

Specialist Family
Violence Workers

Entry to Expert Capability Framework

Strengthening the specialist response
to family violence in Aotearoa

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SECTION 1

Preface

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Values

Values provide a benchmark of expected demonstrated practice. This work is guided by the shared values below. They are informed by the concept of inclusion of all people, regardless of ethnicity, gender and ability.

The expression of the values can measure health and wellbeing from a te ao Māori holistic perspective. These values are interconnected and span multiple aspects of wellbeing. Wellbeing results from the application of these values underpinning knowledge, beliefs and practices.

Ehara taku toa i te toa takitahi, engari he toa takitini

I come not with my own strengths but bring with me the gifts, talents and strengths of my family, tribe and ancestors

Tino Rangatiratanga

Honouring of diversity, autonomy and freedom and all people's right to determine their own pathways

Manaakitanga

Serving people with dignity and respect

Whanaungatanga

Building effective meaningful relationships and protecting safe connections

Tika

Acting with integrity

Pono

Acting with authenticity

Aroha

Demonstrating and applying a duty of care and respect

Kotahitanga

Working together with purposeful and honourable intentions

Wairuatanga

Honouring of spirituality



Introduction

Preventing family violence in Aotearoa New Zealand requires a capable and sustainable workforce responding and practising from a shared understanding of family violence.

The Government is committed to ensuring Aotearoa New Zealand has a strong and sustainable specialist family violence sector which can meet current and future needs.¹ Developing a capable and sustainable specialist family violence workforce provides safe, culturally appropriate and effective responses to victims, perpetrators/people who use violence, and their families and whānau.

The Entry to Expert Framework (E2E Framework) sits alongside the Specialist Family Violence Organisation Standards (SOS). The SOS is designed to support ongoing specialist family violence organisational learning and growth, and lift organisational practice through standards. The E2E Framework focuses on workforce knowledge and skill and outlines the required capabilities to operate as a family violence specialist worker.

The development of the Entry to Expert Capability Framework for Specialist Family Violence Workers was informed by the Workplace Capability Framework for Family Violence, Sexual Violence and Violence within Whānau (WCF)². The E2E Framework is designed to complement the WCF and should be used in conjunction with it.

The WCF focuses on lifting the capability of the workforce and describes what excellent practice encompasses across four workforce tiers:

- Primary: an informed response by a person who is not a specialist family violence worker.
- Specialist: a highly skilled response by a person who has specific training and experience.
- Leadership: team leaders, senior managers, CEOs in any agency that comes into contact with people who may be experiencing family violence and who are responsible for supporting staff to provide a safe and well-informed response.
- Kahukura and community champions: leaders and champions who might be found in places such as communities, iwi, hapū, whānau, neighbourhoods, schools and faith centres who inspire change.

¹ Learnings from Victoria, Australia have demonstrated that as statutory services improve their identification of and responses to victims, there are flow-on effects to NGO specialist services. Aotearoa New Zealand can anticipate experiencing similar demand increases. Victorian Government, *Royal Commission into Family Violence: Victorian Government Submission*, Victoria, Victorian Government, 2015.

² Family Violence, Sexual Violence and Violence within Whānau: Workforce Capability Framework, Wellington, Ministry of Social Development, 2017.

The importance of the Entry to Expert Framework

The E2E Framework sets out the knowledge and skills workers require to provide specialist family violence services. It also provides a pathway for specialist family violence workers to develop knowledge and skill at the level required for their practice.

The framework aims to support, grow and professionalise the specialist workforce and provide career pathways to attract, value and retain skilled and dedicated practitioners.

Set timeframes for this progression are avoided to ensure that length of service is not privileged over attitudes, knowledge and skills, as each worker's journey will be unique. The framework is intended to promote the ongoing development of, and reflection on, safe, holistic and effective specialist worker practice. It focuses on practice and the ethos/values that underpin that practice.

The E2E Framework outlines foundational, entry, intermediate and expert capabilities required for practitioners in the family violence workforce. It is assumed that capabilities within progressive levels of the framework incorporate the skills and knowledge from previous levels.



