none"> ▪ Celebrating differences ▪ Enhancing manaakitanga
Genuine	<ul style="list-style-type: none"> ▪ Authentic ▪ Build relationship of trust recognising grief and loss ▪ Friendships- being real and true but within acceptable boundaries ▪ Being respectful ▪ Have a sense of humour and aroha – being able to laugh with you not at you ▪ Being able to translate the intention – down to earth and humble ▪ Being sincere especially with communication ▪ Needing passion to do the work
Honest	<ul style="list-style-type: none"> ▪ Being transparent with processes and information ▪ Providing information that is not filtered ▪ No false expectations ▪ Rules of engagement are clear and understandable ▪ Have integrity ▪ Honouring commitments ▪ Don't assume how things may be ▪ Cannot be genuine without being honest ▪ Be upfront
Non-judgemental	<ul style="list-style-type: none"> ▪ Understand the challenges language may bring ▪ Being able to bridge the gap between different world views of care and support ▪ Respecting the mana of everyone ▪ Accepting how “one is” – letting whaiora be individuals ▪ “know me before you judge me” ▪ Being able to advocate as determined by the whānau ▪ Demystifying experiences ▪ Maintaining the values
Open-minded	<ul style="list-style-type: none"> ▪ To learning and being influenced ▪ Having the ability to walk alongside ▪ Be able to listen to instructions ▪ Keep conversations open and transparent ▪ Focusing on positive outcomes ▪ Be innovative and creative in looking at other options ▪ Be culturally aware ▪ Acknowledging whakapapa with all cultures ▪ Accepting of others opinions ▪ Think outside the square ▪ Be able to “pick your battles” ▪ Be a positive risk taker
Optimistic	<ul style="list-style-type: none"> ▪ Having a “can do” attitude ▪ Stay focussed ▪ Be joyful ▪ Be sensitive to others needs ▪ Be able to know your expertise and limitations ▪ Be a beacon for hope and positivity ▪ Having a cheerful disposition
Patient	<ul style="list-style-type: none"> ▪ Excellent listening skills- having the time to listen and talk with the

Attitude	Comments from Workshop Participants
	<p>whaiora</p> <ul style="list-style-type: none"> ▪ Be able to assist in setting small goals at a time ▪ Be tolerant ▪ Have a clear mind ▪ Have perseverance ▪ Not rushing the whaiora – waiting until they are ready ▪ Having the ability to slow down so “one can think” ▪ Walking alongside ▪ Having strength of spirit
Professional	<ul style="list-style-type: none"> ▪ Don't abuse their power or position ▪ Can be relied upon – dependable ▪ Accountable - especially when mistakes are made ▪ Being polite ▪ Respectful ▪ Being able to look at the bigger picture ▪ Understanding confidentiality and recognise its important to whaiora ▪ Worker and service being accessible ▪ Able to adapt to an appropriate context ▪ Being a role model ▪ Have clear boundaries ▪ Able to use appropriate language ▪ Not assuming Māori Tikanga fits into western ways ▪ Achieving good outcomes ▪ Having information before engagement with the whaiora/whānau – not assuming that this is all there is ▪ Knows how and when to inform whaiora if there are changes to schedules ▪ Having pride in what you do ▪ Whānau want to see the faces of the service providers
Resilient some participants felt this was a word that created negative impact as not having access, already denoted an inbuilt resilience in place	<ul style="list-style-type: none"> ▪ Recognise what this is and that experiences have meaning ▪ Being able to say “yes” and “no” ▪ Be strong – never give up ▪ Accept challenges ▪ Being able to bounce back ▪ Coping with adversity – having endurance ▪ Acknowledging that it is already there based on presence of adversity ▪ Have a strong backbone ▪ Being able to let go the sad things
Supportive	<ul style="list-style-type: none"> ▪ Take time for the “5” minute chat by checking in ▪ Using own story to support and encourage and leaving it there – don't dominate with your story ▪ Support is reciprocal ▪ Working with the whole whānau ▪ Being available and not taking over ▪ Protecting the pathway to ensure there are no fears or retribution ▪ Not looking to fix everything ▪ Being able to work collaboratively ▪ Unconditional acceptance

Attitude	Comments from Workshop Participants
Understanding	<ul style="list-style-type: none"> ▪ Of where faith and spirituality plays a role ▪ How to create a relationship through rapport ▪ Knowing and supporting concepts of social justice ▪ How to stay safe ▪ The uniqueness of whānau and the responsibility of facilitating outcomes that have been identified by whānau ▪ Being able to develop shared strategies ▪ Knowing what your sphere of influence covers ▪ Knowing what and where your impact on change is

11. Skills for Service User/Tangata Whaiora Workers

A definition of Skills was provided for the workshop participants. “A skill is a key area of knowledge and ability to do the job”.

