



Let's get real

*Real Skills for working with people and whānau
with mental health and addiction needs*

**Te Pou o te
Whakaaro Nui**



Published in October 2018 by Te Pou o te Whakaaro Nui

Te Pou o te Whakaaro Nui is a national centre of evidence-based workforce development for the mental health, addiction and disability sectors in New Zealand.

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ISBN 978-1-98-855113-5

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Recommended citation:

Te Pou o te Whakaaro Nui & Ministry of Health. (2018). *Let's get real: Real Skills for working with people and whānau with mental health and addiction needs*. Auckland: Te Pou o te Whakaaro Nui.



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Foreword

Tēnā koutou.

Welcome to the *Let's get real* refresh.

The New Zealand Health Strategy highlights the importance of working differently to meet our changing population health needs and to support New Zealanders to live well, stay well and get well. Everyone has a role in promoting and maintaining mental health and the wellbeing of people and our communities.

Let's get real is an important foundation document for the workforce. Since its launch in 2008, it has been used widely and this refresh has made it more relevant than ever.

Let's get real is relevant for anyone who is working with people who are experiencing mental health and addiction needs, irrelevant of the setting.

An increased emphasis on tikanga Māori throughout the refreshed framework, places a greater focus on relationships with whānau, parents, tamariki and a stronger acknowledgement that partnerships between

services and sectors are crucial in supporting people who access these services.

This *Let's get real* refresh aligns with the New Zealand Health Strategy of 'one team' where a collective team approach across our social, justice, health and disability systems works to ensure people are thriving, live well, stay well and get well.

I would also like to acknowledge our workforce centre, Te Pou o te Whakaaro Nui, on the continued implementation of the framework for the last 10 years and for leading the refresh of the *Let's get real* framework on the Ministry's behalf.

Ngā mihi nui

Dr John Crawshaw

Director of Mental Health
Chief Advisor, Mental Health

Introduction

Let's get real describes the essential values, attitudes, knowledge and skills we need to deliver effective services in partnership with people who experience mental health and addiction needs, wherever and whenever they are in contact with health services. In line with this, *Let's get real* applies to everyone working in health.

There is strong evidence that people who experience mental health and addiction needs have poorer health outcomes compared with the general population. To make a positive difference to this, we have extended *Let's get real* so that it now applies to everyone who works in health, to ensure we work as effectively as we can with people who experience mental health and addiction needs. *Let's get real* sets out the shared values, attitudes and skills we need, and is a tool to improve integration between mental health and addiction services and the broader health sector.

Let's get real does not replace professional competency frameworks, but complements them, providing a shared language we can use across roles, professions and health care contexts.

A glossary of key terms and te reo Māori words is set out on page 29.

Te Pou o te Whakaaro Nui will continue to lead implementation of *Let's get real* through the provision of resources including e-learning modules, guides and advice.



The fundamentals

This section sets out an overview of *Let's get real*, showing the main components and how these relate to each other. It then outlines our shared values and attitudes and explains the seven Real Skills at a glance, defining an expected outcome related to each Real Skill. Finally, it explains the application of the performance indicators associated with each skill.

The interrelating components of *Let's get real*

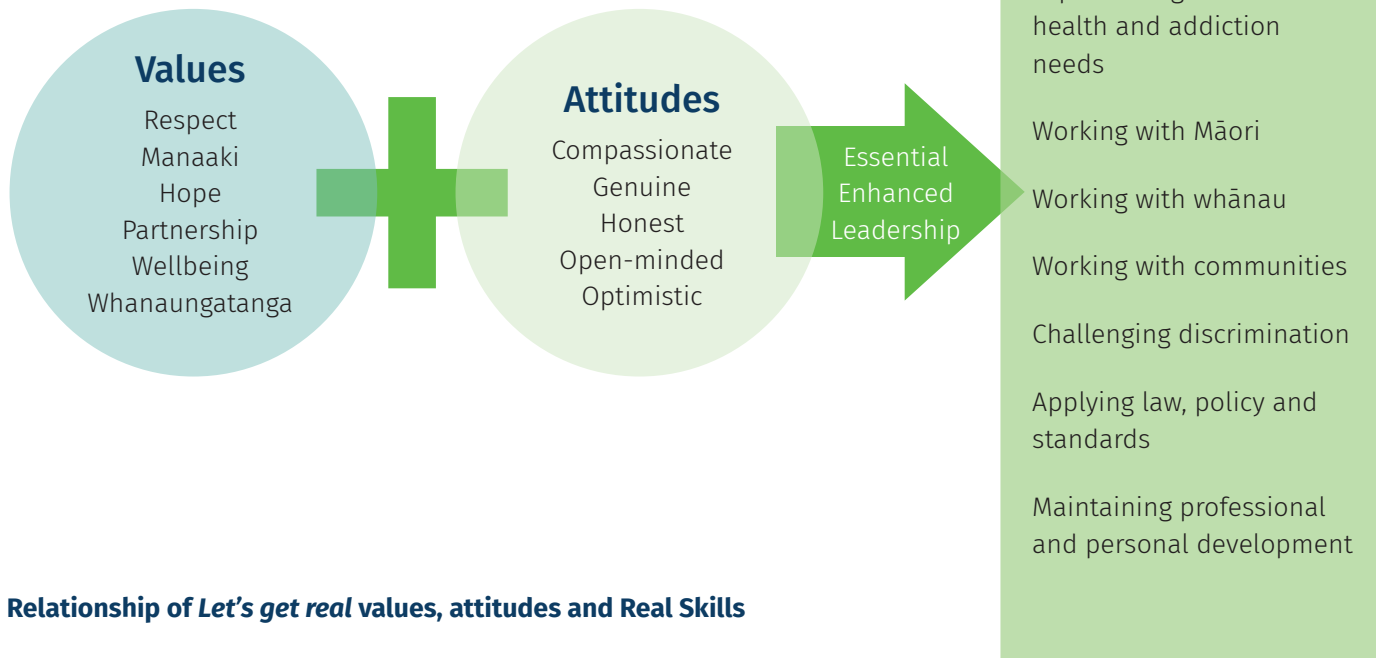
Let's get real has three components: values, attitudes and Real Skills.