Who is this framework for and how can it be used?

This framework can be used by those working with children, young people and adult victims/survivors of family violence, people who use family violence, and their families and whānau.

It is designed not only for those who work in specialist family violence contexts who wish to be considered specialist family violence practitioners, but also family violence organisation team leaders, managers, executives and board members. The capabilities can also be used to develop the knowledge and skill of those who work in specialist family violence roles across the workforce.

The E2E Framework will guide and support the development of the future specialist family violence workforce by:

- Contributing to greater recognition and validation of the specialist knowledge and skills of workers who respond to family violence in a specialist capacity.
- Shaping training and professional development programmes and qualifications to align with the desired capabilities for family violence specialist practice.
- Promoting the goal of safe, effective, trauma-informed, connected, whānau-centred specialist services.
- Providing a tool for use in career planning and determining professional development and training needs.

Practitioners can use this framework to:

- Reflect, evaluate, and continuously improve their own practice.
- Inform their professional and career development goals.

Boards and managers can use this framework to fulfil people resource functions including:

- Making performance appraisal processes relevant and transparent.
- Setting remuneration ranges.
- Planning and supporting professional development and supervision.
- Supporting the development of job descriptions.

Professional bodies and learning institutions can use this framework to:

- Shape the curriculum for programmes of learning.
- Set standards for professional associations.

A shared language

The use of language informs the way in which family violence and risk and safety are understood. Language that minimises violence obscures responsibility for the use of violence or blames victims for the violence³.

It creates inconsistent and unsafe responses from both government and non-government organisations. It is therefore vital to use a shared language that carries the voice of those that have been violated and is understood by the specialist workforce to shape responses to family violence⁴.

This document identifies family violence as gendered in that it has an unequal impact on women and is the most pervasive form of violence experienced by women in Aotearoa New Zealand. That does not exclude the evidence that a smaller proportion of men are also victims of family violence. However, gender neutral language is used here to ensure we are not reinforcing heteronormative understandings, and to be inclusive of all relationships. This is to encourage a broader, more inclusive application of the capabilities.

The term victim/survivor is used to acknowledge the strength of those (mainly women and children) who have survived the experience of family violence. The term 'victim' implies a passivity and helplessness that does not always apply. The term 'victim' is used in law (as in a 'victim of crime') to clearly denote that responsibility for the violence lies with the person who perpetrates it. For these reasons, both terms are used here.

Referring to people who use violence as 'perpetrators' can be problematic in that it is a totalising description⁵ that denies that they are human beings, and disregards that there is more to them than the act being used to define them. It doesn't acknowledge that many people who use violence have also experienced violence as victims/survivors. The terms 'person or people who use violence' has therefore been used in this document although the term 'perpetrator' is used when referring to a legal context to be clear about who is being held accountable for the violence.

Whānau are the foundation of Māori society, and the building block for hapū and iwi. There is no universal definition of 'whānau' but it is significantly different (culturally and socially) from 'family' which tends to be a single household⁶. The terms family and whānau are therefore not used interchangeably in this document, so as not to imply that family is an English translation of the Māori term whānau. Whānau is only used when referring to Māori.

³ Coates, L & Wade, A (2007). Language and violence: Analysis of four discursive operations. *Journal of Family Violence*, 22, 511-526.

⁴ Health Quality & Safety Commission (2016) *Family Violence Death Review Committee Fifth Report – January 2015 to December 2015*. Wellington, New Zealand.

⁵ White, M. (2007). *Maps of narrative practice*. New York, NY: W. W. Norton.

⁶ Te Puni Kōkiri, (January 2019). *Whānau-centred policy framework*, Unpublished.

Principles

This framework encourages the use of a set of principles as a benchmark for practitioners and is consistent with those outlined in the Specialist Organisation Standards. They are designed to recognise strengths and facilitate opportunities for people to identify their own strategies for success. The principles shape and guide the capabilities.