They were also given the seven Skill Headings from “Let’s get real” to comment on and offer service user/tangata friendly statements on what this meant to them. They are intended to show what service user/tangata whaiora workers believe are fundamental in all service user services.

12. Competency Framework Values, Attitudes and Skills

The resultant framework used to present Skills for service user/tangata whaiora workers mirrors the one used in *Let’s get real*. This has been done to ensure that the skills presented in this framework can be aligned to those in *Let’s get real*. This will provide an overall framework setting out all the skills relevant for any of the roles provided by people working as service user/tangata whaiora workers.

There are more indicators in the Essential level than in the Practitioner or Leader levels. This recognises the fact that people working in these two roles must already be working in accordance with the Essential level performance indicators.

The levels recognise the requirements of different roles at various times a person may enter the workforce.

Essential

This level applies to all service user/tangata whaiora workers working in the sector. Everyone will be expected to be able to demonstrate all the Essential level performance indicators of this framework either:

- When they first start in their role as a service user/tangata whaiora worker, or
- After an agreed period of induction, orientation or development.

Capable

Service user/tangata whaiora workers who have worked in the field for two or more years will be expected to be able to demonstrate both the Essential and Practitioner level performance indicators contained within the framework.

Managers will need to ensure that they provide support to their staff to develop their knowledge, skills and attitudes to achieve the Practitioner level performance indicators.

Leader

Service user/tangata whaiora workers who are in leadership or management roles will be expected to be able to demonstrate both the Essential and the Leader performance indicators of the framework.

1. Working with Service User/Tangata Whaiora “People cannot be seen in isolation”

A competent service user/tangata whaiora worker must have had the lived experience and be able to maintain their own recovery as well as having the skills and knowledge to do the work. They must have a genuine interest in the issues for and support of service users. They must be able to see and interpret the individual circumstances and needs for each service user/tangata whaiora. This will require using different approaches to enable meaningful connections. The work must be based on a partnership with service users/tangata whaiora focussing on their strengths to support their recovery. The worker must be able to “hold your hope for you when you cannot”. They need to be able to teach what recovery involves utilising all the tools available to them.

Values Based Competency Statements

Performance Indicators	Comments from Workshop Participants
Essential	<ul style="list-style-type: none"> ▪ Has the lived experience ▪ Has knowledge and understanding of mental health and addictions issues and systems ▪ Has a good understanding of self-awareness and self-care and is “out” about their own experience ▪ Understands connections between physical health and mental health and addictions ▪ Is able to understand and know when to offer choices to service users/tangata whaiora ▪ Has knowledge of their own organisation and services provided ▪ Knows what resources are available within the community ▪ Is able to acknowledge and support where the service user/tangata whaiora fits into their family and whānau ▪ Understand how to work ethically ▪ Is reliable and punctual ▪ Is an excellent communicator with good levels of concentration ▪ Is able to dress appropriately to the role they are in – displays excellent role modelling ability ▪ Has excellent listening skills ▪ Can do basic assessments ▪ Understands the need for and can work appropriately with gender choice ▪ Uses age appropriate language and has basic knowledge of age related services and their application ▪ Can provide purposeful disclosure ▪ Works from a strong recovery platform ▪ Can work with people from all backgrounds