The values and attitudes underpin the framework, they interrelate and overlap to contribute to positive experiences and outcomes for people experiencing mental health and addiction needs and their whānau. These values and attitudes are not intended to replace

organisation-specific values. They are intended to express the shared approach that applies across all health care, regardless of context, organisation, role or profession.

There are seven Real Skills. The Real Skills are for everyone working in health, regardless of role or context. They describe what we do when we are working in partnership with people who experience mental health and addiction needs. The Real Skills are interrelated and not intended to be used in isolation.

Each Real Skill has a definition, an expected outcome and a set of performance indicators at three levels: 'essential', 'enhanced' and 'leadership'. The expected outcome for each Real Skill describes what we aim to achieve by applying all the performance indicators related to that skill.



Relationship of *Let's get real* values, attitudes and Real Skills



Values

Respect

We respect people and whānau¹ who are accessing services, their world views, their values and the choices they make. We believe respect is fundamental to all human relationships.

Manaaki

We support, care for, tend to and show generosity to others in all that we do. We seek to uphold the dignity and protect and enhance the mana of others through our work. We take time to know people and what is important to them, and to establish positive and authentic relationships.

Hope

We believe that hope is fundamental to wellbeing, and that a life that has meaning and value for the person is always possible. We support people to have hope.

¹ This document uses the word 'whānau' as an inclusive term for family and wider family structures and anyone who a person considers to be close to them and important in their life.

Partnership

We work in partnership with people and whānau who are accessing services. We listen, hear and respect. We support choice, shared decision-making and equity. We value the strengths and expertise that people and whānau bring. We value the expertise of all colleagues, groups and services, and work in collaboration to support people and whānau.

Wellbeing

We focus on wellbeing, encompassing all dimensions of health: tinana (physical), hinengaro (mental and emotional), whānau (social) and wairua (spiritual) (Durie, 1994). We support wellbeing as a key part of recovery.

Whanaungatanga

We believe that a sense of connection and belonging is fundamental to wellbeing. We are in relationship with people and support their relationships with others, to enhance a sense of belonging for all. We value communities and connections to communities.

Attitudes

Compassionate

Welcoming, supportive, caring, sensitive, empathetic, understanding, patient, flexible, validating and empowering

Genuine

Warm, friendly, self-aware, have aroha and a sense of humour

Honest

Have integrity, professional, accountable, reliable, responsible and trustworthy

Open-minded

Accepting, non-judgemental, non-discriminatory, culturally responsive

Optimistic

Hopeful, positive, encouraging, inspiring, enthusiastic, innovative, creative, resilient, positive risk takers.

The seven Real Skills at a glance

Working with people experiencing mental health and addiction needs

Everyone working in health engages meaningfully and works in partnership with people who experience mental health and addiction needs, and focuses on the person's strengths to support wellbeing and recovery.

Expected outcome

People accessing health care have their mana protected and enhanced, experience respect, engage in shared decision-making and receive support to achieve their health and wellbeing goals.



Working with Māori

Everyone working in health contributes to oranga and whānau ora for Māori people who experience mental health and addiction needs.

Expected outcome

Māori people accessing health care experience respect, engage in shared decision-making and receive support to achieve hauora (tinana, hinengaro, whānau and wairua) goals.

Working with whānau

Everyone working in health encourages and supports the wellbeing of whānau, and ensures that whānau, including children, have access to information, education and support.

Expected outcome

Whānau receive support to achieve their health and wellbeing goals.

Working within communities

Everyone working in health recognises that people and whānau who experience mental health and addiction needs are part of communities.

Expected outcome

People accessing health care have meaningful connections to communities to support and enhance their wellbeing.

Challenging discrimination

Everyone working in health challenges discrimination, and provides and promotes a valued place for people who experience mental health and addiction needs.

Expected outcome

People working in health are strong advocates for the elimination of discrimination relating to mental health and addiction.

Applying law, policy and standards

Everyone working in health implements legislation, regulations, standards, codes and policies relevant to their role in a way that supports people and whānau accessing services.

Expected outcome

Human rights, autonomy and self-determination of people and whānau accessing health care are promoted and upheld.

Maintaining professional and personal development

Everyone working in health participates in lifelong learning and personal and professional development, reflecting on their work and seeking ways to improve themselves, their teams and services.

Expected outcome

People working in health are resilient and respond effectively to people accessing health care.



Application of the performance indicators

The performance indicators are set at three levels:

- **Essential** – these indicators apply to everyone working in health regardless of context, organisation, role or profession, including people working in voluntary roles.
- **Enhanced** – these indicators build on and are additional to the essential indicators. They apply to everyone working in mental health and addiction support work and clinical roles, and others who want to further develop their skills to work effectively with people experiencing mental health and addiction needs.
- **Leadership** – these indicators apply to everyone who is leading, guiding, supporting, educating and resourcing the work of others in health: for example, clinical directors, senior clinicians, portfolio managers, service managers, consumer and peer leaders, mentors, educators, professional advisors, general managers, team leaders, chief executives and board members.

The ‘leadership’ level applies to all those in formal leadership roles, but is not limited to these roles.

People in leadership should meet the ‘essential’ and ‘leadership’ indicators. Some leaders in the mental health and addiction sector may also aim to meet the ‘enhanced’ indicators, depending on their training and the scope of their role. For some people, a focus on the ‘leadership’ level of one particular Real Skill may be appropriate.

Application of performance indicator levels

The following table summarises application of each level of the performance indicators.

	Essential	Enhanced	Leadership
Everyone working in health	✓		
Everyone working in mental health and addiction roles and those wanting to further develop their skills	✓	✓	
Everyone who is leading, guiding, supporting, educating and resourcing the work of others in health	✓	✓ +/-	✓



The performance indicator tables

Real Skill: **Working with people experiencing mental health and addiction needs**

Everyone working in health engages meaningfully and works in partnership with people who experience mental health and addiction needs, and focuses on the person's strengths to support wellbeing and recovery.

Expected outcome

People accessing health care have their mana protected and enhanced, experience respect, engage in shared decision-making and receive support to achieve their health and wellbeing goals.

