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From the President

Ki te kahore he whakakitenga ka ngaro te iwi
Without foresight or vision people will be lost

On the 14 February our Association made its oral submission to the Social Service Select Committee on the Social Work Registration Bill. Thank you to those of you who took the time to make a submission in your own right, and to those who voiced your support and concerns with the current Bill through the ANZASW. Thank you also to those who came to the Select Committee Hearing to support the Association. Your thoughts and feedback culminated into what I considered to be a strong and coherent set of recommendations and challenges for the Select Committee to consider.

We strongly advocated that the definition set out in the Bill, of practicing as a social worker, be reconsidered. Currently, the definition of practicing as a social worker means that words used by the employing organisation (or the social worker), rather than the practice of social work will determine when a social worker is "practising as a social worker" and when they are not. No other regulated professional group is defined by an employer. Most professions are defined by reference to a Scope of Practice and qualification. We drew the Select Committee’s attention to the HPCA Act and the examples of Scopes of Practice in that legislation. Our position was unequivocal, that the defining of a practicing social worker must not be at the behest of an employer; that concept is unacceptable to our profession. Social Work should not be treated differently to other professional occupations.

Many independent submissions to the Committee supported the Association’s position. In the event the Politicians and the Ministry of Social Development do not appreciate the depth of concern expressed by our profession we may need to utilise our collective strength, influence, and our voices to convey what is right for our profession and how this may be transferred to the Social Work regulatory legislation. Social Work regulation is about accountability and enhancing our profession. It is not a mechanism to be used to assist with the management of workforce issues, justify decisions, not increase fiscal resources to the NGO sector, nor to keep sector employers mollified.

On behalf of the profession we stated that the Social Work Registration Act needs to specify that the Regulatory Body be obliged to consult with the Profession when developing key policies and instruments of regulation, such as Scopes of Practice, Practice or descriptions of what social workers do, and when considering making wide and sweeping rules which impact on the social work profession, such as the decision which requires Field Work Tutors to have a Master’s qualification. The Association argues that the Regulatory Body should not be permitted to work in isolation from the Social Work profession. We submitted that the SWRB in exercising and performing its powers and functions must consult with the social work associations of New Zealand and maintain mechanisms to ensure always that the views of the social work professional associations of New Zealand are readily accessible to the Board.

The other key point we made on behalf of the profession was the need for the legislation to be clear on the distinction between 'competence to practice and continuing professional development". That these two functions are distinct and have unique foci. It was clear to us that the drafters of the Bill were unclear about the purpose of each function and the intersecting boundaries.
If you are interested to read the Association’s submission, it is on the Website. To follow up the Association’s submission we also met a week later with the responsible Minister, Hon Carmel Sepuloni, who is shepherding the legislation through the parliamentary process. Unfortunately, I left her office harbouring a few niggles about her understanding of our profession and our objections to the defining of Social Work as set out in the Bill. We have strategies in place to assist with broadening that understanding. We are hopeful our advocacy results in a workable piece of legislation that enhances our profession.

Lastly, I want to make a plea to those of you who know qualified social workers colleagues who have ceased their membership or have never belonged to a Social Work Association to talk with them about the benefits of joining the Association. In the current environment, the two Social Work Associations in New Zealand are the only bodies who can speak and act independently on your behalf. The Association is not constrained by government funding obligations. We are apolitical. We can speak out and are in the best position to do so, particularly now that we have an Advocacy and Communication role within the Association. For our profession to be heard, for others outside our profession to appreciate the work we do, and to advocate at the political level, it is vital that social workers belong to an Association and that Association is seen as a credible force.

I understand there has been a lot of confusion about being Registered and belonging to the Association. It is disturbing to be confronted with how widespread and the depth of that confusion. The SWRB regulates the social worker. Should you err outside the SWRB policies and/or guidelines, the SWRB is obliged to call your practice and you to account. When this occurs, it is both a frightening and an isolating experience. You cannot afford to be complacent or expect your employer to morally or fiscally support you; they may not. In the event a complaint is progressed by the SWRB, it can be a costly process to defend.

I accept one does not always appreciate the benefits of belonging to ANZASW. Sometimes it is not until the Association’s support is needed or advice is sought, that such membership is valued. ANZASW’s role is to support its members. Being a member assists to strengthen our profession and our voice. I would like to see our membership grow so that as a collective we increase our strength, skills and knowledge to support and challenge what confronts our profession with one strong and unambiguous voice.

Nga mihi nui,
Shannon Pakura

From the Chief Executive

Greetings-Kia ora-Talofa- Namaste- Ni Hao

Thank you to all the members who contributed to the submissions on the Social Workers Legislation Registration Bill, both by sending in submissions or responding to the questionnaire. Responses were used to develop the ANZASW submission.

Shannon Pakura and I made an oral submission to the Select Committee on 14th February. This provided an opportunity to emphasise key points in the submission.
It was made clear that there is much about the Bill that ANZASW supports, particularly the protection of title and the changes to competence and recertification requirements.

