

## What supports effective workforce training?

Effective workforce training within disability support services contributes to enhanced service delivery and quality of life for consumers. To maximise workforce development investments and improve training uptake and completion, three key factors need to be considered: the content of training and delivery methods; the level of motivation and confidence of trainees; and the supporting workforce training infrastructure. These factors also support greater use of acquired skills and knowledge on the job. The Table below outlines essential evidence based steps and practical tips to support successful workforce training in the National Certificate in Health, Disability and Aged Support, as well as non-NZQA training.

Actions*	Examples	Practical tips and ideas	Resources
1. Assess training needs	<ul style="list-style-type: none"> <li>• Organisational analysis of training priorities, resources available and potential constraints</li> <li>• Job-task analysis to identify critical work functions</li> <li>• Person analysis to identify current competency levels</li> <li>• Assess how well training aligns with existing goals, values and safety aims</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a clear workforce development policy, including an action plan for staff training; individual development plans with training scheduled each year; regular training needs analysis including non-NZQA training that maybe undertaken prior to support the completion of formal qualifications</li> <li>• Develop a workforce development funding plan that is incorporated within annual budgets and forecasting, with sufficient allocations for training or hiring trainers and pay increments for staff achievement of qualifications.</li> </ul>	<p><b>1. Training needs analysis:</b> Te Pou. Disability sector training needs analysis. <a href="http://www.tepou.co.nz/training/disability-sector-training-needs-analysis">http://www.tepou.co.nz/training/disability-sector-training-needs-analysis</a>. <i>Provides an overview of training needs analysis and links to resources.</i></p> <p>Te Pou. Training needs analysis (TNA) in practice. <a href="http://www.tepou.co.nz/training/disability-sector-training-needs-analysis/TNA-in-practice">http://www.tepou.co.nz/training/disability-sector-training-needs-analysis/TNA-in-practice</a> <i>Provides an overview on how three disability services in New Zealand use training needs analysis.</i></p> <p><a href="http://www.mindtools.com/pages/article/newTMC05.htm">http://www.mindtools.com/pages/article/newTMC05.htm</a></p> <p><a href="http://www.youtube.com/watch?v=Vvuc">http://www.youtube.com/watch?v=Vvuc</a></p>

			<p><a href="#">9nXPcFY</a></p> <p><b>2. Training register:</b> Ministry of Business, Innovation &amp; Employment. Sample employee training register. <a href="http://www.dol.govt.nz/infozone/businessessentials/safety/staff/draft-policy-health-and-safety.asp">http://www.dol.govt.nz/infozone/businessessentials/safety/staff/draft-policy-health-and-safety.asp</a> NB: If you make up your own blank template based on the employment training register here it would be useful for individual training development plans/needs analysis/ workforce development policy.</p> <p><b>3. HCSS specific research:</b> <a href="http://www.health.govt.nz/publication/health-workforce-advisory-committee-hwac-publications">http://www.health.govt.nz/publication/health-workforce-advisory-committee-hwac-publications</a> A useful paper looking at barriers to training and the need to train a workforce in HCSS that can respond to needs in the community – especially personal care.</p>
2. Provide organisational support	<ul style="list-style-type: none"> <li>Obtain organisational support for the training initiative (for example, obtain governance and leadership commitment)</li> <li>Communicate the value of training to the organisation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate organisational commitment to training, for example by making Level 2 training mandatory; having dedicated quality or training manager positions; including training managers in recruitment processes;</li> </ul>	<p><b>1. A tool for managers /trainers to self-evaluate how well your organisation commits and develops its people:</b> <a href="http://www.mindtools.com/pages/article/team-development.htm">http://www.mindtools.com/pages/article/team-development.htm</a> A tool to help leaders and managers reflect</p>