The desired outcomes of embedding the principles are that:

- Protection and accountability are a priority.
- There is recognition and support of models that support positive change.
- People can claim their own identity and culture thus affirming a pathway to autonomy.

The principles are expected to reflect and invest in Māori designed whānau-centred approaches across the system (government, non-government, including Kaupapa Māori specialist services) for enduring change. They should also support holistic whānau centred approaches that address collective safety⁷ by eliminating violence and restoring wellbeing and autonomy. This reflects the obligations outlined in Te Tiriti o Waitangi.

A long-term commitment from the workforce is needed to address structural inequities and institutional racism – forms of violence that have contributed to the current levels of violence towards whānau.⁸ By embedding the principles in the capabilities, workforce practice can be better informed to address the many forms of inequity that overlap creating multiple levels of social injustice.

Preventing and eliminating violence requires a social intolerance to racism and sexism and the structural conditions that create these inequities. Prevention requires seeing these intersecting forms of inequity as unacceptable, unfair, and amenable to change.⁹

A holistic approach also requires Tauīwi (non-Māori) to strengthen their understanding of Māori histories, language, culture and people, and their awareness of the colonial history of Aotearoa. Understanding Pākehā experiences of historical privilege and the ongoing inequitable impacts in our communities and society will improve understanding and practice.¹⁰

7 Safety is a long-term collective process, which encompasses:

- the ongoing support of child and adult victims by agencies, safe whānau and community members;
- addressing the multiple issues many victims, people using violence, families and whānau are struggling with;
- sustaining safe behaviours by people who use violence and sexually harmful behaviour;
- upholding the dignity of people and their cultural identities;
- providing opportunities for healing from trauma and violence to all family and whānau members.

8 Health Quality & Safety Commission. (2017). *Family Violence Death Review Committee Fifth Report Data – January 2009 to December 2015*. Wellington, New Zealand.

9 Barnes, H., (2010). *Sexual Coercion, Resilience and Young Māori: A scoping review*, Ministry of Women's Affairs.

10 Borell, B., et al., (2018) 'Conceptualising historical privilege: the flip side of historical trauma, a brief examination', *Alternative*, 14/1.

Aotearoa New Zealand is a safe, equitable and inclusive society free from violence

Principles

The principles guide decisions when developing/applying policy or making decisions about resources, staff development, organisational learning and/or practice.

1 Relationships and Inclusion Kotahitanga

Ending violence requires workers who are intolerant of oppression and discrimination in all its forms whilst honouring tangata whenua as First Peoples of Aotearoa.

2 Protection and Accountability Kaitiakitanga

The specialist worker focuses on increasing the safety of those who are being violated and reducing the possibility of further violations.

3 Collaboration and Advocacy Mahi Tahī

Workers challenge systemic, social and cultural factors that enable family violence to exist in Aotearoa New Zealand and recognise that family violence cannot be addressed in isolation.

4 Wellbeing and Restoration Ora

The worker provides a holistic approach that is shaped by, and reflects the aspirations of whānau, families and individuals.

5 Innovation and Learning Koi Mahi

Workers engage in growing practice knowledge and are responsive to new approaches to end violence.

**Mā te whakātu, ka mohio,
mā te mohio ka marama,
Mā te marama ka matau,
mā te matau ka ora**

With discussion comes knowledge,
with knowledge comes light
With understanding, comes wisdom,
with wisdom comes wellbeing

UNKNOWN (N.D.)



SECTION 2

Family Violence Specialist Capabilities

Prototype

Foundational capabilities:¹¹ Required by all specialist family violence workers

Demonstrates:

- Effective communication skills.
- Skill in building rapport, empathy and respect.
- Respect in all professional communication and engagement.
- Ability to clearly maintain professional and personal boundaries.
- Awareness of own personal values and beliefs.
- Awareness of own conditioning in gender, sexuality and ethnicity.
- Culturally safe and responsive practices including adapting practice and services in the context of continuous cultural learning.
- Practice that does not compromise the protection and safety of those experiencing family violence.
- Awareness of family violence legislation relevant to their role.
- Ability to identify risk factors and immediate safety needs.
- Acknowledgement and respect for diversity and the worldviews of diverse individuals, groups and communities.
- Acknowledgement that rights, entitlements, opportunities and access are not equally distributed throughout society.
- Knowledge of the range of specialist services and agencies available to support victims/survivors and offenders in family violence cases.