Essential	Enhanced	Leadership
Engagement		
<p>Warmly welcomes and appropriately greets people and whānau accessing services</p> <p>Establishes a connection and rapport with people accessing services</p> <p>Invites people accessing services to bring support person/people</p> <p>Recognises that people may feel apprehensive or fearful when accessing services, and works to:</p> <ul style="list-style-type: none"> • establish a safe and trusting connection • ensure they feel safe and comfortable in the physical environment 	<p>Builds and sustains trusting relationships with people accessing services</p> <p>Works to support people to have hope for their recovery and wellbeing</p>	<p>Develops and fosters a person- and whānau-centred service/ programme that is:</p> <ul style="list-style-type: none"> • welcoming and responsive to the needs of people accessing services • values-informed • reflective of best practice • focused on recovery and wellbeing • culturally responsive • considerate of the impact of trauma and loss on people's wellbeing • effective at communicating



Essential	Enhanced	Leadership
Engagement		
<p>Demonstrates understanding of the impact of trauma and loss on people's wellbeing</p> <p>Demonstrates understanding that for some people the experience of accessing services can be traumatising or re-traumatising</p>		

Essential	Enhanced	Leadership
Diversity		
<p>Works to understand and respond effectively to people in relation to their gender, culture, age, ability, sexual orientation and spirituality, (eg, uses age and culturally appropriate language and processes)</p> <p>Takes time to ensure correct pronunciation of names</p> <p>Uses the services of suitably qualified interpreters when required</p> <p>Works effectively at the interface between their own culture and the culture of others¹</p> <p>Uses evidence-based culturally specific resources</p>	<p>Supports whānau Māori to access Māori-responsive services and have access to kaumātua, kaimahi Māori and cultural interventions (eg, assessment, therapy)</p> <p>Takes time to know the person and their context to support self-determination and shared decision-making</p> <p>Seeks advice from people who hold specialist knowledge in relation to gender, culture, age, ability, sexual orientation, gender identity and spirituality</p> <p>Demonstrates cultural competency in working with Pasifika peoples³</p>	<p>Identifies and addresses barriers that may prevent:</p> <ul style="list-style-type: none"> • people from accessing services • equity of outcomes for all <p>Enables staff, teams and services to work effectively in partnership with all people, respecting diversity and ensuring programmes and services are responsive to the needs of communities</p> <p>Ensures access to the services of suitably qualified interpreters</p>



Essential	Enhanced	Leadership
Diversity		
<p>Recognises that for Māori people, cultural identity as Māori is a pre-requisite for wellbeing²</p> <p>Respects that tāngata whai ora and whānau Māori may choose to communicate in te reo Māori</p> <p>Values and respects people's interpretation of their own experiences</p>	<p>Demonstrates cultural competency in working with Asian peoples and people from other migrant groups</p> <p>Demonstrates understanding of evidence-based talking therapies and their interface with culture, as appropriate to role</p>	<p>Puts strategies and systems in place to ensure Māori people can access Māori-responsive services and have access to kaumātua, kaimahi Māori and cultural interventions (eg assessment, therapy)</p> <p>Puts strategies and systems in place to gain advice and guidance from people who hold specialist knowledge in relation to gender, culture, age, ability, sexual orientation and spirituality</p>

Essential	Enhanced	Leadership
Partnership and shared decision-making		
<p>Works alongside and in partnership with people accessing services, being mindful of the impact of power differences</p> <p>Works in a way that supports people to decide their own goals and involves them in key decisions that may affect their wellbeing and care</p> <p>Provides accessible age-and culturally appropriate, relevant, specific and targeted information to people and whānau</p>	<p>Works alongside and in partnership with people in a manner that values their skills and expertise, and fosters recovery and wellbeing</p> <p>Provides information that is accessible, relevant, specific and targeted to enable informed choice and shared decision-making</p>	<p>Promotes and enables advisory, management and governance structures that foster inclusion of consumer perspectives in service/ programme development</p> <p>Fosters relationships and partnerships with consumer-led groups and services</p>



Essential	Enhanced	Leadership
Assessment, planning, support		
<p>In day-to-day work, applies basic understanding of:</p> <ul style="list-style-type: none"> • a concept of wellbeing that encompasses all dimensions of health: tinana (physical), hinengaro (mental and emotional), whānau (social) and wairua (spiritual) • a person- and whānau-centred approach • the role of values in their work • the range of mental health and addiction-related issues and concerns that people can experience 	<p>Demonstrates in-depth understanding of:</p> <ul style="list-style-type: none"> • a concept of wellbeing that encompasses all dimensions of health: tinana (physical), hinengaro (mental and emotional), whānau (social), and wairua (spiritual) • a person- and whānau-centred approach • values-informed practice • cultural responses to restoring wellbeing • a range of assessment processes • the range of evidence-informed approaches, therapies and interventions 	<p>Ensures that processes and activities are in place to enable measurement of outcomes, and fosters outcomes-focused service delivery</p> <p>Fosters collaboration and integration of care within the health sector and other sectors</p>

Essential	Enhanced	Leadership
Assessment, planning, support		
<ul style="list-style-type: none"> information-gathering and assessment processes, appropriate to role evidence-informed interventions for people experiencing mental health and addiction needs, appropriate to role 	<p>Works in partnership with the person and whānau to develop and document tailored care plans</p> <p>Collaborates with other people and services involved in supporting the person to develop and implement tailored care plans</p>	



Essential	Enhanced	Leadership
Trauma-informed approach		
<p>Demonstrates understanding of the wide range of possible effects of trauma and loss on people, whānau and communities, and maintains safe and trusting connections with people and whānau accessing services</p> <p>Demonstrates understanding of the wide range of possible effects of intergenerational and historical trauma on Māori people</p> <p>Demonstrates understanding that migrant groups including refugees and asylum seekers may have experienced significant trauma and loss</p>	<p>Recognises signs that people have experienced trauma and loss, and works to:</p> <ul style="list-style-type: none"> • understand what the experience of trauma means for the person and whānau • establish safety for the person • build a trusting and compassionate relationship • focus on empowerment of the person and whānau to support recovery and wellbeing • offer choices (eg, choice of person providing care, cultural support, peer support) 	<p>Fosters and enables the delivery of services and programmes that effectively and sensitively respond to the needs of people who have experienced trauma and loss, leading organisational change where necessary</p>

Essential	Enhanced	Leadership
Trauma-informed approach		
	<ul style="list-style-type: none"> • ensure that the care provided is not contributing to re-traumatising the person/whānau • address trauma/loss or refer to an appropriate specialist service <p>Works to account for and address the needs of whānau Māori arising from cultural alienation, to support wellbeing and recovery (eg, supports tāngata whai ora to reconnect with Māori culture and whānau)</p>	



Real Skill: **Working with Māori**

Everyone working in health contributes to *oranga* and *whānau ora* for Māori people who experience mental health and addiction needs.