	<ul style="list-style-type: none"> <li>• Emphasise training in recruitment processes</li> <li>• Being open to improving training processes, procedures and use of knowledge and skills in practice</li> </ul>	<p>advising new staff of mandatory training requirements and including this in employment contracts</p>	<p><i>on workforce development within their organisation.</i></p> <p><b>2. Useful overviews of the need for organisational support:</b> Ministry of Business, Innovation &amp; Employment. Investing in training. <a href="http://www.dol.govt.nz/infozone/businessessentials/manage/motivate-and-retain/training.asp">http://www.dol.govt.nz/infozone/businessessentials/manage/motivate-and-retain/training.asp</a> <i>A brief overview of how leaders can support training within their organisation.</i></p> <p><a href="http://wiki.answers.com/Q/What_is_the_importance_of_training_and_development_to_the_organization">http://wiki.answers.com/Q/What is the importance of training and development to the organization</a> <i>Article on the importance of training and development.</i></p> <p><b>3. Recruitment toolkits:</b> Ministry of Business, Innovation &amp; Employment <a href="http://www.dol.govt.nz/er/starting/howtohireguide/index.asp">http://www.dol.govt.nz/er/starting/howtohireguide/index.asp</a> <i>Good practice guide to recruiting and hiring employees.</i></p> <p>EEO Trust. Recruiting and selecting</p>
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			<p>talent.</p> <p><a href="http://www.eeotrust.org.nz/toolkits/recruiting.cfm">http://www.eeotrust.org.nz/toolkits/recruiting.cfm</a></p> <p><i>This toolkit outlines how to evaluate your recruitment procedures and develop a recruitment process that ensures you are tapping into the skills, experience and energy your organisation needs.</i></p> <p><b>4. Motivating recruits :</b></p> <p><a href="http://www.youtube.com/watch?v=jzFyGxaoLa4">http://www.youtube.com/watch?v=jzFyGxaoLa4</a></p>
3. Prepare the learning climate	<ul style="list-style-type: none"> <li>• Prepare supervisors, mentors and leaders with the right information to engage in discussions to build learners' motivation to undertake training</li> <li>• Consider how training is communicated to staff (for example, how it is framed, mandatory training policies, and training benefits)</li> <li>• Establish clear expectations of what the training will involve</li> </ul>	<ul style="list-style-type: none"> <li>• Signal the value of training for the organisation, for example by making Level 2 training mandatory; offering financial incentives (such as \$200 and \$300 bonuses on completion of Level 2 and 3 training respectively); pay increases such as 50c per hour on achievement of qualifications; using other incentives such as more hours or more interesting work; and making graduation an important event to celebrate and recognise trainees' achievements</li> </ul>	<p><b>1. Training preparation:</b></p> <p><a href="http://www.mindtools.com/pages/article/planning-training-session.htm">http://www.mindtools.com/pages/article/planning-training-session.htm</a></p> <p><i>NB: Your main resources here are the organisational policies and procedures relating to requirements and incentives for training. Ensure these have high level support and will encourage uptake and successful training.</i></p>
4. Assess and secure training resources	<ul style="list-style-type: none"> <li>• Determine resources required and time commitment and ensure their availability (such as staff time to participate in training, cover training</li> </ul>	<p>Training resources</p> <ul style="list-style-type: none"> <li>• Develop documented agency policies and procedures in areas relevant to training topics (e.g., infection control)</li> </ul>	<p><b>1. General background and relevant templates for workplaces:</b></p> <p>Ministry of Business, Innovation &amp;</p>