Keys points drawn to the attention of the Select Committee included:

- The inclusion of a requirement for the Social Workers Registration Board to consult with social work professional associations in Aotearoa New Zealand;
- That ANZASW did not agree with the Regulatory Impact Statement and Cabinet Paper that social work was “particularly difficult to define”. Attention was drawn to the Global Definition of Social Work, the Regional Amplification and the SWRB’s 2017 General Scope of Practice – Social Work and Definition of the Practice of Social Work;
- With the proposed definition of ‘practicing as a social worker’, requiring registration if the role title is described using the words social worker, the aim of ensuring all social workers would have to become registered would not be achieved. This was illustrated with the fact that over 50% of the ANZASW qualified and registered members are employed in roles not described as social worker yet they are practicing social work and have been employed in the role because they have a social work qualification.
- Greater distinction between competence programmes aimed at correcting lack of competence and professional development aimed at enhancing and extended practice was recommended.

There was positive feedback from SWRB and members in the Select Committee Gallery on both the substantive ANZASW submission and the presentation.

The ANZASW submission can be read at: [https://anzasw.nz/social-workers-registration-legislation-bill-3/](https://anzasw.nz/social-workers-registration-legislation-bill-3/)

Shannon Pakura and I met with Hon Carmel Sepuloni the week after the Select Committee presentation. This provided an opportunity to explore the concerns ANZASW has about aspects of the legislation. We will continue to work with the Minister on issues relating to the Bill.

It is still unclear when the Bill will be enacted, potentially it is looking like July or even August 2018. As the situation becomes clearer we will be communicating with members about changes.

In the meantime, it is business as usual for competence and recertification assessments. If you have questions about competence or recertification assessments contact Shelley Crawford, Competence Co-ordinator: compman@anzasw.nz

I am pleased to welcome Anne MacAulay to the National Office Team. Anne has been appointed to the Professional Development Co-ordinator role and started with the Team Monday 26 February 2018.

Emanuel Stoakes joined the Team 8 January in the Advocacy and Communications role and has developed a number of press releases on both national and international topics since commencing in the role. Emanuel will be focusing on increasing the profile of social workers and providing an ANZASW commentary on social justice issues. You may be invited by Emanuel to be part of a short film clip about social work. These clips are to be part of the promotion of social workers and what they do.

The Child Poverty Reduction Bill is now before the Social Services Select Committee with submissions closing 4th April. If you have comments on the Bill that you would like to have included in the ANZASW submission, please ensure that I receive them by 20th March.

The purpose of the legislation is to—

- encourage a focus by successive governments and society on child poverty reduction:
- facilitate political accountability against published targets:
- require transparent reporting on levels of child poverty:
create a greater commitment to action on the part of Government to address the well-being of all children, and the particular needs of children in poverty and those at greater risk.

To help achieve its purpose, this Bill—

specifies and requires child poverty measures:
requires the setting of child poverty reduction targets:
requires reports relating to child poverty to be produced and published independently of Ministers:
requires the government of the day to adopt, publish, and review a Government strategy for improving the well-being of all children, and that includes a particular focus on child poverty and the needs of children at greater risk:
ensures that agencies work together to improve the well-being of children, with a particular focus on child poverty and the needs of children at greater risk, and on core groups of children of concern and interest to Oranga Tamariki.

One thing that can be guaranteed is that 2018 will be a year of change for the profession. Mandatory registration is on its way. This of course will have implications for the ANZASW constitutional membership requirements and obligations. As change becomes clearer there will be more information about constitutional and policy changes.

Wishing you all the best for 2018.

Na mihi nui,

Lucy Sandford-Reed

Summary of ANZASW Presentation to Select Committee, Wellington

On Wednesday February 14th the Aotearoa New Zealand Association of Social Workers (ANZASW) presented a submission and oral testimony to the Social Services Select Committee in Wellington on the Social Work Registration Bill. This was a critical event for the Association. As the ANZASW submission to the Social Service Select Committee noted, the “proposed legislation profoundly affects the future of the social work profession and the practice of social work.”

The key issue discussed at the presentation concerned Section 6AAB of the Bill which defines who will be required to register as a social worker under the legislation. The section states that only those who are given the title of social worker by their employers will be expected to do so.

Lucy Sandford-Reed, Chief Executive of ANZASW, and Shannon Pakura, President, argued strongly for reworking 6AAB so that the right to determine who is defined as a social worker is not left up to employers and that all those who are qualified social workers would be registered regardless of title.

Sandford-Reed and Pakura argued that this change to the bill was essential for the protection of the public; so that vulnerable clients assisted by social workers know that they can be held to account and are operating at a high standard.
ANZASW strongly recommended that Section 6AAB be re-written to require social workers to work within a scope of practice published by the Social Workers Registration Board using the Health Practitioners Competence Assurance Act 2003 Sections 8 and 11 as a model.

ANZASW also noted that overseas workers may be deterred from working as social workers in Aotearoa New Zealand if they are working in roles where they are not using the title of social worker. This is because, as the paper observes, “they would have to ‘account’ for periods when they were not registered when they return to their jurisdiction.”

Further to this it was noted that newly qualified social workers who are provisionally registered are likely to face difficulty in fulfilling their obligation to complete 2000 hours of supervised social work practice, which is required for them to move on to the SWRB register, if they are undertaking a role where they are not described as a social worker. As the paper notes, such impediments “will have a negative impact on developing a registered social work workforce at a time when the workforce is aging.”