Performance Indicators	Comments from Workshop Participants
	<ul style="list-style-type: none"> ▪ Has excellent time management awareness ▪ Has excellent communication abilities ▪ Is able to build connections and rapport with service users/tangata whaiora ▪ Has good level of networking knowledge to support service user/tangata whaiora in what, where and how they can become more independent
Capable	<ul style="list-style-type: none"> ▪ Able to make informed decisions ▪ Is able to apply learnt understandings from their own experience ▪ Is able to deflect negativity and not carry issues ▪ Can write case studies and present them ▪ Is a role model for those working at an Essential level ▪ Able to train new staff and assist in assessing their performance ▪ Can facilitate group work and presentations ▪ Has generic knowledge of different models of practice and can use/access them at a non-clinical level ▪ Has excellent established networks locally, regionally and nationally ▪ Has understanding of organisations and systems that support them ▪ Advocates for and supports policy changes that affect service users/tangata whaiora ▪ Provides orientation and induction for new workers ▪ Is able to develop and maintain appropriate relationships ▪ Is able to provide in-depth assessments on needs
Leader	<ul style="list-style-type: none"> ▪ Provides support and guidance for staff doing the work ▪ Has a wide knowledge base ▪ Is a skilled communicator and negotiator ▪ Can inspire confidence in the work undertaken ▪ Role models appropriate service delivery ▪ Is able to develop policies and champion the service user/tangata whaiora voice with clinical services ▪ Has had appropriate training to work with service users/tangata whaiora ▪ Has excellent networks with other service user/tangata whaiora services locally, regionally and nationally

2. Working “for Māori; by Māori; with Māori”

“Māori need to learn to work with Māori, people need to stop assuming that all Māori know what they are doing” (Walker, 2013)

Values Based Competency Statements

- **Terms of Engagement**
- **Wairuatanga**
- **Mauri**
- **Karakia**

As advised by the Midland Māori Leadership Network – Te Huinga o Nga Pou Hauora, Tangata Whaiora are seen as and defined as Whānau.

	Feedback from Workshop Participants
Essential	<ul style="list-style-type: none"> ▪ Engaging Māori using a Māori framework ▪ Engage with Māori in a Māori clinical way, we are clinicians in our own right – your way is not working our people are still unwell ▪ Knowledge in whakapapa, ngā kōrero o te kaenga – ngā hapū me ngā ohaki o te hapū: this gives you an insight into the mauri and wairua of the whānau that you will be engaging with. ▪ Understand Tapu and Noa and the essential elements of these when engaging with people ▪ Understand that there is no separation between the service user and whānau. They are one in the same. ▪ Te reo me ona tikanga: ▪ To assist whānau to access therapeutic intervention ▪ Realise and understand the many layers of engagement and which is appropriate to adopt when working with whānau ▪ Ability to facilitate whānau hui utilizing Kaumatua appropriately ▪ The ability to establish whānau connections with wairua and mauri ▪ Have knowledge of whakawatea and its application when commencing engagement with whānau ▪ To encourage whānau to lead karakia ▪ The ability to provide karakia when invited by whānau ▪ Acknowledgement and acceptance that whānau are cultural experts in their own right for their whānau

<p>Capable</p>	<ul style="list-style-type: none"> ▪ The ability to connect Whakapapa in relation to the whānau, this will include understanding the very foundations of the individual whānau ▪ Ability to utilize the concepts of wairua as part of the therapeutic/healing interventions ▪ The ability to interpret the intricate layers of Mauri and apply the correct Māori interventions ▪ Have knowledge and understanding in the intricate layers of Mauri and applying the correct Māori interventions ▪ Being the bridge between clinically led services and Māori paradigms ▪ Understand and work with knowledge of the whole person which includes environment, whakapapa, history ▪ Be guided by Kaumatua on the appropriate karakia and use whether this be whakawatea, pure, whakanoa, tawhito, inoi and any other form of karakia that is appropriate ▪ Acknowledge and understand the tohu (signs) that arrive with or precede the arrival of whānau
<p>Leader</p>	<ul style="list-style-type: none"> ▪ Must be able to bridge all whānau, hapū and or iwi in regards to whakapapa and history in order to give direction for best situational outcomes ▪ Must be expert in karakia ▪ Must be able to provide oversight of safety for whānau ▪ Must ensure that the intent, integrity and tikanga applicable to the location of the organization, whānau and hapū is maintained at all times and that the mana of all remain intact ▪ Must be able to guide good robust Māori practice for desired outcomes of whānau ▪ Must be able to liaise with all sectors within both clinical and Māori environments ▪ Provide the mechanisms for workers to achieve competence in working with Māori by Māori for Māori ▪ Ensure that whānau and hapū are consulted and actively involved in determining the cultural competence of workers as part of the performance review process ▪ Must be able to provide safety in practice with Te Ao Wairua: ▪ The ability to bring whānau together ▪ The ability to listen to all 'take' and take advisement for a good outcome for all ▪ The ability to represent whānau in whānui matters ▪ The ability to provide education to hapū on MH&A as requested ▪ The ability to negotiate with and for whānau ▪ The ability to navigate within and across the whānau ▪ Encourage tuakana and teina relationships within the whānau ▪ Understanding whakapapa o ngā Atua me te Ira tangata ▪ Ability to relate whānau and or circumstance to the appropriate Atua