	<p>costs, human resources, venues etc.)</p> <ul style="list-style-type: none"> <li>• Ensure training staff have access to appropriate professional development opportunities</li> <li>• Document relevant policies and procedures required for training</li> </ul>	<ul style="list-style-type: none"> <li>• Pay trainees' mileage costs or provide training in trainees' homes to obviate the need for them to travel</li> <li>• Find free trainers in relevant topics (such as the Human Rights Commission, disability resource centres, family violence prevention service)</li> <li>• Human resources</li> <li>• Have dedicated (even part-time) quality or human resource managers (rather than the role being an adjunct to the general manager role)</li> <li>• Have someone within the organisation able to identify funding sources and make successful applications</li> <li>• Use highly experienced trainers with experience in the disability support sector</li> <li>• Use assessors ideally with at least a Level 4 national qualification, two years work experience in a support worker role, and aware of clients and context of trainees' work (e.g., coordinator or supervisor)</li> <li>• Use external trainers and assessors when internal capacity is limited</li> <li>• Use trainers and mentors matched to trainees (e.g., culture, residence, education, work type)</li> </ul>	<p>Employment. Introduction to the Health and Safety in Employment Act. <a href="http://www.dol.govt.nz/hs/law/quickguide/index.shtml">http://www.dol.govt.nz/hs/law/quickguide/index.shtml</a> <i>Small business guide to health and safety.</i></p> <p>Ministry of Business, Innovation &amp; Employment. Is an employee entitled to be paid while undertaking training? <a href="http://www.dol.govt.nz/infozone/businessessentials/employ/getting-staff-started/">http://www.dol.govt.nz/infozone/businessessentials/employ/getting-staff-started/</a>. <i>Brief overview on paying for employee's training time.</i></p> <p><b>2. Training costs:</b> Careerforce. Summary of qualifications. <a href="http://www.careerforce.org.nz/wordpress/wp-content/uploads/Summary_of_Qualifications.pdf">http://www.careerforce.org.nz/wordpress/wp-content/uploads/Summary_of_Qualifications.pdf</a>. <i>Overview of Careerforce qualification fees.</i></p> <p><b>3. Enrolment in formal qualifications:</b> Careerforce. Training agreement. <a href="http://www.careerforce.org.nz/employers/training-agreement/">http://www.careerforce.org.nz/employers/training-agreement/</a>. <i>Provides information on enrolling in Careerforce qualifications.</i></p>
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5. Build trainee motivation and confidence	<ul style="list-style-type: none"> <li>• Build trainees' self-efficacy and learning motivation</li> <li>• Convey a belief in trainees' ability to undertake and complete study, particularly if trainees have had negative education experiences in the past</li> <li>• Have high expectations of trainees</li> <li>• Build positive relationships with trainees</li> </ul>	<p>Trainee motivation</p> <ul style="list-style-type: none"> <li>• Communicate the value of training to individual roles and the organisation</li> <li>• Implement mandatory training policies</li> <li>• Pay travel costs</li> <li>• Provide financial incentives for qualification achievement</li> <li>• Schedule training so the loss of income for trainees is minimised</li> </ul> <p>Trainee confidence</p> <ul style="list-style-type: none"> <li>• Reject deficit talk and encourage trainees to persist with training</li> <li>• Assess each employee's strengths and need for knowledge and skill development</li> <li>• Create personalised professional development plans for all workers</li> </ul>	<p><b>1. Useful resources specifically for Maori and Pacific learners but has relevance for all:</b></p> <p>Ako Aotearoa. A model for successful Māori learners in workplace settings.  <a href="https://ako.aotearoa.ac.nz/download/ng/file/group-5318/a-model-for-successful-maori-learners-in-workplace-settings.pdf">https://ako.aotearoa.ac.nz/download/ng/file/group-5318/a-model-for-successful-maori-learners-in-workplace-settings.pdf</a></p> <p>Ako Aotearoa. Training manual for teaching working students: Engaging Pacific learners.  <a href="http://ako.aotearoa.ac.nz/download/ng/file/group-3300/training-manual-for-teachers-working-with-pacific-students.pdf">http://ako.aotearoa.ac.nz/download/ng/file/group-3300/training-manual-for-teachers-working-with-pacific-students.pdf</a></p>