Another concern raised was that there is no protection for social workers who work in an environment where employers fail to provide them with the “resources to support safe competent social work” – for example, receiving professional supervision. If all social workers were registered, not just those working under the title, this could be addressed, ANZASW argued; all registered social workers must receive regular professional supervision and engage in ongoing professional development.

ANZASW advocated for decisions on the Social Work Registration Board (SWRB) to be made by a majority of social workers. Section 56 of the Bill shrinks the size of the board from ten to seven, the board being comprised of four social workers and three other appointees. The quorum provisions leave open the possibility that two social workers on the board could make significant decisions for the profession alongside two laypeople. ANZASW recommended that the quorum be set to ensure that social workers make up the majority.

The written presentation also argued for an amendment to the Oranga Tamariki Act of 1989 to be reconsidered. The amendment allows for Chief Executive of Oranga Tamariki to delegate powers under the Act to any person as long as they are satisfied that the “person is appropriately qualified to perform the function or exercise the power, taking into account the person’s training, experience and interpersonal skills.” An example of such powers is the execution of a warrant to remove a child or young person from parents or their caregiver. ANZASW argue that such actions “must be carried out by a well-trained and highly skilled social work practitioner” exclusively.

ANZASW argued for the repeal of section 13 of the Social Workers Registration Act 2003, which allows for some social workers with practical experience of social work but no qualification to be registered. ANZASW argued that the section should be repealed two years after royal assent has been declared for the new bill.

ANZASW also noted that the Social Workers Registration Act of 2003 does not prevent people without appropriate qualification identifying themselves as social workers. ANZASW advocated for mandatory registration of social workers with a scope of practice approach which would define practicing social work.

Feedback from the members in attendance at the presentation and from the SWRB was positive and ANZASW looks forward to further feedback on its recommendations from other members at the select committee itself.

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Introducing Wyllis Russell (nee Pere)
New Co-opted Board Member for Tangata Whenua

*Ko Te Aitanga a Mahaki, Rongowhakaata, Rongomaiwahine, Whakatohea, nga iwi

*Ko Whānau a Kai te hāpu
*Ko Maungahaumi te maunga
*Ko Waipaoa te awa
*Ko Rongopai te marae
*Ko Wyllis Russell (Pere) ahau

Wyllis has been working and based at ACROSS Te Kotahitanga o Te Wairua, Anglican and Catholic Community Social Services, Palmerston North for 11 years and is currently the Strengthening Families Co-ordinator for the Manawatu region for the last 6 years. Previously she was a Senior Social Worker/Strengthening Families Co-ordinator. Wyllis enjoys her present position supporting and bringing together agencies that can help Whānau/Families by assisting them to achieve their goals and outcomes through the Strengthening Families process.

Life Experience
Wyllis brings a varied work history to the role as well as a lot of life experience. “I am a mother of six sons and have nine grandchildren.” Born and bred in Waituhi in the Pere whānau, Gisborne, a close knit whānau west of Gisborne, Wyllis was previously employed as a Senior Whānau Support Worker working for her local Iwi Te Runanga o Turanganui a Kiwa, Iwi Social Services. Wyllis later moved to Palmerston North to complete the Bachelor in Social Work which she had started some years earlier, she however remained in the Manawatu.

Originally trained as an executive secretary, Wyllis says these skills were essential in her current role as Strengthening Families Co-ordinator. Along with her husband Val Russell, they have previously been self-employed running a superette, a Four Square in Gisborne, and a Dairy in Porirua, servicing the predominantly Māori/Pasifika origins and community providing Wyllis with insights into the lives of families from a variety of cultural backgrounds. It also provided sales and marketing experience which has been beneficial for the promotional side of the coordinator’s job.

These skills will benefit her position on the Board, firstly to assist Whānau, Hāpu and Iwi, ANZASW and many other Māori practitioners, agencies and others.

Qualifications
Wyllis has of course attended many Trainings and her core qualifications are: Batchelor in Social Work (Hons) from Massey University; Certificate in Social Work from Massey University & Accredited Triple P Primary Care Provider.

Current Positions
- Currently she is the Chairperson of Manawhenua Roopu in Manawatu, having been a member for 13 years and Chairperson for 8 years. Wyllis was also was Treasurer before that for 2 years.
- For the last 2 years I have been a Stake Committee Member of her church group (Manawatu to Horowhenua, Wanganui and Dannevirke) supporting and providing programmes for young women aged 12 to 18 years.

**Focus**
Grateful for the privilege to be co-opted on to the ANZASW Board as a tangata whenua board member, Wyllis is looking forward to meeting and working alongside the current Board. As a tangata whenua board member to be able to provide those supports for iwi, whanau and hapu and to give a focused supportive role to ANZASW and its different areas of portfolios.

Not forgetting our social workers throughout Aotearoa, to provide supports, benefits and education for the increased members under ANZASW.

Wyllis is looking forward to the challenges being a part of a very important Board (undergoing many changes at this time) and once again is grateful for the opportunity given to be a member of the ANZASW Board in 2018.