3. Non-Māori Working in Partnership with Māori

A competent service user/tangata whaiora worker needs to apply a whānau collective approach utilising Māori theories of practice promoting and preserving mana Atua, mana Whenua and mana tangata. They will need to have knowledge of whānau dynamics and be able to apply Te Tiriti o Waitangi principles. Care must be taken not to assume a “one size fits all” The worker must always be actively involved in respecting and increasing service user/tangata whaiora mana and tikanga awareness. This will involve knowing how to access the right people and understanding that Māori are the experts in “things Māori”. The worker must be aware of where service users/tangata whaiora are in their journey with respect to their cultural linkages and ensure they engage with the right people.

Values Based Competency Statements

Performance Indicators	Comments
Essential	<ul style="list-style-type: none"> ▪ Is able to celebrate, understand and accept cultural differences ▪ Has basic understanding of tikanga and its application within health settings ▪ Understands how to use waiata and karakia specific to the location ▪ Has a basic understanding of te reo ▪ Understands protocols and customs and how and when to use/access them ▪ Understands Te Whare Tapa Wha and its application ▪ Understands the principles contained in Te Tiriti o Waitangi ▪ Has knowledge of and access to kaumatua and cultural advisors ▪ Knows and understands the resources within the local Māori community and how to access them ▪ Is able to ask for help when in difficulty ▪ Shows respect for differences in beliefs ▪ Is able to build a relationship of trust and understanding ▪ Understands how history can influence current situations ▪ Has a basic understanding of where Māori health status sits ▪ Is able to work with whānau to maintain their autonomy and mana ▪ Shows competence in the Takarangi Competencies framework
Capable	<ul style="list-style-type: none"> ▪ Demonstrates use of Te Whare Tapa Wha ▪ Understands and can apply different Māori health models ▪ Has worked successfully with Māori over a number of years ▪ Recognises the contribution Pakeke make into the pathways that have been chosen in partnership ▪ Knows how to engage all whānau into the process ▪ Can link with appropriate community resources ▪ Is confident in leading waiata and karakia ▪ Understands and can apply principles of whānau ora ▪ Can organise and run shared training with other organisations ▪ Can offer more specialised workshops based on best interventions ▪ Can lead whānau hui ▪ Is able to recognise when resources match the needs ▪ Is able to build the knowledge base of local services and can utilise/access these appropriately ▪ Recognises traditional models of healing and can access resources appropriately ▪ Has the ability to move the whānau from kahupo towards toiora

Performance Indicators	Comments
	<ul style="list-style-type: none"> ▪ Understand the role the natural environment has in recovery
Leader	<ul style="list-style-type: none"> ▪ Provides linkages and networks with other organisations and agencies ▪ Shares knowledge with other organisations and agencies ▪ Can provide access to Tohunga services ▪ Has linkages to regional and national Māori advisory groups ▪ Identifies Māori champions/partners early in any process and advises when input is required ▪ Promotes and supports own organisation ▪ Keeper of the cultural requirements for the service ▪ Arranges any requests for cultural supervision ▪ Accesses resources that enhance whānau wellbeing ▪ Can demystify systems for Māori ▪ Understands, supports and delivers services that are whānau/ hapu/iwi focussed ▪ Is Te Reo fluent

4. Working with Families and Whānau

A competent service user/tangata whaiora worker must understand the need for and encourage involvement of family and whānau where and when it is requested without impinging on the autonomy of the service user/tangata whaiora. This will require practical knowledge of different styles of learning dependent on the cultural requirements of the service users/tangata whaiora. The worker must support the service user/tangata whaiora to maintain or retain their mana within the family and whānau, and support them to travel on their own journey at their own pace. They need to be able to identify when it is safe for family and whānau to be engaged. This will require understanding of how connections/disconnections are applied within a family context and how family dynamics present within different family and whānau groups. They will need to know who constitutes “family” for the service user/tangata whaiora and be able to view both parties as one entity but with two parts.