		<ul style="list-style-type: none"> <li>• Encourage attendance at graduation ceremonies</li> <li>• Provide introductory training in preparation for formal qualifications as needed (e.g., literacy training)</li> <li>• Create successful learning experiences (prior to undertaking formal qualifications) that result in acquisition of a certificate (such as first aid or literacy training) to avoid stigmatising those with significant learning barriers</li> <li>• Encourage trainees to persist with their learning</li> </ul> <p>Mentoring</p> <ul style="list-style-type: none"> <li>• Provide trainee mentoring, for example regular contact between training sessions to discuss the application of learning; structured encouragement; or peer learning support or a 'buddy' learning arrangement</li> <li>• Provide group mentoring sessions (potentially using Skype) and support in the evenings</li> <li>• Use a tuakana-teina mentoring model with Māori trainees</li> </ul>	<p><i>Includes tips and ideas for engaging Pacific learners.</i></p> <p>Otago Polytechnic. Indigenous learners and flexible learning. <a href="http://www.slideshare.net/k8epai/fl2010-indigenous-learners">http://www.slideshare.net/k8epai/fl2010-indigenous-learners</a>.</p> <p><i>Follow links to engaging Maori learners.</i></p> <p><b>2.Coaching and mentoring:</b> <a href="http://www.mindtools.com/pages/article/newLDR_89.htm">http://www.mindtools.com/pages/article/newLDR_89.htm</a></p> <p><a href="http://www.youtube.com/watch?v=769WZCf26o">http://www.youtube.com/watch?v=769WZCf26o</a></p> <p><a href="http://www.coachingmentoring.co.nz/resources/articles/324-audio-interview-aly-mcnicoll-david-drake-discuss-the-narrative-coaching-approach">http://www.coachingmentoring.co.nz/resources/articles/324-audio-interview-aly-mcnicoll-david-drake-discuss-the-narrative-coaching-approach</a></p>
6. Training content and delivery	<ul style="list-style-type: none"> <li>• Ensure training delivery is informed by appropriate instructional and adult learning principles</li> <li>• Ensure training content is relevant and considers trainees' needs, background and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Provide disability awareness training to support an understanding of the impacts of life long disability, disabled persons' needs in terms of choice and control, and the knowledge and skills required to support disabled people</li> </ul>	<p><b>1. Excellent database for a range of local relevant training programmes:</b> Te Pou. Disability training directory. <a href="http://www.tepou.co.nz/training/directory">http://www.tepou.co.nz/training/directory</a> <a href="#">y</a>.</p> <p><i>The directory compiles information on</i></p>