Demonstrates an understanding of:

- The relevance of the principles of Te Tiriti o Waitangi in practice.
- The unique status and experiences of tangata whenua as indigenous people, underpinned by Te Tiriti o Waitangi.
- The bicultural partnership in Aotearoa New Zealand underpinned by Te Tiriti O Waitangi and the right for Māori to participate in their own language and culture.
- Practice of tikanga Māori beliefs and values, and collective practice.
- The gendered nature of family violence and violence against women and children and the distinctions between violence experienced and perpetrated by men and women.
- The relationship between the gendered drivers and reinforcing factors associated with family violence.
- The range of behaviours that constitute family violence and the forms of family violence.
- Warning signs indicating current or past experiences or perpetration of family and whānau violence.
- The tactics of coercion, power, control and social entrapment utilised by those who use family violence.
- The health, psychological, developmental, social and economic impacts of family violence on victim/survivors including children, young people, families and the broader community including tangata whenua.
- The cumulative and traumatic impacts of family violence on women and children victim/survivors and the impacts on the parent-child relationship.
- The different manifestations and impacts of family violence on diverse individuals, groups and communities.
- The difference between education, counselling and therapy.
- The importance of maintaining a violence free lifestyle.
- The prevalence of attitudes and norms in society which condone family violence and gender inequality.
- The myths associated with family violence including myths which lead to victim blaming and the invisibility of victim/survivors and those who use violence.

¹¹ Foundational capabilities informed by Responding to Family Violence Capability Framework 2017© The State of Victoria (Family Safety Victoria). Licensed under a Creative Commons Attribution 4.0 International licence.

Entry to Expert: Progression of capabilities from entry to expert level in relation to principles

Principle 1: Relationships and Inclusion - Kotahitanga

Demonstrates intolerance of oppression and discrimination in all its forms whilst honouring tangata whenua as First Peoples of Aotearoa.