Expected outcome

Māori people accessing health care experience respect, engage in shared decision-making and receive support to achieve *hauora* (*tinana*, *hinengaro*, *whānau* and *wairua*) goals.

Essential	Enhanced	Leadership
Te reo and tikanga Māori		
<p>Greets Māori people using te reo Māori greetings</p> <p>Pronounces people's names correctly or asks them how to pronounce names if necessary</p> <p>Respects te reo Māori and uses Māori words and phrases correctly, when appropriate</p> <p>Respects that tāngata whai ora may consider waiata, karakia and te reo Māori essential to their safety, wellbeing and recovery</p> <p>Respects that whānau Māori may nominate a person to speak on their behalf, and supports this process</p>	<p>Works to ensure whānau Māori people can communicate in ways that work for them</p> <p>Demonstrates understanding that Māori people may use metaphors to describe their experiences</p> <p>Supports and participates in tikanga Māori practices, as consistent with the preferences of the whānau</p> <p>Supports whānau Māori to access Māori-responsive services and have access to kaumātua, kaimahi Māori and cultural interventions (eg, assessment, therapy)</p>	<p>Promotes and provides resources that:</p> <ul style="list-style-type: none"> ensure the physical environment is welcoming to Māori people ensure easy access to te reo Māori speakers and information written in both English and Māori support staff to integrate te ao Māori and te reo Māori into service delivery <p>Provides leadership to ensure that:</p> <ul style="list-style-type: none"> whānau Māori can communicate in ways that are consistent with their preferences



Essential	Enhanced	Leadership
Te reo and tikanga Māori		
<p>Asks whānau Māori what they need for their comfort and safety (eg, waiata, karakia, kai, involvement of kaumātua), and ensures that these needs are met either directly or with support of others (eg, te reo Māori speakers, colleagues, service leaders)</p> <p>Provides information and resources written in both English and Māori to help people understand</p>		<ul style="list-style-type: none"> • staff are competent to support provision of service that is safe and comfortable for Māori people <p>Puts strategies and systems in place to ensure Māori people can access Māori-responsive services and have access to kaumātua, kaimahi Māori and cultural interventions (eg, assessment, therapy)</p> <p>Supports Māori staff to be confident about working in a way that is consistent with being Māori</p> <p>Supports co-working between Māori and non-Māori staff</p>

Essential	Enhanced	Leadership
Te reo and tikanga Māori		
<p>Is familiar with local Māori groups (eg, mana whenua) and their roles, responsibilities and relationships with each other as guardians of Māori cultural knowledge and te reo Māori</p>	<p>Engages with local Māori groups (eg, mana whenua) in their roles as guardians of Māori cultural knowledge and te reo Māori</p>	<p>Fosters relationships and partnerships with local Māori groups</p> <p>Draws on the expertise of local Māori groups to verify the relevance and common practice of te reo Māori and tikanga in the health setting</p>



Essential	Enhanced	Leadership
Whakawhanaunga		
<p>Recognises and understands the importance of whakapapa, the different roles and responsibilities within whānau and the nature of whānau relationships with tāngata whai ora</p> <p>Allows time for whakawhanaunga to occur</p>	<p>Articulates his or her own whakapapa</p>	<p>Fosters an environment that:</p> <ul style="list-style-type: none"> • supports and encourages a whānau Māori-centred approach • is conducive to effective service delivery for whānau Māori (eg, at an appropriate time of day, with sufficient time, in an appropriate place)
<p>Supports tāngata whai ora to identify and involve people who are important to them</p>	<p>Engages with the self-identified whānau of the tāngata whai ora</p> <p>Facilitates whānau hui in a way that enables whānau ora</p>	<p>Ensures that systems, programmes and processes reflect a Māori concept of whānau and support staff to engage with whānau</p>

Essential	Enhanced	Leadership
Whakawhanaunga		
<p>Demonstrates understanding of Māori ways of supporting relationships, particularly with whānau, such as tātai and the phrase and concept 'Nō hea koe?'</p>	<p>Participates in Māori ways of supporting relationships</p>	<p>Provides leadership and fosters an environment that supports whakawhanaunga processes</p> <p>Supports opportunities for staff to attend wānanga to develop skills in Māori ways of supporting relationships</p>



Essential	Enhanced	Leadership
Manaaki		
<p>Demonstrates understanding of the importance of manaaki in engaging whānau Māori</p> <p>Works to uphold the dignity and protect and enhance the mana of tāngata whai ora and whānau Māori</p> <p>Demonstrates manaaki (eg, is caring, extends hospitality in the form of kai and drink, tends to people and respects their mana)</p>	<p>Supports others to uphold the dignity and protect and enhance the mana of tāngata whai ora and whānau Māori</p> <p>Supports others to demonstrate manaaki</p>	<p>Fosters awareness of manaaki and its significance in whānau ora, fosters the manaaki of the community, and helps staff to learn about and demonstrate manaaki</p> <p>Models the use of manaaki to demonstrate its importance in engaging whānau Māori</p> <p>Ensures systems and resources are adequate to enable manaaki</p>

Essential	Enhanced	Leadership
Wairua		
<p>Demonstrates respect for spiritual practices and understands that these unique spiritual perspectives contribute to the support of tāngata whai ora and whānau ora</p>	<p>Applies and integrates concepts of Māori spirituality in the support of tāngata whai ora and whānau ora</p>	<p>Promotes and provides resources that support:</p> <ul style="list-style-type: none"> • Māori-responsive interventions and processes to meet the wairua needs of tāngata whai ora, whānau and staff • staff access to tohunga, kaumātua and kaimahi Māori that support whānau ora