	<ul style="list-style-type: none"> <li>• Allow sufficient time to support learning</li> <li>• Develop appropriate learning materials</li> <li>• Use a wide range of examples and teaching methods</li> <li>• Provide information, demonstration and opportunities for practice and feedback</li> <li>• Create culturally appropriate and non-threatening learning environments</li> </ul>	<ul style="list-style-type: none"> <li>• Use a strengths-based training approach that encourages trainee engagement by building on existing knowledge and skills</li> <li>• Demonstrate a belief in trainees' ability to complete training</li> <li>• Build positive interactions and relationships with trainees (e.g., listening and being approachable, getting to know trainees, using team building practices, being patient, positive and acknowledging success)</li> <li>• Make training attendance enjoyable and fun</li> <li>• Use a range of training methods to accommodate different learning styles and preferences (e.g., kinaesthetic, visual and oral)</li> <li>• Provide group training sessions to enhance opportunities for discussion and the sharing of ideas</li> <li>• Build into training concrete opportunities for trainees to apply new learning within their day-to-day work</li> <li>• Tailor training content and medium/style to suit trainees' culture(s)</li> <li>• Use tutors with the same cultural background as trainees and/or a good cultural understanding</li> <li>• Provide professional development</li> </ul>	<p><i>training courses and learning activities available in New Zealand relevant to the disability sector.</i></p> <p><b>2. Resources for specific topics:</b></p> <p>a) Develop relationships with your <b>local DHB</b> for training. For example around latest infection control policy and practice, Occupational Therapists and Community Nursing for manual handling and lifting. They run regular training for their staff and are often happy for your infection control officer and other relevant staff to join in.</p> <p><a href="http://toolboxes.flexiblelearning.net.au/demosites/series7/704/toolbox_704/shared/resources/manual/infection_control.htm">http://toolboxes.flexiblelearning.net.au/demosites/series7/704/toolbox_704/shared/resources/manual/infection_control.htm</a>  <i>Good for standard precautions training.</i></p> <p>b) Use your local <b>pharmacy</b> to train your staff with medication management policy and procedures. They are usually very receptive to an approach.</p> <p>c) Practical videos to use.  <a href="http://www.litcomtraining.com/disability.htm">http://www.litcomtraining.com/disability.htm</a>  <i>Useful videos to support training on pressure care, nail care, oral hygiene, appropriate contact, dressing and</i></p>
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		<p>opportunities for trainers and assessors</p> <ul style="list-style-type: none"> <li>• Develop culturally responsive training based on learning contexts relevant for trainees that incorporate different cultural understandings and learners' experiences</li> <li>• Use simple language to explain key concepts</li> </ul>	<p><i>grooming.</i></p> <p><a href="http://www.youtube.com/user/HelpingHandsHCare">http://www.youtube.com/user/HelpingHandsHCare</a> <i>A series of videos to assist with hands on training.</i></p> <p><a href="http://www.youtube.com/watch?v=MJ4JOomkyNI">http://www.youtube.com/watch?v=MJ4JOomkyNI</a> <i>Disability Awareness – locally produced.</i></p> <p><a href="https://www.youtube.com/watch?v=sRHVkt_Vz4k">https://www.youtube.com/watch?v=sRHVkt_Vz4k</a></p>
7. Use technology wisely	<ul style="list-style-type: none"> <li>• Develop a sufficient infrastructure (for example hardware, software, internet access, and technical support)</li> <li>• Ensure trainers have appropriate skills and knowledge</li> <li>• Help trainees build computer skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use Skype to provide group mentoring sessions</li> <li>• Use DVDs and audio-visual materials in the National Certificates of Health, Disability and Aged Support - Level 2 and 3 training</li> </ul>	<p><b>1. Skype:</b> <a href="http://www.skype.com/en/">http://www.skype.com/en/</a></p> <p><b>2. Learning basic computer skills:</b> <a href="http://owl.massey.ac.nz/main/computer-skills.php">http://owl.massey.ac.nz/main/computer-skills.php</a></p> <p><a href="http://www.google.co.nz/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=3&amp;cad=rja&amp;ved=0CFcQFjAC&amp;url=http%3A%2F%2Fwww.ctdlc.org%2Fremediation%2Findexcomputer.html&amp;ei=2IYWU5uKGsmokAWmkYH4DQ&amp;usg=AFQjCNF-mD2pSlG2IPt2MCIT3ctWMODyiQ&amp;sig=2=3J9VlxvxNIIu-omjHU8nqA">http://www.google.co.nz/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=3&amp;cad=rja&amp;ved=0CFcQFjAC&amp;url=http%3A%2F%2Fwww.ctdlc.org%2Fremediation%2Findexcomputer.html&amp;ei=2IYWU5uKGsmokAWmkYH4DQ&amp;usg=AFQjCNF-mD2pSlG2IPt2MCIT3ctWMODyiQ&amp;sig=2=3J9VlxvxNIIu-omjHU8nqA</a></p>
8. Facilitate skills use on the job	<ul style="list-style-type: none"> <li>• Facilitate application of skills and knowledge on the job (such as providing opportunities to use new</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training in real world contexts, with actual clients</li> <li>• Provide mentoring during training so</li> </ul>	<p><b>1. Giving feedback:</b> <a href="http://www.mindtools.com/pages/article/newTMM_98.htm">http://www.mindtools.com/pages/article/newTMM_98.htm</a>.</p>