Values Based Competency Statements

Performance Indicators	Comments
Essential	<ul style="list-style-type: none"> ▪ Has knowledge of family structures ▪ Is able to explain choices ▪ Is able to build relationships between whānau and with whānau ▪ Has networking knowledge and understanding ▪ Is able to form connections with communities ▪ Can co-ordinate and navigate services with family and whānau on behalf of service users/tangata whaiora ▪ Understands confidentiality ▪ Knows when to seek and who provides permission for shared disclosures ▪ Understands the process of consent and who best to talk to within a family and whānau system ▪ Is able to communicate with family and whānau

Performance Indicators	Comments
	<ul style="list-style-type: none"> ▪ Is aware of cultural protocols required to work with families of other cultures (other than Māori) ▪ Understands how family and whānau connect with service users/tangata whaiora ▪ Is aware of and accepts non-traditional definitions of what constitutes family and whānau for service users/tangata whaiora ▪ Has good assessment skills ▪ Is able to offer support to family and whānau ▪ Is tactful and aware of what may offend
Capable	<ul style="list-style-type: none"> ▪ Has excellent knowledge of family dynamics and genealogy ▪ Can offer increased knowledge about family and whānau situations ▪ Has excellent facilitation skills ▪ Can provide mediation for family and whānau with service user/tangata whaiora ▪ Provides family and whānau orientation for new service user/tangata whaiora staff ▪ Has excellent knowledge of networks that support family and whānau ▪ Able to provide information for family and whānau ▪ Is able to work safely with other cultures' needs and requirements ▪ Works proactively with other agencies
Leader	<ul style="list-style-type: none"> ▪ Has the ability to know and understand how the work is done but not necessarily how to do it ▪ Provides clarity and understanding to service user/tangata whaiora staff on how to work with family and whānau ▪ Provides debriefing and guidance when interactions between family and whānau and service users/tangata whaiora are tense and problematic ▪ Has excellent communication skills ▪ Advocates for family and whānau inclusion at a service development level ▪ Is able to form and run an advisory group or network ▪ Has knowledge of how their service can interact with other cultures needs and requirements

5. Working within Communities

A competent service user/tangata whaiora worker needs to have an excellent knowledge of local communities and services available and the opportunities they can provide to assist in the recovery of service users/tangata whaiora. This will involve identifying support systems that are proactive and inclusive and which can support the wellness of service users/tangata whaiora. The community also will need to know who the service user/tangata whaiora worker is and what they actually do. The worker will be able to identify community champions who can influence the opportunities for service users/tangata whaiora. The worker needs to have skills and confidence to enable them to work through the conflicts of any politics in what is often a competitive environment within the MH&A sector. They will be able to network, facilitate connecting and build and maintain relationships in partnership with service users/tangata whaiora within their communities of choice.

Values Based Competency Statements

Performance Indicators	Comments
Essential	<ul style="list-style-type: none"> ▪ Has knowledge of services and resources within a service user/tangata whaiora community of choice ▪ Can speak out and connect with other organisations confidently ▪ Is able to resolve issues within community settings ▪ Can translate their experience into understanding for the community ▪ Understands teamwork and is part of a wider application of team-ship within their community ▪ Understands where and how service user/tangata whaiora want to make community linkages
Capable	<ul style="list-style-type: none"> ▪ Has in-depth connections with other organisations, leaders, services and communities ▪ Has excellent discernment skills regarding practicality or usefulness of resources available ▪ Is very visible within their local community ▪ Can provide leadership to groups and teams ▪ Able to do presentations on role to communities ▪ Has experience of working within communities
Leader	<ul style="list-style-type: none"> ▪ Provides orientation to the wider community for the staff ▪ Is an excellent networker and collaborator ▪ Is able to involve the community within their own organisation ▪ Plans and offers resources to be shared with other organisations within the community ▪ Maintains service user/tangata whaiora profile within the wider community ▪ Develops and maintains relationships with key managers within other organisations

6. Challenging Stigma and Discrimination

A competent service user/tangata whaiora worker needs to display confidence in recognising and challenging organisations and agencies in how to reduce stigmatising and discriminatory behaviours. This will require understanding the use of appropriate language and avoiding labelling. They will be required to move beyond internalised (self) stigma to enable themselves the ability to challenge when stigma is evidenced. This will require the worker to have the knowledge and confidence to know when it is appropriate to respond. They will also need to utilise all opportunities to promote mental health and addictions awareness and role model positive behaviours.