Na mihi nui,
*Wyllis Russell*

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**Introducing Anne MacAulay**

My name is Anne MacAulay. I first joined ANZASW about 25 years ago when I did my first competency!! I have worked in a variety of roles across a variety of organisations. Most of my social work has been as a Health Social Worker in all areas of health: mental health, physical health, older persons, child development and protection and infants and families. I have also worked for local bodies, tertiary training providers, NGOs and schools. I have a passion for training and development and so this new role is very exciting for me.

Away from work, I own a small farm in Waikato where I run cows and calves, goats and horses. I am involved in training and working with New Zealand’s feral Kaimanawa horses, as well as eventing and driving.

I look forward to hearing from members about what they would like to see from the ANZASW. I can be contacted by email on [cpd@anzasw.nz](mailto:cpd@anzasw.nz) or by phone on 0272267244

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**Field Educator Guidelines**

By Jane Maidment, on behalf of the working party that developed the field education guidelines

Kia ora Colleagues,

These guidelines have been developed for agencies, field educators, and social work education providers to use as a resource to strengthen field education. They were developed as part of a collaborative project between the ANZASW and the Combined Schools of Social Work Educators Aotearoa New Zealand (CSWEANZ). The project involved a national working group with representatives from Field Education Coordinators; the ANZASW; the SWRB; the Tangata Whenua Social Workers Association (TWSWA); field educators in both NGO and Statutory agencies and with our Australian colleagues in the ANZSWWER (Australia & New Zealand Social Work and Welfare Education and Research).

We have had a lot of positive feedback from field educators who have been using the guidelines.

Field educators have identified that it has helped them to shape and promote their roles and responsibilities within their agencies; and to bring others on-board with understanding the scope of student field placement activity and the associated responsibilities.

The guidelines have been used successfully in negotiating personal development plans; in work place appraisals and competency renewals. Field educators tell us it has allowed them to evidence the range of skills and knowledge they have applied and to capture their personal commitment to professional social work development that is involved in working successfully with students.

A review of the guidelines will be undertaken led by the ANZASW this year.

Let’s get real Refresh Progress Update

Read about the themes that emerged from the draft refreshed Let’s get real framework consultation. This included support for broadening the scope of the framework so that it can apply to everyone working in health. Focusing on people, regardless of where they encounter health care, also came across strongly in the consultation feedback. Suggestions were also received for further enhancing Let’s get real, such as using graphics to help illustrate meaning.

Te Pou is currently considering all feedback to develop a final revised version of Let’s get real for the Ministry of Health for publication in mid-2018.

As part of the consultation underway on a draft refresh of the Let’s get real framework we’re also travelling around the country at present gathering feedback. Find out how you can have your say by providing your views online or at one of the remaining consultation hui.
Government Inquiry into Mental Health Services


The Inquiry has an estimated timeframe for engagement:

- **Consultation document release**: end March/early April
- **Submissions open**: April – May 2018
- **Hearings**: May – June 2018
- **Direct engagement with interested parties**: March – August / September 2018.

ANZASW will be making a submission so we are interested in hearing from our members, particularly those working in mental health or members who work alongside mental health services.

It may be appropriate to include the experiences of members in particular areas of mental health such as Specialist Rural Mental Health Services in the submission.

It would helpful for members to be thinking about content for the ANZASW submission. This can be done individually, in work places or at in Branch Roopu & Special Interest Group discussion.

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Social Workers as Super-Heroes

By Anna Scheyett | TEDxColumbiaSC

Dr. Scheyett describes the ways that social workers serve their communities. Anna serves as Dean of the College of Social Work at USC. Her research examines community integration of vulnerable populations, especially those with serious mental illnesses, those with HIV, and those involved in the criminal justice system. This talk was given at a TEDx event using the TED conference format but independently organized by a local community. Learn more at [http://ted.com/tedx](http://ted.com/tedx)
IFSW: Global News

IFSW joins in drafting recommendations for UNHCR on the needs of older refugees
- Related information: http://ageingcommitteeegeneva.org/

International Social Work Journal Looking for New Editor(s)

International Social Work is the official journal of the International Association of Schools of Social Work (IASSW), the International Council on Social Welfare (ICSW) and the International Federation of Social Workers (IFSW). The Editor-in-Chief, Professor Vasilios Ioakimidis, finishes his term of office at the end July 2018. The sponsoring organisations – IASSW, ICSW and IFSW – are now seeking a successor for this honorary position.

http://ifsw.org/news/international-social-work-journal-looking-for-new-editor/
Details: http://cdn.ifsw.org/assets/ifsw_110449-8.pdf

We want to hear from You!

We are looking for stories from great social workers. Or do you have a burning topic on your mind and you need to spread awareness?

We will be publishing stories on a special ANZASW page on our website, and in our NoticeBoard e-newsletter.

Contact: fionas@anzasw.org.nz

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Enhancing the Readiness to Practise of Newly Qualified Social Workers

Presenting authors
Neil Ballantyne (Open Polytechnic) and Dr Jane Maidment (University of Canterbury)

Other project team members
Dr. Liz Beddoe (The University of Auckland), Shayne Walker (University of Otago), Dr. Kathryn Hay and Zoe Mayhew (Massey University)

Project overview
EnhanceR2P is a three-year long project focused on developing a framework to clarify the capabilities of newly qualified social workers (NQSWs) and social workers at experienced and advanced levels of practice. The project includes three phases each of which addresses a different research question:

Phase 1: What is the content of the New Zealand social work curriculum and how does it relate to the core competencies of the Social Workers Registration Board (SWRB)?