Entry level	Intermediate level	Expert level
<ul style="list-style-type: none"> • Demonstrates understanding of colonisation and the wider range of the effects of intergenerational and historical trauma for Māori as a contemporary issue. 	<ul style="list-style-type: none"> • Actively develops understanding and learning about Te Ao Māori and Māori experiences of oppression and violence from the act of colonisation. 	<ul style="list-style-type: none"> • Engages in decolonising practice.
<ul style="list-style-type: none"> • Respectfully engages, refers to and works collaboratively with kaupapa Māori appropriate services, kaumatua, kuia and cultural advisors. 	<ul style="list-style-type: none"> • Builds and maintains key cultural relationships with mana whenua/Iwi Māori and/or Kaupapa Māori services. • Identifies strategies to engage with key Māori, including mana whenua, services to ensure restoration of mana. • Forges professional relationships with mana whenua to develop networks that support protection and accountability. 	<ul style="list-style-type: none"> • Actively supports the establishment of Kaupapa Māori/Iwi Māori services. • Advises on strategies to engage with key Māori partners, including mana whenua services to ensure restoration of mana. • Holds professional relationships with mana whenua which can be used to develop networks that support protection and accountability.
<ul style="list-style-type: none"> • Demonstrates understanding of the role of tikanga Māori and mātauranga in practice. • Describes dynamics of whānau, hapū and iwi, and the relationship between them. 	<ul style="list-style-type: none"> • Applies tikanga Māori, and mātauranga in practice. • Practice reflects indigenous forms of knowledge that are validating. 	<ul style="list-style-type: none"> • Champions and models the use of Māori cultural concepts and practices to demonstrate respect for and strengthen the voices and aspirations of Māori. • Supports colleagues to incorporate Māori culture (including tikanga Māori) into their work.
<ul style="list-style-type: none"> • Acknowledges racism at a structural level. 	<ul style="list-style-type: none"> • Identifies issues of structural racism. 	<ul style="list-style-type: none"> • Challenges racism at a structural level.
<ul style="list-style-type: none"> • Describes how personal cultural identity, beliefs and values shape practice. 	<ul style="list-style-type: none"> • Uses reflexive practice in relation to the impact of own background, culture, values and beliefs and adopts strategies to manage this. 	<ul style="list-style-type: none"> • Adapts practice in the context of continuous cultural learning and responds authentically to people from diverse backgrounds and experiences and with diverse abilities.
<ul style="list-style-type: none"> • Demonstrates understanding of diversity and difference in all their forms including language, religion, culture, heritage, philosophy, different ability, gender and sexual orientation. • Demonstrates understanding that diversity and difference exist at both the group and individual level. • Avoids stereotyping people by assuming abuse is linked to, or caused by, their experience of marginalisation. 	<ul style="list-style-type: none"> • Identifies and responds safely to intersecting factors of gender, culture, socioeconomic status, age, disability and sexuality. 	<ul style="list-style-type: none"> • Leads organisational change that benefits the communities that are being served. • Actively supports maintenance and protection of cultural identity especially for those who are not Pākehā. • Actively facilitates practice and service development which honours both providers and service users as partners in relationship to each other.
<ul style="list-style-type: none"> • Identifies learning opportunities to gain guidance and advice on how to apply knowledge in practice in relation to culture, gender, age, ability, sexual orientation and spirituality. 	<ul style="list-style-type: none"> • Demonstrates commitment to developing capabilities and knowledge to enhance responsiveness to diversity. 	<ul style="list-style-type: none"> • Demonstrates leadership in developing capabilities and knowledge to enhance responsiveness to diversity.
<ul style="list-style-type: none"> • Responds authentically to people from diverse backgrounds and experiences. 	<ul style="list-style-type: none"> • Demonstrates an understanding of how structural inequities (i.e. sexism, racism, classism, heterosexist, transphobia, xenophobia, ableism), forms of power (i.e. historical privilege) and oppression (i.e. colonisation) intersect and how they interact with each other. 	
<ul style="list-style-type: none"> • Consults with, refers to and works in partnership with appropriate cultural and diversity supports and services. 	<ul style="list-style-type: none"> • Identifies and accesses culturally appropriate networks that enhance safety. 	<ul style="list-style-type: none"> • Promotes and builds partnerships with appropriate cultural and diversity supports and services.

Principle 2: Protection and Accountability – Kaitiakitanga

Increases the safety of those who are being violated and reducing the possibility of further violations

NOTE: Some capabilities may depend on whether practitioners are working with victim/survivors or people who use violence.