Values Based Competency Statements

Performance Indicators	Comments
Essential	<ul style="list-style-type: none"> ▪ Understands what stigma and discrimination is especially its effects at an emotional level ▪ Has the ability to resolve inappropriate behaviours when identified ▪ Displays courage when confronted by stigmatising and discriminatory behaviour

Performance Indicators	Comments
	<ul style="list-style-type: none"> ▪ Is able to monitor own use of language ▪ Understand the role of communication etiquette- “knowing when and how to say it” ▪ Has practice wisdom learnt from own experience ▪ Gets involved in mental health and addictions promotion activities ▪ Is aware of Like Minds Like Mine philosophy ▪ Knows how to access website on stigma and discrimination ▪ Knows what support groups are in their local community ▪ Understands how service user/tangata whaiora can lodge complaints and how they can provide support throughout the process ▪ Understands what and how labelling of service user/tangata whaiora works and the conflicts it creates
Capable	<ul style="list-style-type: none"> ▪ Is experienced in challenging stigmatising and discriminatory behaviours ▪ Guides and supports colleagues ▪ Is able to make strategic approaches to organisations and services displaying stigmatising and discriminatory behaviours ▪ Able to train work colleagues on the value behind the lived experience ▪ Able to train colleagues on the role self-stigmatism has within work settings ▪ Supports and promotes mental health and addictions awareness campaigns ▪ Can provide workshops on reducing stigmatism and discrimination within services
Leader	<ul style="list-style-type: none"> ▪ Puts in place policies and procedures that are not stigmatising and discriminatory ▪ Organises training awareness for staff and wider community so it can filter down to service users/tangata whaiora ▪ Positively reinforces non stigmatising and non-discriminatory practices through involving positive national role models to provide testimonies ▪ Monitors own organisation ▪ Is able to challenge media when stigmatising and discriminatory articles are released ▪ Can develop websites on stigma and discrimination ▪ Has links at regionally and national levels on programmes being developed ▪ Knows, understands and challenges the impact for both themselves and staff on how to use language appropriately ▪ Is able to deal with complaints from service users/tangata whaiora regarding staff using stigmatising and discriminatory language

7. Law, Policy and Practice

A competent service user/tangata whaiora worker needs to understand and implement all legislation, regulations, standards and codes, and policies relevant to their role. They need to have the wisdom to provide a common-sense approach to these requirements and demystify the language for service users/tangata whaiora. They will acknowledge and support service users/tangata whaiora to voice their rights whilst honouring the importance of service user/tangata whaiora input into delivering services. Workers will acknowledge both

Māori and Tauīwi versions of Te Tiriti o Waitangi to help close disparities. The knowledge acquired by the worker will be utilised to affect policy changes both locally and nationally.

Values Based Competency Statements

Performance Indicators	Comments
Essential	<ul style="list-style-type: none"> ▪ Understands and knows how to utilise all legislation relevant to role ▪ Has an understanding of any codes relating to practice ▪ Is aware of all organisational policies and their impact on service delivery ▪ Is aware of and understands the need to keep safe and work within clear boundaries ▪ Understands the need to be ethical and to follow ethical practices ▪ Knows where to go for advice on behalf of service users/tangata whaiora ▪ Understands and uses the three principles contained in Te Tiriti o Waitangi – has awareness of their obligations and responsibilities ▪ Is able to simplify language into a common-sense approach ▪ Has knowledge of the rights and provides support for service users/tangata whaiora ▪ Understand the difference between “lore” and “law”
Capable	<ul style="list-style-type: none"> ▪ Is able to work within own limits and has excellent boundaries ▪ Can advocate at a micro (individual) and macro (team/service, community, national) level on laws and policies ▪ Demonstrates ethical decision making practices ▪ Understands what publications are available within the sector and how to use them ▪ Has an understanding of the legal processes for service users/tangata whaiora ▪ Can analyse policies and review their application to the service ▪ Can advise where changes to policies (that affects service delivery) are able to improve practice ▪ Is able to translate theories into practices ▪ Provides training to staff on what regulatory requirements they must have knowledge of ▪ Remains up to date on all laws
Leader	<ul style="list-style-type: none"> ▪ Shares policies with other organisations ▪ Is a social change agent ▪ Maintains policies and advocates for changes at a local, regional and national level ▪ Develops organisational policies based on safe practices ▪ Knows local resources that can be used/accessed for legal requirements ▪ Is a conduit to elevate information to regional and national levels to influence change ▪ Provides feedback to all staff on changes to legislation ▪ Reviews policies and procedures to ensure they remain contemporary

8. Professional and Personal Development

A competent service user/tangata whaiora worker needs to be able to reflect on their own and other service user/tangata whaiora experiences to be able to offer hope in whatever role they are engaged in. For the worker, self- reflection and self- awareness are critical to ensuring the focus remains on the person they are working with. They will need to maintain safe boundaries and understand their own limitations. They will need to be skilled in putting learned or acquired knowledge into practice and sharing / communicating this to colleagues and others. They will need to ensure a positive work/ life balance.