Essential	Enhanced	Leadership
Tuakiri tangata		
<p>Respects the importance of identity as Māori to the wellbeing of tāngata whai ora and whānau ora</p> <p>Demonstrates knowledge and application of cultural safety and cultural competence when working with Māori</p>	<p>Ensures whānau Māori have information about available kaupapa Māori interventions</p> <p>Supports whānau Māori to access Māori-responsive services and activities that optimise cultural linkages and whānau connectedness, according to their choices</p>	<p>Develops and fosters:</p> <ul style="list-style-type: none"> • interventions and services to emphasise cultural linkages and whanaungatanga in practice • staff access to wānanga and training that enhance knowledge and understanding of tuakiri tangata and its importance to the therapeutic relationship

Essential	Enhanced	Leadership
Hauora Māori		
<p>Demonstrates understanding of Māori models and perspectives of hauora in service delivery</p> <p>Demonstrates understanding of and respect for the fact that Māori may consider using traditional Māori healing processes and practices that support their health and wellbeing</p>	<p>Applies and integrates Māori models and perspectives of hauora in service delivery</p> <p>Is familiar with local resources for traditional Māori healing and supports whānau Māori to access these resources if they wish to</p> <p>Demonstrates understanding of the interaction between Māori healing practices and other interventions; shares information with tāngata whai ora, whānau and others involved to support health and wellbeing</p>	<p>Promotes and provides for processes and practices that meet cultural requirements, such as:</p> <ul style="list-style-type: none"> • Māori models of hauora, recovery and wellbeing • resource allocation and prioritisation to reduce Māori health inequalities



Essential	Enhanced	Leadership
Hauora Māori		
Respects that whānau Māori may use the natural environment in the support of whānau ora (eg, whenua, maunga, awa, moana and ngahere)		Enables systems and processes to ensure whānau Māori are supported by people with Māori cultural expertise to use the natural environment in the support of whānau ora
Demonstrates understanding of the principles of tino rangatiratanga and mana motuhake and protects the rights of whānau Māori	<p>Supports tino rangatiratanga and mana motuhake for whānau Māori</p> <p>Works to account for and address the needs of whānau Māori arising from cultural alienation, to support wellbeing and recovery (eg, supports tāngata whai ora to reconnect with Māori culture and whānau)</p> <p>Advocates for and supports Māori aspirations in terms of health</p>	Integrates principles of tino rangatiratanga and mana motuhake in processes, programmes, systems and policy for whānau Māori

Real Skill: **Working with whānau**

Everyone working in health encourages and supports the wellbeing of whānau, and ensures that whānau, including children, have access to information, education and support.

Expected outcome

Whānau receive support to achieve their health and wellbeing goals.



Essential	Enhanced	Leadership
Engagement		
<p>Respectfully engages with whoever people recognise as their whānau</p> <p>Demonstrates understanding that whānau can include anyone identified by the person as being important in their life</p> <p>Invites and encourages people to involve whānau when accessing services</p> <p>Recognises and understands the different roles and responsibilities within whānau and the nature of whānau relationships with tāngata whai ora</p>	<p>Models effective whānau engagement</p>	<p>Provides leadership to enable service and programme systems that:</p> <ul style="list-style-type: none"> • include and support whānau • respond to the strengths and needs of whānau • provide people with guidance in navigating complex consent issues pertaining to whānau engagement and inclusion <p>Ensures a whānau-friendly environment that is welcoming to and has space for whānau, including children</p>

Essential	Enhanced	Leadership
Engagement		
Demonstrates understanding that, in many cultures, a person's sense of identity is embedded in and connected to whānau rather than their individual selves		Promotes and enables advisory, management and governance structures that foster inclusion of whānau perspectives in service/ programme development
Partnership and support		
<p>Welcomes and establishes a positive connection and rapport with whānau</p> <p>Works with whānau in such a way that they feel heard, informed and supported</p> <p>Shares relevant information with whānau while respecting people's confidentiality and privacy</p>	<p>Explains to whānau their choices and options for involvement and support</p> <p>Works alongside and in partnership with whānau in a manner that values their strengths and expertise, and fosters and promotes recovery and wellbeing</p>	<p>Promotes the importance of whānau relationships in recovery and wellbeing</p> <p>Enables culturally responsive service/programme processes for whānau engagement</p> <p>Supports the provision of services for whānau seeking support in their own right</p>



Essential	Enhanced	Leadership
Partnership and support		
<p>Works to understand whānau perspectives and whānau relationships</p> <p>Provides whānau with support or links them to appropriate support</p> <p>Takes an approach that is culturally responsive to whānau</p>	<p>Ensures whānau have access to relevant information, education and resources about wellbeing, mental health and addiction</p> <p>Facilitates whānau inclusion in a person’s recovery and wellbeing plans</p> <p>Facilitates whānau meetings that build support and understanding between whānau members</p> <p>Provides support or therapy to whānau, or refers them to appropriate services and groups</p> <p>Collaborates with whānau services and others across all sectors to support whānau</p>	<p>Fosters relationships and partnerships with whānau-focused and whānau-led groups and services</p>

Essential	Enhanced	Leadership
Supporting parents and children		
<p>Asks people accessing services about their children</p> <p>Recognises that being a parent (which includes anyone in a parenting role) offers meaning, purpose and hope to support recovery and wellbeing</p> <p>Demonstrates understanding that fear of losing parenting rights may be a barrier to help-seeking and open communication for some parents</p> <p>Identifies risks to children or parents, and refers people to appropriate services, as appropriate to role</p>	<p>Respectfully communicates any concerns about children to the person and provides support to address these concerns</p> <p>Ensures that parents and their children have access to appropriate support, and that the needs of children are addressed</p>	<p>Fosters systems that support people accessing services in their role as parents</p> <p>Fosters systems that ensure the needs of children are appropriately assessed and addressed</p> <p>Enables staff to access learning that supports understanding and skill development in parenting/ child development-related issues</p>



Essential	Enhanced	Leadership
Supporting parents and children		
<p>Sensitively asks about support needs relating to being a parent, as appropriate to role</p> <p>In day-to-day work:</p> <ul style="list-style-type: none"> • takes a whole-of-whānau strengths-based approach to working with parents experiencing mental health and addiction needs • knows about and links people to support services and groups for parents and their children 		

Essential	Enhanced	Leadership
Trauma-informed approach		
<p>Demonstrates understanding of the possible effects of trauma and loss on whānau, and maintains safe and trusting connections with whānau accessing services</p>	<p>Recognises signs that whānau have experienced trauma and loss, and works to:</p> <ul style="list-style-type: none"> • understand what the experience of trauma means for the whānau • establish safety and build a trusting and compassionate relationship • address trauma and/or refer the whānau to appropriate services 	<p>Fosters and enables the delivery of services that effectively and sensitively respond to the needs of whānau who have experienced trauma and loss</p>



Real Skill: **Working within communities**

Everyone working in health recognises that people and whānau who experience mental health and addiction needs are part of communities.