Phase 2: How well prepared are NQSWs to enter professional social work, and how is their learning supported and enhanced in the workplace?

Phase 3: What are the professional capabilities, including cultural capabilities, we should expect of NQSWs and of social workers working at more experienced and advanced levels of practice?

Progress to date
Published a literature scan on curriculum mapping and educational taxonomies.

Next steps for the work
Published a literature scan on the readiness to practise of NQSWs.
Analyse the NQSW and NQSW managers survey and interview data.
Plan the final phase workshops to engage stakeholders in the co-production of an evidence-informed social work capabilities framework.

Emerging issues and/or highlights
The completion of phase one of the project has demonstrated the power of curriculum mapping to describe and visualise the current curriculum. It has also highlighted an opportunity for tertiary institutions to collaborate in the development of a more refined taxonomy and to use curriculum mapping as an improvement tool for future curriculum development.
Social Workers – What and who are we here for?
By Ian Hyslop, written for Reimagining Social Work

As we know, social work is a broad church with many different fields of practice. As a teacher in a social work programme I often tell students that this depth and variety is one of the beauties of the profession. In this sense, unifying definitions are always something of a challenge. For example, some earlier blog posts have questioned the supposed professional commitment to social justice when social workers generally help people to adapt to our exploitative social and economic system, rather than working to radically change it.

More disturbingly, social workers can potentially entrench social injustice by working in systems that discriminate against certain sections of the population in structurally unequal societies. Social work can therefore be understood as a complex and contradictory undertaking. However, in this short post I would like to keep things simple. I think it is important to cut to the chase a little and get one or two things straight.

Social workers engage with people who are positioned near the bottom of the social and economic heap. Our job is to support and advocate for the interests of this group of people. This is the central reality for social work in my view. I sometimes wonder what part of this others don’t understand. It is how we interpret this reality – what we do in response to it – that is important. There are exceptions to this generalisation of course and there are also patterns and intersections. Some groups of people are over-represented amongst those who are pushed to the margins. Accordingly, it is important to strive for a more tolerant and inclusive society. Nevertheless, it is also important to be clear that social and economic arrangements that systematically reproduce social disadvantage and exorbitant wealth will not be fundamentally changed by altering people’s attitudes to those who are different from themselves. Neoliberal tolerance of diversity doesn’t address problems embedded in the structure of capitalist social and economic relations.

This is not to say that the efforts of those who work for a more tolerant and socially liberal society are futile. Developing meaningful constitutional recognition of Maori rights as tangata whenua, reforming prisons, or creating a child welfare system that recognises the pressures of poverty, are all vital progressive activities for example. Currently there is struggle and opportunity for movement on all these fronts. However, I would like to emphasize here that the reproduction of social inequality is a fundamental systemic function of liberal capitalism. Sorry about that. Accordingly, we also need to envisage and build a social world that is not based on protecting private property and exploiting the labour of others. Am I being utopian? I hope so.
Can we work for both reform and revolution? I think so – but there I go again … drifting into the realm of the complicated. Let’s just focus on the main point here: we best serve the exploited when we eradicate exploitation.

Reflections on Waitangi Day
By Laura, on behalf of the team at ActionStation

The history of the Treaty of Waitangi (Māori: *Tiriti o Waitangi*) is essential to understanding relations between Māori and Pākehā in Aotearoa New Zealand. It begins in 1840 when Māori rangatira (chiefs) and British settlers signed two different versions of the Treaty - one in English and one in Māori.

The two versions of the treaty differed in their translations. In the Māori version, the British Crown gained governorship over British subjects living in New Zealand, while Māori would retain rangatiratanga (sovereignty) over the land, forests, rivers and tāonga (treasure or that which they deemed precious).

The Crown believed the English text gave the power to govern, create laws and hold sovereignty over the nation. A charitable interpretation is that this was a misunderstanding. A more cynical (and more probable) interpretation is that the British Crown purposefully did this to gain sovereignty; the treaty was signed at a time when British colonists were pressuring the Crown to establish a colony in Aotearoa New Zealand.

At the time of signing, the population in Aotearoa New Zealand was 80,000 Māori and 2050 non-Māori. Would Māori chiefs really have knowingly given sovereign power to a people they outnumbered 40 to one? It is highly unlikely. It’s also important to note more Māori chiefs signed the Māori version of the text than the English one, and that the Māori version of the text is the only version recognised under international law.

Despite this, in the years following, significant numbers of British settlers arrived, and the British Crown took over governance of all areas of life. A long and ongoing process of colonisation ensued. ‘Colonisation’ meaning the process of establishing control of a people through laws and force.

