

Purpose of the Poutama

Kaiāwhina and their leaders with the support of mentors as required, can use this Poutama to:

* Clarify performance expectations and development milestones, and to guide the setting of personalised development goals.
* Determine whether they are reaching proficient or accomplished levels for the purpose of applying for PDRP.

Important considerations

1. It is important to recognise the unique strengths and interests of each Kaiāwhina, as well as the unique context they are operating in from
2. when they start employment with us. A Kaiāwhina could bring a high level of competence to their role and progress quickly across some or all accountabilities or take more time to reach the Whanaketanga phase for other accountabilities.
3. Details under the Person Specification (page 5 and 6 of the Position Description) can also be used to identify potential strengths or development areas.
4. This is a guide. Kaiāwhina and their leaders need to agree on performance expectations and development goals that are relevant to their context.
5. This is not a performance measurement tool – it is inappropriate to use the Poutama Development Phases rigidly and ‘put people in boxes’ as a form or rating performance.

| Development Phases:Metaphor of the growth of a seed (Te Kakano) and its journey to blossoming (Puāwaitanga). | Te Kakano (Potential) | Tipuranga (Activation) | Whanaketanga (Development) | Puāwaitanga (Realisation)*(includes and expands whanaketanga)* |
| --- | --- | --- | --- | --- |
| Main features of this phase | Onboarding into the role (Induction and welcoming and overview of the team and organisation; Orientation - familiarisation with the context and the role) | Developing knowledge through education, mentoring, professional development and experience and applying this directly to practice.Co-lead or support wānanga | Being fully competent in their role, they can find their passion and use this in their mahi. Sharing their expertise with others.Show some leadership – e.g. Lead wānanga; able to assist with mentoring others. | Taking up leadership roles within WAP.Actively engaged in mentoring others.  |
| Notes about key difference with previous level | Not applicable | Successfully completed onboardingall the Te Mara / L&D modules. Mentors and CL signed you off as having completed your orientation. * Familiar with how things work
* Know the different roles between different teams and what they do.
* Demonstrating understanding of role and baseline of competence
 | Proficient on PDRP* HW cert & Ngākau Aroha completed
* Competent across all areas of health promotion
* Established key relationships and accepted by community