	<p>skills and removing barriers)</p> <ul style="list-style-type: none"> <li>• Provide encouragement and reinforce learning on the job</li> <li>• Model desired behaviour</li> </ul>	<p>that trainees learn to make connections between theory and practice</p> <ul style="list-style-type: none"> <li>• Remind workers of the philosophies and policies underlying their work</li> </ul>	<p><i>Tips on providing staff feedback.</i></p> <p><a href="http://www.mindtools.com/pages/article/feedback-quiz.htm">http://www.mindtools.com/pages/article/feedback-quiz.htm</a></p> <p><i>How good is your feedback?</i></p> <p><b>2. Coaching and monitoring:</b> Ministry of Business, Innovation and Employment. What you need to know about performance management. <a href="http://www.dol.govt.nz/publications/big6/performance.asp">http://www.dol.govt.nz/publications/big6/performance.asp</a>. <i>Includes a checklist on coaching and monitoring performance.</i></p>
9. Evaluate training	<ul style="list-style-type: none"> <li>• Measure training program effectiveness</li> <li>• Use Māori and Pacific specific data to inform decisions for these population groups</li> <li>• Use data to develop, deliver and implement future training</li> </ul>	<ul style="list-style-type: none"> <li>• Collect formal and informal data to inform the development, delivery and implementation of future training</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1. How to evaluate training:</b> <a href="http://www.youtube.com/watch?v=cb1hDxT_caM">http://www.youtube.com/watch?v=cb1hDxT_caM</a></li> <li>• Te Papapa. Training evaluation. <a href="http://www.tepapa.govt.nz/sitecollectiondocuments/tepapa/nationalservices/pdfs/resourceguides/governance/evaluation.pdf">http://www.tepapa.govt.nz/sitecollectiondocuments/tepapa/nationalservices/pdfs/resourceguides/governance/evaluation.pdf</a>.</li> <li>• A very helpful training evaluation resource that includes sample evaluation forms – especially He Raumai guide)</li> </ul>

			<ul style="list-style-type: none"> <li>• Careerforce. Resource and assessment feedback. <a href="http://www.careerforce.org.nz/contact/resource-assessment-feedback/">http://www.careerforce.org.nz/contact/resource-assessment-feedback/</a>.</li> <li>• Online form to provide feedback on Careerforce qualifications – use as required.</li> </ul>
<p><i>Note.</i> * Adapted from Salas et al., 2009, 2012. Level 2 and 3 training = National Certificate in Health, Disability and Aged Support (Level 2) Foundation Skills and (Level 3) Core Competencies respectively.</p> <ul style="list-style-type: none"> <li>• <i>Refer to your relevant standards (Home And Community Support Sector Standard / Health And Disability Services Standards) for specific guidance around training content and for requirements for HR management. These are legislated and must be a part of your training and people management. They will also provide the basis for your training needs analysis and training planning.</i></li> </ul> <p>Other resources: <a href="http://www.careerforce.org.nz/employers/training-agreement/">http://www.careerforce.org.nz/employers/training-agreement/</a></p>			

## Further information

It is expected that disability support organisations will be at different stages of workforce training infrastructure development. For further information on workforce development and grant funding for disability support services visit our website [www.tepou.co.nz](http://www.tepou.co.nz) or email [disability@tepou.co.nz](mailto:disability@tepou.co.nz).

You can also talk to a Regional Facilitator in your area about grant funding and practical workforce development support available:

- Cindy Searchfield, Auckland (09) 301 3735 or (027) 298 5861
- Frances Anderson, Wellington (04) 381 6394 or (027) 298 5862
- Adrienne Henderson, Christchurch (03) 339 3798 or (027) 298 5864.

This factsheet is based on [\*Promoting Training Uptake and Completion in Home and Community Support Services: Focus on Māori, Pacific and Rural Support Workers in Ministry of Health Disability Support Services\*](#), available on the Te Pou website.