Values Based Competency Statements

Performance Indicators	Comments
Essential	<ul style="list-style-type: none"> ▪ Is able to manage time effectively ▪ Engages in supervision both practice and cultural ▪ Is IT confident and knows how to use and access information for service users/tangata whaiora ▪ Is able to work with others from different cultures ▪ Is able to reflect on practice and offer opportunities for improvement ▪ Understands what power means and how to address imbalances ▪ Is able to write notes in partnership with service users/tangata whaiora ▪ Is able to access information for research ▪ Able to write reports with a high level of literacy ▪ Is able to be directed as to what training is required ▪ Attends all training when required ▪ Is an effective team member and participator in team building activities ▪ Attends workshops on mental health and addictions to maintain currency of knowledge
Capable	<ul style="list-style-type: none"> ▪ Is able to identify what training is available and how to access this ▪ Actively seeks feedback on the work done at an Essential level ▪ Provides peer supervision for Essential level workers ▪ Can provide team building workshops ▪ Is able to challenge power differentials and actively promotes the way to address imbalances
Leader	<ul style="list-style-type: none"> ▪ Maintains knowledge base of the organisation ▪ Can provide training /workshops ▪ Is able to lead pieces of work for the sector ▪ Understands and provides system advocacy ▪ Can delegate ▪ Provides debriefing ▪ Is able to issue instructions clearly and in a timely way ▪ Is aware of national strategies and has the ability to provide feedback on these if required ▪ Is an excellent writer ▪ Is an advocate for change and actively works to promote this ▪ Sets the vision and goals for the organisation ▪ Instils motivation in the team ▪ Provides support for those who are working at the coal-face ▪ Undertakes performance reviews/ appraisals of other staff ▪ Provides training and development plans for staff ▪ Provides team training ▪ Participates in own training and development

Performance Indicators	Comments
	<ul style="list-style-type: none"> ▪ Creates a work environment where staff can feel comfortable in bring forward issues or concerns ▪ Can provide mentorship or peer support to other sector leaders ▪ Establishes and maintains excellent linkages with other agencies and services ▪ Is able to undertake de-briefing for all staff ▪ Supports and assists staff to develop capacity and skills to undertake additional work ▪ Has ability to set the pace and the organisational goals ▪ Focuses on and is able to undertake planning, preparation and performance activities for all staff ▪ Allocates resources to staff ensuring time is available to attend training, workshops and conferences as per plans ▪ Actively engages in succession planning to ensure continuity of service ▪ Is the champion for service users/tangata whaiora ▪ Provides mentoring and coaching to other staff ▪ Provides a healthy workplace for all staff ▪ Facilitates team meetings ▪ Can provide governance function for other mental health and addictions services ▪ Negotiates cross training opportunities with other organisations and networks ▪ Is able to mediate ▪ Provides opportunities for students to participate in the organisation ▪ Co-ordinates their service's responses alongside other organisations ▪ Holds the knowledge and wisdom of the service (mātauranga)