Showing some leadership * Lead wānanga
* Able to assist with mentoring others
 | Showing leadership across all areas of their mahi. Mentoring of other kaiāwhina.  |
| PDRP |  |  | Can apply for proficient on PDRP after Ngākau Aroha due to examples that have to be provided through this learning. | Can apply for accomplished on PDRP  |
| Likely timeframe | About 12 weeks  | 18 months (in addition to Te Kakano)  | Been in the role about 2 years depending on individual’s previous experience, skills and context.  | Not specified – likely to have been in Whanaketanga phase for about 2 years. Depends on individuals’ interests, skills and context. **Not all Kaiāwhina will be interested or capable of stepping into this phase.**  |
| ROLE ACCOUNTABILITIES |  |  |  |  |
| Tūhono – Building Relationships* With the support of Whānau Āwhina Plunket, build relationships with Kaumātua, Kuia, Iwi, Hapū, Whānau and external providers, allowing them to get to know you, better understand Whānau Āwhina Plunket’s services and fostering trust
* Forms effective partnerships with external agenciesto improve and achieve outcomes for whānau / hapū / iwi and community
* With the support of mentors, actively engage to work collaboratively within the hapori/community, iwi/hapū and mana whenua in a culturally safe and appropriate way
* Actively participate in discussions and events that strengthen these relationships
 | Identify key external relationships\* with CLs / mentors / colleagues. Set goals\* to start establishing relationships with the support of mentors or others within WAP. Complete these activities. *\*put these in writing to ensure goals and performance expectations are clear.*  | Established some key relationships. Started networking within the community and across service providers.Still actively working on building trust within the community.   | All key relationships are well established, and there is evidence that of trust in that being called on by others – being brought into engagements by others. Able to connect others because of these relationships. Effective external collaboration. Evidence of working collaboratively within the hapori/community, iwi/hapū and mana whenua | Mentoring others to develop relationships. Key connector between people / parties.  |
| Tuku Ratonga - Offer Plunket service to Whānau * Work in partnership with whānau to understand and prioritise their parenting goals (that the child is developmentally, emotionally, spiritually well) supporting them to make their best decisions through knowledge and reassurance
* Support whānau to connect with other support services wtihin the community
* Provide health education and health promotion as guided by Whānau Āwhina Plunket based on whānau needs and in a way that whānau can access and understand
 | Working under close supervision and support of their mentor(s) able to deliver some of the services to whānau. Does not carry a high load of service delivery goals. Limited ability to connect across services without the input of other team members. Still learning information and committing this to memory, as well as how to adapt approach to different audiences. Health promotion and education a bit scripted. Just starting to develop Holistic assessment skills – at this stage a narrow approach to assessment is expected where focus on one or just a few things. Starting to understand relational practice skills. | Greater confidence and knowledge when delivering services to whānau. Still some gaps in knowledge and relationships – important that still lean on mentors and colleagues to fill those gaps and continue to develop confidence, knowledge and relationships. Able to articulate their role and their colleagues' roles and the WCTO serviceAble to take on a larger portion of the service delivery goals, but not full caseload yet as still a lot of time spent being mentored and developing knowledge. Able to adapt approach fairly well to different audiences and context. Can recall most information with ease. Starting to demonstrate relational practice skills. Start to demonstrate holistic assessment skills | Able to take on 100% of the service delivery caseload identified for this role. Service delivery goals are consistently being met. Able to adapt approach very well to different situations and audiences. Fully competent when it comes to relational practice and holistic assessment skills.  | Providing advanced support to whānau As part of the team, identify and implement ways to help achieve population health goals for their area. Embodies and mentors others on how to demonstrate relational practice skills. Service delivery goals are being met consistently. **Important Note - time needs to be allocated to participation in other leadership roles meaning lower service delivery goals should be agreed.**  |
| Tautoko – Advocacy * Support whānau to advocate for themselves, for example: role-modelling how to approach an issue; or working alongside whānau when engaging with others
* Where needed, advocate in external channels and forums (e.g. G.P.s, multi-agency) for whānau, pēpi, tamariki in partnership and collaboration with the wider clinical team
* Participate in forums to allow for equitable Māori representation in decision-making (Māori has equal seats at the table)
 | Start understanding what advocacy is and how to support whānau to advocate for themselves. Provide information to other team members to support them to advocate. Not expected to advocate at external forums but can observe to learn. | More actively supporting whānau to advocate for themselves, but still refining techniques and building knowledge and relationships that will make their approach more effective. (Note for mentors: At this stage quite likely to want to advocate on behalf of whānau rather than help them to advocate for themselves when this is a suitable option. Might be inclined to become overinvolved.) Start to understand what forums are within area, and to find ways to observe or participate in some of the relevant forums.  | Effective at supporting whānau to advocate for themselves. Know when and how to help whānau advocate for themselves, and when to step in and work along-side them when engaging with others. Participate in most of the relevant forums, increasing influence appropriately.  | Mentor others to be able to develop more advocacy insight and skills.Quite influential when participating in forums.  Set up relevant forums if needed. Appropriately involved in all relevant forums in the area / community (i.e. role is linked to Whānau Āwhina Plunket services, and not overinvolved in forums not related to our service).  |
| Mahi Tahi - Collaborate * Provide Kaupapa Māori cultural guidance to colleagues (please note: Kaiāwhina are not responsible for improving the cultural competence of their team).
* Network with other Kaiāwhina across the motu
* Collaborate as part of clinical/community health services team on whānau specific cases, or to achieve broader community outcomes
* Proactively communicate with leaders and team members about relevant practice and service delivery concerns and opportunities
* Contribute to the development or improvement of services, especially those for whānau Māori