Expected outcome

People accessing health care have meaningful connections to communities to support and enhance their wellbeing.

Essential	Enhanced	Leadership
Community concepts		
<p>Understands ‘community’ in the broadest sense (eg, groups we belong to, groups we identify with, people we share interests with, online groups and places we live, work and have our being)</p> <p>Understands that the concept of community is dynamic and evolving</p> <p>Demonstrates understanding of the importance of social inclusion and community connections, and has knowledge of the communities that people accessing services identify with</p> <p>Recognises that tāngata whai ora are supported within and contribute to a wider network of structures, such as hapū, iwi and Māori communities</p>	<p>Contributes to communities to enhance their capacity to support the wellbeing of all people</p> <p>Works with people accessing services to support their access to good housing, education, employment, financial resources and community participation</p> <p>Demonstrates knowledge of evidence-based approaches to enhancing community connection, social inclusion and access to housing, education and employment</p>	<p>Develops and fosters relationships, networks, partnerships and collaboration between health and social service providers, community groups and others to promote social inclusion and community integration</p> <p>Works to address inequity and ensure people have access to good housing, education, employment, financial resources and community participation</p> <p>Develops and maintains relationships and partnerships with local Māori groups</p>



Essential	Enhanced	Leadership
Community concepts		
<p>Demonstrates understanding that outcomes for people accessing services are interlinked with social determinants of health such as housing, education, employment, financial resources and community participation</p>	<p>Works in partnership with specialist housing and employment services, where available</p>	
Support		
<p>Supports people to be connected to and participate in communities of their choice</p> <p>Demonstrates knowledge of community groups, services and resources and provides people with relevant information about these</p>	<p>Supports people to develop and maintain positive relationships and positive roles with their communities</p> <p>Demonstrates a comprehensive knowledge of community groups, services and resources</p> <p>Forms effective working relationships with key community groups and services</p>	<p>Involves communities in responding to the needs of people experiencing mental health and addiction needs, and supports them to do so</p> <p>Supports staff to work effectively with all communities and promote social cohesion</p>

Essential	Enhanced	Leadership
Promotion and prevention		
<p>Demonstrates understanding of mental health promotion, addiction harm reduction and suicide prevention and postvention principles</p>	<p>Uses mental health promotion, addiction harm reduction and suicide prevention and postvention principles</p> <p>Contributes to community knowledge and understanding of mental health, addiction and suicide prevention and postvention</p>	<p>Ensures staff are trained and supported to understand and use mental health promotion, addiction harm reduction and suicide prevention and postvention principles</p>



Real Skill: **Challenging discrimination**

Everyone working in health challenges discrimination, and provides and promotes a valued place for people who experience mental health and addiction needs.

Expected outcome

People working in health are strong advocates for the elimination of discrimination relating to mental health and addiction.

Essential	Enhanced	Leadership
<p>Demonstrates understanding of the prevalence and impact of discrimination on people who experience mental health and addiction needs, whānau, services and communities</p> <p>Understands the impact of discriminatory language, and uses language that is non-judgemental and non-discriminatory</p> <p>Works to develop awareness of and challenges his or her own beliefs that may lead to discriminatory behaviour</p> <p>Recognises and challenges discrimination wherever he or she encounters it</p> <p>Demonstrates an understanding of human rights in day-to-day work</p>	<p>Promotes and models social inclusion and advocates for the elimination of discrimination relating to mental health and addiction</p> <p>Supports self-advocacy for people with experience of mental health and addiction needs</p> <p>Educates and supports others to recognise and address discrimination</p> <p>Promotes the positive aspects of working in mental health and addiction treatment services to external groups</p>	<p>Fosters an organisational culture that is non-discriminatory</p> <p>Contributes to and leads programmes and policies that support people with experience of mental health and addiction needs, whānau, communities, services, staff and volunteers to eliminate stigma and discrimination</p> <p>Promotes careers in mental health and addiction</p> <p>Models and applies a comprehensive understanding of human rights</p>



Real Skill: **Applying law, policy and standards**

Everyone working in health implements legislation, regulations, standards, codes and policies relevant to their role in a way that supports people and whānau accessing services.

Expected outcome

Human rights, autonomy and self-determination of people and whānau accessing health care are promoted and upheld.

Essential	Enhanced	Leadership
Te Tiriti o Waitangi		
<p>Respects the relationship between the government and tāngata whenua and upholds the principles of Te Tiriti o Waitangi</p> <p>Demonstrates understanding of health policy, legislation and standards of practice that recognise the significance of te reo Māori, te ao Māori and Māori models of practice</p>	<p>Informs and educates others about standards of practice that recognise the significance of te reo Māori, te ao Māori and Māori models of practice</p>	<p>Provides leadership and resources to implement the principles of Te Tiriti o Waitangi</p>



Essential	Enhanced	Leadership
Legislation, regulations, standards, codes and policies		
<p>Understands and adheres to legislation, regulations, standards, codes and policies, appropriate to role</p>	<p>Applies legislation, regulations, standards, codes and policies in a way that protects and enhances the mana of people and whānau accessing services</p> <p>Informs and educates others to understand and adhere to legislation, regulations, standards, codes and policies</p>	<p>Provides leadership and resources to enable implementation of and adherence to legislation, regulations, standards, codes and policies</p> <p>Contributes to positive legislative change and policy development that impacts on mental health and addiction services</p>

Essential	Enhanced	Leadership
Rights		
<p>Upholds the principles set out in the United Nations Convention on the Rights of Persons with Disabilities, including the right to autonomy and self-determination, the right to be free from coercion and the right to be treated in a non-discriminatory way</p> <p>Recognises and respects the rights of people under the Code of Health and Disability Services Consumers' Rights</p> <p>Provides information to people about their rights in a way that supports them to understand</p> <p>Understands least restrictive practice principles</p>	<p>Supports people to exercise their rights</p> <p>Applies the principles of least restrictive practice</p>	<p>Develops and fosters organisational systems and an organisational culture that reflect respect for the rights of people and whānau and enable application of the principles of least restrictive practice</p> <p>Develops and fosters organisational systems and processes that enable timely, safe and effective feedback and complaints resolution</p>



Essential	Enhanced	Leadership
Rights		
Ensures people know about relevant feedback and complaint processes and how to use them		
Ethics		
Demonstrates ethical decision-making, appropriate to role	Supports others to demonstrate ethical decision-making	Ensures systems and resources are in place to support ethical decision-making
Record-keeping		
Maintains and stores records in accordance with legal and professional standards		Enables record-keeping and storage in compliance with legal and professional standards

Real Skill: **Maintaining professional and personal development**

Everyone working in health participates in lifelong learning and personal and professional development, reflecting on their work and seeking ways to improve self, team and service.