13. Appendix 1 - Workshop Location Sites

Taranaki Participants	
Nic Magrath, Taranaki DHB	Moana Eriwata, Tui Ora
Don Paratene, Tui Ora	Bronwen Phillips, Tui Ora
Suzy Paratene, Tui Ora	Kevin Brown, Tui Ora
Erina Henderson	Moana Phillips
Jill Phillips	Corinne McKinley
Corinne Mc Kinley	Rawinia Young, Like Minds
Hawera Participants	
Nic Magrath, Taranaki DHB	Mihi Kahu, Tui Ora
Janine Blake, Healthcare NZ	Tom Gibson
Taneatua Participants	
Timoti Purewa, Tuhoe Hauora	Mat Hohua, Pou Whakaaro
Jenna Fidler, Recovery Solutions	Darren Bagley, Pou Whakaaro
Keith Brown, Pou Whakaaro	Susan Bagley, Pou Whakaaro
Suzanne Woodland, Pou Whakaaro	Carole Greenwell, Peer Zone
Deborah Parker, Pou Whakaaro	David Eves, Peer Zone
Marion Te Reo, Kaiwhakaruruhau	Marion Pirikahu
Adam Brown	Leann Thompson
Julieth Tupu	
Tauranga Participants	
Brian Thomas, WBOP Mental Health	Stephen Price, Junction
Arlene Foster, Turning Point	Hori Ahomiro, BOP DHB
Thames Participants	
Laura McIntyre, Independent	Alison Boland, Pathways
Jo Burns, Stepping Out	
Hamilton Participants	
Sue Rostron, Te Pou	Julie Kneebone, Waikato DHB
Ann Grennell, Rostrevor House	Michael Allen-Andrews, Waikato DHB
Kelly Ware, Waikato DHB	
Ruatorea Participants	
Chloe Fergusson, Te Kupenga Net Trust	Tui Tibble, Te Kupenga Net Trust
Sharon Harrison, Te Kupenga Net Trust	Jude Rickard, Te Kupenga Net Trust

Joy Reid, Te Kupenga Net Trust	Claudia Maaka, Ngati Porou Hauora
Tamati Reid, Te Kupenga Net Trust	Maria Tamepo, Ngati Porou Hauora
Robynne Tibble, Te Kupenga Net Trust	Suman Te Puni, Ngati Porou Hauora
Gisborne Participants	
Jenny Cust, SF Tairawhiti	Temme Rio Beach, Recovery Solutions
Janice Allen, SF Tairawhiti	Chloe Fergusson, Te Kupenga Net Trust
Kaye Kawenga, Recovery Solutions	Tau Moeke, Te Kupenga Net Trust
Dillon Jankonita, Recovery Solutions	David Johns, Te Kupenga Net Trust
Lisa Baty, Recovery Solutions	Hine Moeke-Murray, Te Kupenga Net Trust
Howie Kotuhi, Recovery Solutions	Status Knight, Te Kupenga Net Trust
Peter Boyd, Recovery Solutions	
Taupo & Turangi Participants	
Janenette Callagan, Healthcare NZ	Raymond Te Fono?
Jodee Mihinui, Healthcare NZ	Bev Simmonds
Jarman Singh, Healthcare NZ	Mark Harris
Jim Folkena??, Progress to Health	Donna Perewi
Noeline Kuru, Progress to Health	Nichollette Smith
Patty Posthuma, Progress to Health	Darlene Fiveash
Rotorua Participants	
Barbara Hart, Lakes DHB	Ngaire Fraser, Lakes DHB
Lalena Judd, Braemore Lodge	Patsy Andrew, Healthcare NZ
C Johnson, Hinemaru	Paula Steward, Hinemaru
Nan Blight, Hinemaru	T Richards
M Hitchcock	Maata Kopu
Kerry Hern	Hubert Whata
Isobel Knuth	
Consumer Summit 2013 Participants	
Amy Taewa	Anaru Anderson, TUMT
Angelina Andzue	Ashley Bajaj
Audrey Quinn, Turning Point	Barbara Hart
Bonnie McCash, Turning Point	Buddy Karurangi, Te Ara Tika Trust
Chloe Fergusson, Te Kupenga Net Trust	Chris McCracken, Junction Peer Support & Advocacy
Coral Maulder	Danielle Wall, Progress to Health
David Johnstone	Doug Banks
Emma Wallace,	Grace Tuhuta
Helen Patuwai	Jesse Hensen, South Taranaki Advisory Group

Jo Griffith, Karldon Trust	John Marks
Julie Kneebone, Waikato DHB	Justan Wilson, Te Utuhina Manaakitanga Trust
Kelly Pope, Werry Centre	Lisa Baty, Recovery Solutions
Natasha Cully	Nic Magrath
Noeline Kuru	Patricia King
Patricia Bennett	Roimata Waihi
Tegan Ruha	Te Rangimaria Warbrick
Tony Spencer	Terry Heath
Tuiloma Lina Samu	Sue Rostron
Millie Kawai	Rose McClutchie
Sela Kingi, Tuwharetoa ki Kawerau Youth Services	Kelly Te Riini