Here are some examples:¹

- In 1841 the British Crown began seizing Māori land by creating the Land Claims Ordinance which deemed all “unappropriated” land property of the Crown.
- In 1852 the British Parliament was established without Māori representation. Only men who owned land individually could vote. Māori owned land communally and so did not qualify.
- In 1863 the New Zealand Settlements Act was established to enable the Crown to seize land from Māori tribes who had been “in rebellion” against the Government. This led to the confiscation of four million acres of land (roughly the size of Cape Reinga to Auckland).
- In 1864 the Native Reserves Act put all remaining Māori land reserves under Crown control.
- In 1867 the Native Schools Act decrees that English should be the only language used in the education of Māori children. Māori are required to donate their land for the schools. Beyond basic reading, writing and arithmetic, the curriculum for Māori is heavily skewed towards instruction in manual and domestic skills.
- In 1881 about 1600 government troops invade the western Taranaki settlement of Parihaka. This village was a place of peaceful resistance to the confiscation of Māori land.
- By 1896 the Māori population was slashed in half by introduced disease and war.
- By 1939, almost 100 years after the Treaty was signed, Māori retain just 1 percent of the South Island and 9 percent of the North Island.
In 1950 the government began a three-decade long process of uplifting children from their homes - more than half of whom were Māori - and putting them into state ‘care’ where many faced horrific mental, physical and sexual abuse.

In 1953 the Māori Affairs Act forced “unproductive” Māori land into Crown ownership.

In 1967 the Māori Affairs Amendment Act introduced compulsory conversion of Māori freehold land with four or fewer owners into general land.

In 1971 Māori made up 40% of the prison population, while forming only around 10% of the country’s total population. Prisons did not exist prior to British settlement.

In 1977 the government announced a housing development on Ngāti Whātua land at Bastion Point in Auckland.

In 2004 the government passed the Foreshore and Seabed Act under urgency. It made the Crown the owner of the foreshore and seabed (except for the privately-owned parts).

In 2015 the government announces a marine sanctuary off the Kermadec Islands, an area where Māori fishing rights were meant to be guaranteed by the 1992 Maori fisheries settlement. They do so without compensation or consultation.

As a result, today, Māori own just five percent of all land in Aotearoa New Zealand. As compensation for the 95% loss of land, the Crown has paid iwi (tribes) and hapū (sub-tribes) $2.5 billion in all Treaty settlements combined.

Sound like a lot? It’s not.

The Crown currently spends almost $1 billion every year on prisons where Māori make up 51% of incarcerated people (despite being only 15% of the overall population). Treaty settlements also make up less than 2% of our annual GDP.

As for the reo (language), in 2018 just one in five of us can speak Māori fluently.

All of this, the seemingly inevitable outcome for a people who have had their language, culture and land stripped away for generations.

If you would like to learn more about Māori and New Zealand history, here is a spreadsheet of resources we have crowdsourced and compiled. The facts above are sourced from the various resources in this list. Please feel free to add to it.

I also recommend this read by Treaty educator Jen Margaret: State of the Pākehā Nation (PDF - we will ask for a more accessible version, if you’d like one please email info@actionstation.org.nz).

If you’d like to add more Māori media to your regular reading, please check out:

- E-Tangata
- Māori Television
- Iwi radio stations
- Ātea
- Waatea News

And finally, for coverage of the PM’s speech at Waitangi, please click here.

References:

1. See this spreadsheet for references for this history.
Effective Social Work Supervision: Top Tips

By One Stop Social (a UK Perspective)

Social Work Supervision: As a qualified Social Worker and experienced Manager, I have been approached by a number of Professionals and Service Providers recently asking me for advice on what is ‘effective supervision’.

Working in the Social Work/Care Sector is a demanding profession. It requires a wealth of skills, knowledge and constant review of one’s practice. It is demanding intellectually and can be both physically and emotionally draining. We work with societies most vulnerable in their time of need or crisis. As such, one of the most essential supportive mechanisms we require as practitioners is effective (and reflective) supervision. However, the term itself can be very ambiguous and confusing.

Whether you’re an experienced Social Worker, Newly Qualified Social Worker or Support Worker; active supervision is an essential requirement. It should promote your emotional well-being, learning and development and line management accountability. Good supervision and support is often reported as being one of the key areas for staff retention. So, what does ‘effective supervision’ look like? Whilst not an exhaustive list, here are some great top tips.

Avoid re-arranging or cancelling

Whether workload pressures or being ‘double booked’; often the first to be ‘axed’ from the diary is supervision. It is as though supervision is seen as secondary to any other aspect of our work. It is not. Regular supervision allows us to reflect on our work (the what, where, when and how), it offers us a forum where we can ‘offload’. It is needed to offer support, advice and guidance relating to practice, whilst also paying adequate attention to personal and professional development. Without it, it increases the risk of burn out, isolation and the potential for poor practice.

Bring an agenda

Sounds simple, but you would be surprised at how many managers and staff fail to have an agenda for supervision. It can literally be on a piece of scrap paper. An agenda will offer you direction. It will help you identify what it is you want out of the supervision session – it is a task centred approach to working. Remember, it is YOUR supervision!
Use supervision to promote reflective discussion

One of the most important skills for Social Care or Social Work Professionals is in the ability to think critically and to reflect on our behaviour. We do this so as we can review our work with those in need and identify what worked well and what areas we need to develop. As such, any good supervision session will focus heavily on reflective practice. Use the session to discuss ‘real case’ examples. Link your understanding of theory and how this has informed your practice – it helps you to ‘make sense’ of the situation. This is one of the best forms of learning in practice.