Expected outcome

People working in health are resilient and respond effectively to people accessing health care.



Essential	Enhanced	Leadership
Professional development		
<p>Reflects on his or her own work/ practices to identify strengths and areas for development</p> <p>Recognises and reflects on the impact of values in his or her work to enable better ways of working and support best outcomes for people accessing services</p> <p>Understands and engages in supervision appropriate to role</p> <p>Seeks and takes up learning opportunities to achieve professional development goals</p>	<p>Supports colleagues (including students) to achieve professional development goals and meet challenges</p> <p>Models values-informed practice</p> <p>Keeps up to date with best practice and participates in lifelong learning</p> <p>Engages in ongoing professional development to ensure cultural responsiveness to the community</p>	<p>Coaches, mentors, supports, provides feedback and challenges people so that they can reach their full potential</p> <p>Fosters and resources an organisational culture of learning and supports staff to take up relevant professional development opportunities</p> <p>Supports and enables access to supervision, including cultural supervision</p>

Essential	Enhanced	Leadership
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Wellbeing

<p>Looks after his or her own wellbeing</p> <p>Contributes to a safe and healthy workplace</p> <p>Asks for support when he or she needs it</p>	<p>Models self-care practices and supports others to look after their own wellbeing</p> <p>Understands the potential for vicarious trauma and works to prevent and, where necessary, manage this</p>	<p>Models self-care practices and supports others to look after their own wellbeing</p> <p>Leads, promotes, supports and enables health, safety and wellbeing in the workplace</p> <p>Initiates and monitors workplace wellbeing programmes</p> <p>Is responsive to staff seeking help and support</p>
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Communication

<p>Communicates effectively (orally, in writing, when listening, using technology and by other non-verbal means) with a diverse range of people</p>	<p>Understands and can manage complex and multifaceted communication processes</p> <p>Works effectively with diverse communication styles, and consults others when necessary</p>	<p>Models clear communication, and provides opportunities for people in all roles to enhance communication skills</p>
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Essential	Enhanced	Leadership
Teamwork		
<p>Works effectively in a team, understands team roles, respects different working styles and skill levels and contributes to the success of the team</p>	<p>Demonstrates role clarity and models and supports collaborative working relationships within the team</p> <p>Works to support the team to resolve conflict and overcome challenges</p> <p>Facilitates collaborative working within the organisation, in the wider health sector and in other sectors</p>	<p>Leads and fosters an organisational or team environment that:</p> <ul style="list-style-type: none"> • provides role clarity (in terms of individuals and teams) • facilitates learning and professional development across all roles • encourages synergy within multidisciplinary groups • fosters service integration across the wider health system • encourages cross-sector collaboration

Essential	Enhanced	Leadership
Teamwork		
Engages with colleagues to give and receive constructive feedback	Participates in professional and personal development of self and colleagues through feedback, supervision, appraisal and reflective practice	Provides performance-related feedback to staff to support development and optimal individual and team performance



Essential	Enhanced	Leadership
Quality		
<p>Collects and uses information to inform his or her work</p> <p>Demonstrates understanding of outcome measures and quality improvement processes appropriate to role</p> <p>Is familiar with current research and evaluation relevant to his or her role, and applies this in day-to-day work</p>	<p>Collects and uses information with a focus on improving service quality and outcomes</p> <p>Shares outcomes results with people accessing services, to support a partnership approach</p> <p>Maintains up-to-date knowledge of research and evaluation in the mental health and addiction sectors, and shares this with colleagues and others in the wider health sector</p> <p>Applies a best-practice and evidence-based approach to his or her role</p>	<p>Implements processes and activities to guide outcome measurement, research and evaluation that improves service quality and fosters innovation and effective outcomes-focused service delivery</p> <p>Uses information, including outcomes information, to assist planning and quality improvement, with a focus on better outcomes</p> <p>Implements processes to facilitate sharing of outcomes results with people accessing services and staff</p>

Glossary

The following descriptions have been taken from a variety of sources and are not meant to be definitive.

Aroha	Love, compassion, empathy, sympathy, kindness
Awa	River, stream, creek
Community	The groups that people identify and associate with; the many places in which people live
Culture	The shared attitudes, beliefs, values, experiences and/or practice of groups
Evidence-based practice	Integration of the following: i. best research evidence on practice effectiveness, ii. practice expertise, judgement and experience to understand an individual's unique needs in relation to available options, and iii. the whānau or person's choice, preferences and values (refer to 'shared decision-making')
Hapū	Kinship group, clan, grouping of various whānau generally based on a shared ancestor
Hauora	Health, vigour, including hauora tinana (physical health), hauora hinengaro (mental and emotional health), whānau (social wellbeing) and wairua (spiritual health)



Health	Includes tinana (physical), hinengaro (mental and emotional), whānau (social wellbeing), and wairua (spiritual) health
Interpreter	A person whose role is to provide a translation between two (or more) speakers, either orally or via sign language
Iwi	Extended kinship group, nation, people, grouping of various hapū generally based on a shared ancestor
Kaimahi	Worker, staff, employee
Karakia	Prayer, incantation, blessing, clearing, spiritual acknowledgement
Kaumātua	General term for an elder of mana within the community, whānau or marae
Kaupapa Māori	Māori approach using Māori principles; anything using the knowledge, skills, attitudes and values of Māori society as a foundation and framework
Least restrictive practice	Provision of care that: <ul style="list-style-type: none"> • protects and enhances a person’s mana and dignity • supports a person’s rights • allows a person to participate as much as possible in all decisions that affect him or her • imposes the minimum necessary limitations on a person, balancing risk and expected outcomes with a person’s choices, preferences and values