 | Become familiar with own role and the other roles within the team, and how whānau cases are managed together. Building relationships with other team members and 1-2 kaiāwhina identified as mentors.Participates in different discussions and hui related to role – observing and asking questions to learn how things currently work in practice.  Receives referrals from RN and determines mahi in partnership with RN | Starting to build a network of relationships with other Kaiāwhina.Becoming more comfortable providing Kaupapa Māori guidance to colleagues.Becoming more confident and active when collaborating as part of clinical/community health services team on whānau specific cases, or to achieve broader community outcomes.Proactively communicates with leaders and team members about relevant practice and service delivery concerns and opportunities.Confidently discusses whānau outcomes with RN/case manager and CL. | Good network of relationships across the Kaiāwhina community.Well established relationships with clinical/community health services team. Frequently collaborate as an equal member of the team. Initiating and actively participating in discussions about relevant practice and service delivery concerns and opportunities.Uses knowledge to guide hoamahi with care planning for Whānau Māori | Seen as a leader in the Kaiāwhina community. Seen as an influential member of the team and contributes significant input to the development or improvement of services, especially those for whānau Māori.Is consulted in an advisory capacity about tikanga, mātauranga Māori, whānau Māori care plans by the Team. |
| Waka Wānanga - Collective Impact through Wānanga* Identify opportunities to connect whānau with each other whilst promoting health outcomes, based on Kaupapa Māori practice. This can be done independently or in partnership with other Kaiāwhina, hoamahi (colleagues), or agencies.
* Prepare for and facilitate Whānau Āwhina Plunket wānanga (with others), ensuring they are organised and Tikanga led
* Adjust materials and delivery approach to suit audience needs
* Review, report and follow-up on wānanga
 | Is familiar with our wānanga offering and what has / is being done in area and across the motu, as well as the support available to run wānanga. Starts to identify wānanga opportunities within area.  | Actively identifies wānanga opportunities within area and works with others to initiate and run wānanga. Developing all the confidence, skills and knowledge required to prepare for and facilitate wānanga. Co-facilitates wānanga on familiar topics with another lead facilitator(s). Can report back to Team and others to share the benefits of the wānanga mahi. | Drawing on the input and skills of others, develops and implements a long-term plan that really harnesses the full potential of wānanga opportunities in area. Takes full accountability for leading wānanga end-to-end, setting goals and showing value/impact.Confidently facilitates and leads wānanga. | Mentors and supports others to develop their capability as a lead facilitator.Stretches what is possible to create great collective impact through wānanga. Can articulate the wānanga mahi at external forum promoting the mahi of the roopu and organisation. |
| Mahi Tikanga: Tikanga knowledge and implementation* Support pōwhiri, whakatau, and matahono (online whakatau), with guidance from Ringa Raupa Rōpu and/or the Pou Whakarae if needed
* Support and participate in kaimahi Māori hui, e.g. hui whakarauora; and hui a tau
 | Is learning about Mahi Tikanga at Whānau Āwhina Plunket.  | Actively participates in Mahi Tikanga. Can articulate the relevance of te Tiriti o Waitangi to planning of care for whānau | Takes a lead role in Mahi Tikanga. | Takes on project or special assignments or leadership roles related to Mahi Tikanga.  |
| Whakatakoto Tātai - Planning and organising work * Set goals for your area of practice in collaboration with other colleagues and manager
* Plan and prioritise work to achieve goals, whilst remaining flexible to reprioritise unexpected whānau requirements
* Co-ordinate with other team members as required
* Capture notes and prepare reports as required
 | Needs a lot of input into planning and setting goals for area of practice.Other team members take the lead in co-ordinating their efforts and activities. Still learning how to capture notes on ePHR (Documentation) and requiring input / supervision  | Sets short-term goals for area of practice. For the most part, reprioritises and co-ordinates efforts in an effective way that work for whānau and the team. Documentation – signed off to input into the system without review. Does not need a lot of input on most cases. Still asks for and needs assistance on documentation for more complex cases.  | Sets short- and medium-term goals for area of practice. Consistently plans, reprioritises and co-ordinates efforts in an effective way that work for whānau and the team. Documentation effective and efficient – very seldom needs input. Able to assist and guide others.  | Is able to set short- and medium-term goals whilst working towards a long-term vision for area of practice. Mentors others to on all areas of Whakatakoto Tātai. |
| Ahunga Mātanga Ora - Professional development and wellbeing* Remain familiar with and work within the Kaiāwhina Position Description, relevant legislation, standards, processes, or policies
* Proactively participate in professional development activities to keep cultural (Tikanga development) and clinical knowledge up to date
* Actively participate in mentoring, cultural supervision and peer supervision
* Piki wairua – Proactively monitor and take steps to maintain own wellbeing, leaning on others for support as required and / or accessing Te Ao Māori practices as required to support oranga (e.g. internal/external mentors; regular counselling; rongoa, etc.)
 | Beginning to understand all requirements of the role. Completed all induction and onboarding requirements for this phase. Becomes familiar with supervision practices and starts to actively participate in them. Actively seeks Tikanga Māori development opportunities for Professional Development as necessary. | Familiar with all requirements of the role. Successfully completed all education and training requirements for the position and demonstrates sound knowledge of health promotion and health education, as well as developing knowledge in Tīpuna parenting. Actively participates in supervision. Has good piki wairua practices in place.   | Proactively continues to develop professional competence. Role models effective piki wairua practices, and mentors hoamahi on ways they can maintain their wellbeing from time to time. Leads supervision.  | Offers input to professional development initiatives and learning resources. Takes a leading role in ensuring mentoring and supervision takes place and is effective. |
| Hauora Haumaru - Health & Safety * Complete all Health and Safety training and ensure fully understand and can demonstrate the actions required in an emergency situation specific to their workplace, as well as the responsibility individuals and their manager play in health and safety
* Proactively manage own personal health, wellbeing, and safety
* Ensure own and others’ safety at all times by observing health and safety practices in all workplace activities, and taking appropriate action to prevent, deal with, and report workplace hazards, accidents, and incidents
* Comply with relevant safety legislation, policies, procedures, safe systems of work and event reporting
 | Completed all H&S training.Demonstrates the understanding of what it means to proactively manage own personal health, wellbeing and safety. Seeks advice on a Māori model of Health for guidance | Fully meets the health and safety accountabilities for the role (hauora haumaru).Applies a Māori model of health to self and others as a framework for wellness | Advises new team members on what it means to fully meet the health and safety accountabilities for the role (hauora haumaru).Actively informs and educates on Models of Māori health and well-being for better whānau outcomes | Takes a leading role in Health and Safety initiatives for the team, area, region or organisation. Can adapt care plans for whānau and articulate various models of care or models- of practice to others. |