Be honest about workload capacity

Those that work in the Social Care or Social Work sector are selfless. Whilst I believe this to be an excellent quality, it can sometimes be our downfall. What I mean by this is that we often focus on supporting others ahead of supporting ourselves. This will often result in practitioners taking on more work than they can appropriately (or safely) manage. If not managed, this can be a recipe for disaster in two ways: 1) It will result in rapid burn out and 2) It will result in poor service delivery to those requiring support. As such, you should detail in supervision your workload capacity. If you have too much on, then say so.

Note: Do not be afraid to say that you cannot take on more work. Get it added to your supervision record – remember, this is your record and in order for it to be ‘signed off’, you must agree with the content. A good manager will support your professional judgement. A poor one will continue to pile the work on you, until you are unable to function. If the latter is what you currently experience, seek senior manager support. Whilst I appreciate this is easier said than done, there are policies in place to support staff supersede such issues.

Managers: Avoid micro-managing

In my experience, micro-managing is the most debilitating form of management. It’s ‘style’ will often result in the development of professional self-doubt, a lack of confidence and an over reliance on seeking approval for every aspect of work. It can cause professionals to develop anxious related practice. As a result, decisions are often defensive rather than defensible. I have personally experienced what micro-managing can do, and I can tell you, it is not helpful in any shape or form!

Instead, allow the Practitioner to explore and develop their own way of working – this can be promoted in supervision by asking open ended questions to elicit appropriate responses. We do value professional judgement and accountability after all.

Recognise and promote positive practice

Make sure that within the supervision session there is at least one agenda item that focuses on promoting the practitioners practice. By focusing on at least one area of work that they have done well will contribute to increased feelings of self-worth and self-esteem. The recognition of their positive qualities, in what is deemed a challenging yet rewarding profession, will result in increased job satisfaction, staff productivity and subsequent staff retention.

Invest in staff development

Any good supervision session should have a section dedicated to staff development. Therefore, make sure you bring a list of all upcoming training, courses or events or areas that you would like to develop further. Any good Supervisor should want to invest in staff development. Not only does this increase service delivery (the more skilled the worker, the better the outcomes), it will also promote staff self-worth and value.

Use Your Social Work Skills

A good manager will have the ability to support the supervisee by having capacity for containment, empathy, reflection and should encourage analysis of in depth discussion. This will assist front-line staff cope with the complex day to day work with Service Users. It sounds simple, but the ability to be person-centred to the Professional is a very powerful tool. Remember, practice what you preach!
The 4 x 4 x 4 Model of Supervision Model – Wonnacott (2012)

There are a wealth of model’s and theories that explain or identified the need for good supervision. However, from my experience, Wonnacott’s (2012) Supervision Model promotes critical analysis/reflection within an organisational context/framework.

The model seeks to bring together:

The four stakeholders in supervision
- Service users
- Staff
- The organisation
- Partner organisations

The four functions of supervision
- Management
- Development
- Support
- Mediation

The four elements of the supervisory cycle
- Experience
- Reflection
- Analysis
- Action

https://www.onestopsocial.co.uk/effective-supervision-top-tips/

Seeking Webinar Presenters for 2018

We would like to hear from members who:
- Have research outcomes they are willing to present
- Are working in an area of emerging practice
- Have worked on a project overseas or here in Aotearoa New Zealand
- Have an interest in aspects of supervision
- Wish to share an aspect of their field of practice
- Have an interest in presenting on one or more of the new practice standards

Presenting a webinar counts for CPD hours and contributes to Standard 10 Membership of the ANZASW is used to promote and support the SW profession with integrity.

We look forward to being able to deliver an exciting range of webinars over 2018.

If you are interested, please contact Sonja Nissen, sonjan@anzasw.nz ph. 03 349 0190 ext. 3.
Workshop objectives

- Define relational trauma and impacts.
- Name key components in developing a relational foundation.
- Describe supportive counselling.
- Name ways to provide psycho-education around trauma.
- Identify ways to work with loss and grief.
- Describe ways to support the development of a healthy self-relationship and interpersonal relationships.
- Identify ways to work with anxiety and anger.
- Explore the conscious use of self in the provision of therapeutic work.

This is a great opportunity to enhance your knowledge of trauma informed work. Developed from Nicki Weld’s and Stand Children’s Services’ award-winning handbook – E Ko te Matakahi Maire - Therapeutic Social Work (2017).

Places are limited as this is an interactive workshop. Register at: https://mailchi.mp/db28q4472bce/stand-presents-nicki-weld-therapeutic-social-work-tour-2018

Enquiries: Nationaloffice@standforchildren.org.nz

A ONE DAY WORKSHOP WITH NICKI WELD AND STAND CHILDREN’S SERVICES TŪ MĀIA WHĀNAU

Wellington
20th April
Christchurch
24th April
Auckland
8th May
Gisborne
15th May
Rotorua
29th May
Whangarei
5th June
Dunedin
12th June

Time: 9am – 4pm

Cost: $210 per person (includes GST, morning tea and lunch) or $245 (includes a copy of the handbook).