Mana	Often defined as prestige, authority, control, power, influence, status, spiritual power, charisma or status and standing; mana may be accorded a person or group through ancestral descent, and through possession of certain gifts or achievements, and can be enhanced through the collective opinion of others
Manaaki	To support, take care of, extend hospitality, protect, show generosity, care for
Mana motuhake	Self-governance, self-determination, independence, autonomy
Mana whenua	The customary authority exercised by the tāngata whenua in an identified area; another term for local people (tāngata whenua)
Maunga	Mountain, mount, hill – about the mana and history of a mountain/hillock as opposed to its size
Moana	Sea, ocean, large lake
Ngahere	Bush, forest, woodland
Nō hea koe?	Where do you come from?
Oranga	Health, welfare, sustenance
Outcome	Result or consequence; ‘outcome-focused’ activities apply skills, knowledge and abilities, systems and processes to achieve effective results
Professional development	The process of increasing capability in relation to work; can apply to staff, students and volunteers



Recovery	A process of change through which individuals improve their health and wellbeing, live a self-directed life and strive to reach their full potential ⁴
Shared decision-making	A key component to person-centred health care that involves a process in which professionals and people accessing services work together to make decisions on care and support options to achieve a person's health and wellbeing goals, based on evidence that balances risks and expected outcomes with a person's choices, preferences and values
Social inclusion	<p>Recognition of a person as equal to others, with the right to participate in and contribute to all aspects of social, cultural and economic life. It is a fundamental right, and implies full participation without constraints or conditions placed on a person's status</p> <p>Socially inclusive practice aims to improve the ability of people with mental health and addiction needs to participate in and contribute to key areas of economic, social and cultural life as they choose to do so and without constraint</p>
Tāngata whai ora	People accessing services seeking wellbeing
Tāngata whenua	Indigenous people, local people
Tātai	Establishing links

Te ao Māori	The Māori world, including te reo, tikanga, marae (community focal points), wāhi tapu (sites of sacred significance) and access to whānau, hapū and iwi
Te reo Māori	Māori language
Te Tiriti o Waitangi	The Treaty of Waitangi – the founding treaty document of Aotearoa New Zealand that states rights and responsibilities agreed between the Crown and Māori
Tikanga Māori	Correct Māori procedure, custom, practice, protocol
Tino rangatiratanga	Sovereignty, self-determination, autonomy, self-government
Trauma-informed approach	<p>A term used to describe a programme, organisation or system that:</p> <ol style="list-style-type: none"> 1. realises the widespread impact of trauma and understands potential paths for recovery 2. recognises the signs and symptoms of trauma in people accessing services, whānau, staff and others 3. responds by fully integrating knowledge about trauma into policies, procedures and practices 4. seeks to actively resist re-traumatisation <p>A trauma-informed approach can be implemented in any service setting or organisation, and is distinct from trauma-specific interventions or treatments that are designed specifically to address the consequences of trauma and to facilitate healing</p>



Tuakiri tangata	Persona, personality, identity
Values-informed practice	An approach that recognises the impact of values, including the values of people accessing services, practitioners and organisations; an understanding of how to work with values more effectively for better outcomes
Vicarious trauma	Feelings of anxiety, anger, sadness, etc resulting from hearing accounts of other people's trauma (see 'Trauma-informed approach')
Waiata	Song, chant, to sing
Wānanga	Māori learning experience, seminar, conference, forum, educational seminar
Wellbeing	All dimensions of health: tinana (physical), hinengaro (mental and emotional), whānau (social) and wairua (spiritual); a key aspect of recovery
Whakapapa	Genealogy, lineage, descent, blood ties
Whakawhanaunga	Forging relationships, getting to know one another, exploring mutual whakapapa connections
Whānau	An inclusive term for family and wider family structures and anyone who a person considers to be close to them and important in their life
Whānau Māori	Whānau as it pertains to Māori family and identity
Whānau ora	The achievement of maximum health and wellbeing among whānau Māori

Whanaungatanga

The process of establishing and/or maintaining links and relationships; the feeling of having familial ties

Whenua

Land

The following are useful sources that support understanding of te reo Māori:

- *Māori Dictionary* (<http://maoridictionary.co.nz>)
- Opai, K. (2017). *Te Reo Hāpai: The Language of Enrichment*. Auckland: Te Pou o te Whakaaro Nui.



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- Durie, M. (1994). *Whaiora: Maori Health Development*. Victoria: Oxford University Press.
- Durie, M. (2003). *Ngā Kāhui Pou: Launching Māori Futures*. Wellington: Huia.
- Durie, M. (2005). *Indigenous Health Reforms: Best health outcomes for Māori in New Zealand*. Paper presented at Unleashing Innovation in Health Care: Alberta's Symposium on Health, Calgary, Canada.
- Le Va, Pasifika within Te Pou & Te Pou o te Whakaaro Nui. (2009). *Real Skills Plus Seitapu: Working with Pacific peoples*. Auckland: Le Va, Pasifika within Te Pou.
- Substance Abuse and Mental Health Services Administration. (2012). *SAMHSA's Working Definition of Recovery*. USA: Department of Health and Human Services Substance Abuse and Mental Health Services Administration.

Footnotes

- 1 Adapted from Durie, M. (2005). *Indigenous Health Reforms: Best health outcomes for Māori in New Zealand*. Paper presented at Unleashing Innovation in Health Care: Alberta's Symposium on Health, Calgary, Canada.
- 2 Adapted from Durie, M. (2003). *Ngā Kāhui Pou: Launching Māori Futures*. Wellington: Huia.
- 3 See, for further information: Le Va, Pasifika within Te Pou, Te Pou o te Whakaaro Nui. (2009). *Real Skills Plus Seitapu: Working with Pacific peoples*. Auckland: Le Va, Pasifika within Te Pou.
- 4 Adapted from Substance Abuse and Mental Health Services Administration (2012).

Let's get real

New Zealand centric - Informed by lived experience and cultural expertise. *Let's get real* is a Ministry of Health framework provided for the health sector in partnership with Te Pou o te Whakaaro Nui.

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