Nicki Weld is the National Social Work Advisor for Stand Children’s Services and a supervisor, consultant and educator. She is the author and co-author of six books published in New Zealand, England, and Japan, and the primary creator of the Three Houses tool used internationally.

Stand Children’s Services Tū Māia Whānau works with children and families with long term complex trauma histories, providing intensive therapeutic social work, family therapy and trauma treatment to break the cycle of harm so they are safe, can recover from past trauma, reconnect with each other, and create a positive future.
POSTGRADUATE OPTIONS IN SOCIAL WORK AND SOCIAL POLICY

PROFESSIONAL DEVELOPMENT OPPORTUNITIES AVAILABLE AT THE SCHOOL OF SOCIAL WORK

PROGRAMMES

Doctor of Social Work
The first in New Zealand. This advanced professional doctorate provides social workers with the opportunity to develop expertise in policy and practice-based research and evaluation at the highest level.

Master of Social Work
The MSW equips social workers to develop and use research skills in their practice settings, and to keep current with the latest theories and practice.

Master of Arts (Social Policy)
The MA (Social Policy) enables students to pursue postgraduate study and research in social policy.

Postgraduate Diploma in Social Service Supervision
This diploma is for professionally qualified practitioners who are currently supervising social service and health practitioners and/or students on placements.

Postgraduate Diploma in Social Work
This programme is for social workers who wish to undertake an advanced study of social work by completing postgraduate papers.

Postgraduate Certificate in Social Work
The Certificate is made up of two papers drawn for the Master of Social Work (MSW) schedule and is an advanced qualification for professionally qualified social workers, who wish to undertake further study and provided a pathway into PGDSW and MSW particularly for those without a four year honours degree in social work.

socialwork@massey.ac.nz
0800 Massey
massey.ac.nz
Clinical skills for treating posttraumatic stress disorder (Treating PTSD)

This two-day (8:30am-4:30pm) program presents a highly practical and interactive workshop (case-based) for treating traumatised clients; the content is applicable to both adult and adolescent populations. The techniques are cognitive behavioural, evidence-based, and will be immediately useful and effective for your clinical practice. The emphasis is upon imparting immediately practical skills and up-to-date research in this area. In order to attend Treating Complex Trauma, participants must have first completed this ‘Treating PTSD’ program.

3 - 4 May 2018, Sydney CBD
10 - 11 May 2018, Melbourne CBD
17 - 18 May 2018, Brisbane CBD
24 - 25 May 2018, Auckland (NZ) CBD
14 - 15 June 2018, Perth CBD
21 - 22 June 2018, Adelaide CBD
28 - 29 June 2018, Wellington (NZ) CBD
8 - 9 November 2018, Sydney CBD
22 - 23 November 2018, Melbourne CBD

Clinical skills for treating complex traumatisation (Treating Complex Trauma)

This two-day (8:30am-4:30pm) program focuses upon phase-based treatment for adult survivors of child abuse and neglect. This workshop completes Leah's four-day trauma-focused training. The content is applicable to both adult and adolescent populations. The program incorporates practical, current experiential techniques showing promising results with this population; techniques are drawn from emotion focused therapy for trauma, metacognitive therapy, schema therapy, attachment pathology treatment, acceptance and commitment therapy, cognitive behaviour therapy, and dialectical behaviour therapy.

19 - 20 July 2018, Sydney CBD
26 - 27 July 2018, Melbourne CBD
2 - 3 August 2018, Brisbane CBD
16 - 17 August 2018, Auckland (NZ) CBD
23 - 24 August 2018, Wellington (NZ) CBD
18 - 19 October 2018, Perth CBD
25 - 26 October 2018, Adelaide CBD
15 - 16 November 2018, Sydney CBD
29 - 30 November 2018, Melbourne CBD

Program fee for each activity

NZ Super Early Bird $550 AUD each when you register more than six months prior.
NZ Early Bird $615 AUD each when you register more than three months prior.
NZ Normal Fee $680 AUD each when you register less than three months prior.

NZ Residents attending Australian workshops are charged a flat fee of $550 AUD each (subject to availability)

Program fee includes Australian GST, program materials, lunches, morning and afternoon teas on both workshop days.

For more details about these offerings and books by Leah Giarratano refer to www.talominbooks.com

Please direct your enquiries to Joshua George, mail@talominbooks.com

ANZASW Registration form for NZ residents attending in Australia

Please circle the number workshop/s you wish to attend above and return a copy of this completed page via email

If you wish to attend our NZ workshops, please register directly at our website

Name: ___________________________  Dietary Requirements: ___________________________
Address: ________________________
E-mail: __________________________
Mobile: __________________________
Type of card (circle one): Visa  Mastercard
Cardholders Name: ___________________________  Expiry (MM/YY): ___________________________
Card number: ___________________________  CVN (last 3 digits on signature panel):

Credit card payment is preferred. Simply complete the information above, scan and email this page to mail@talominbooks.com

A receipt will be emailed to you upon processing. Note: Attendee withdrawals and transfers attract a processing fee of $66.
No withdrawals are permitted in the seven days prior to the workshop; however positions are transferable to anyone you nominate.