Entry level	Intermediate level	Expert level
<ul style="list-style-type: none"> • Demonstrates and applies current knowledge of impacting legislation (Protection Orders, Parenting Orders, Police Safety Orders etc). • Follows national, local and organisational child protection policies and procedures. • Demonstrates and applies knowledge of the principles of confidentiality, information sharing and privacy. 	<ul style="list-style-type: none"> • Shows leadership to ensure that national, local and organisational child protection policies and procedures are followed. 	<ul style="list-style-type: none"> • Identifies gaps in organisational and sector policies and procedures and drives the development and refinement of new policies and procedures. • Identifies systemic gaps and makes recommendations to government and state sector agencies on policy and practice reforms required to more effectively respond to family violence.
<ul style="list-style-type: none"> • Demonstrates understanding that intimate partner violence impacts on the ability to parent. • Focuses on the violent behaviour, not the relationship or survivor's behaviour, as the source of child risk and safety concerns. • Demonstrates understanding of the correlation between child abuse and neglect and family violence. 	<ul style="list-style-type: none"> • Enquires about and addresses the ways in which parenting is affected by the use of intimate partner violence. • Identifies protective and nurturing people that will enhance child wellbeing within family and whānau. • Advocates with, and on behalf of, people experiencing family violence to support their continuous parenting and care for their children, ensuring that all possible options have been explored in situations where there is a risk of child removal. • Supports the child's attachment with the non-violent parent/caregiver and other safe adults in the family and whānau. 	<ul style="list-style-type: none"> • Expertly handles complex dynamics and at all times supports child wellbeing and the nurturing role of other whānau.
<ul style="list-style-type: none"> • Uses a primary victim/predominant aggressor analysis to understand the dynamics in intimate partner violence situations. • Assesses family violence, including sexual violence, using simple, direct questions, in a non-judgemental manner. • Recognises multiple issues the person using violence and their whānau or family may be experiencing. • Identifies the impact of the abusive persons behaviour on the immediate, wider family or whānau. • Demonstrates an understanding of the impact that mental health and substance abuse can have on behaviour. 	<ul style="list-style-type: none"> • Embeds a primary victim/predominant aggressor analysis in agency practice. • Demonstrates understanding of the way a person may act or react if experiencing symptoms of PTSD or other impacts such as depression, anxiety, or other mental health issues. • Demonstrates understanding of the role of substance abuse and pre-existing mental health issues in increasing vulnerability to behave in a violent manner or be targeted for violence. 	
<ul style="list-style-type: none"> • Contributes to comprehensive assessments that address risks (danger including lethality posed by the person using violence's pattern of behaviour), complexity of support needs, protective factors and safety needs (immediate, short and long-term). 	<ul style="list-style-type: none"> • Purposefully seeks information from multiple sources (victim/survivors and/or the person using violence, children, whānau, specialist services and advocates, government and non-government agencies) to inform the assessment process. 	<ul style="list-style-type: none"> • Co-ordinates victim-centred risk management and needs assessment plans with government and non-government agencies through sharing information and, collaborative safety planning.

Entry level	Intermediate level	Expert level
<ul style="list-style-type: none"> Contributes towards safety plans that outline clearly the worker's actions and does not leave the onus on victims/survivors/children to make themselves safe. Acts as a safety ally with victim/survivors and takes actions to maximise their and their children's safety (including working with the person using violence if appropriate). 	<ul style="list-style-type: none"> Builds and strengthens colleagues' understanding and implementation of comprehensive risk management and safety planning. Builds partnerships with victims/survivors to assess strengths and the development of effective and protective safety strategies. 	
<ul style="list-style-type: none"> Contributes to the development of risk management plans for those who use violence. Recognises that risk is dynamic and constantly changing. 	<ul style="list-style-type: none"> Develops, implements and monitors risk management plans for those who use violence. Builds partnerships with services working with victims/survivors and engages in appropriate information sharing to ensure those services are aware of changes in risk levels relating to the person using violence. 	<ul style="list-style-type: none"> Develops, monitors and critiques risk management assessment tools.
<ul style="list-style-type: none"> Uses interventions with the person using violence to improve child and family safety. 	<ul style="list-style-type: none"> Ensures that the plans and goals of the person using violence are aligned to child, adult at risk and victim/survivor's safety. 	<ul style="list-style-type: none"> Uses strategies to ensure that those using violence are addressed holistically.
<ul style="list-style-type: none"> Articulates concerns about risk and safety to external partners in a concise and professional manner. 	<ul style="list-style-type: none"> Contributes towards monitoring and reviewing high risk safety strategies. 	<ul style="list-style-type: none"> Advocates to external agencies, including those of mana whenua and iwi Māori to ensure that the safety partnerships are integrated and foster the wellbeing of all people.
<ul style="list-style-type: none"> Works collaboratively to ensure accountability and monitoring of those who use family violence. 	<ul style="list-style-type: none"> Stays engaged with the adult and child victims' services to prevent the over-inflation of change by the person using violence. Takes responsibility for engaging parties and keeps referrers informed if unable to engage with them. Uses review process for those impacted by family violence (victim/survivors and the person using violence). 	
<ul style="list-style-type: none"> Actively ensures that the voices of those who are vulnerable (children, older adults, disabled, adults at risk, migrants) are heard. 		

Principle 3: Collaboration and Advocacy – Mahi tahi

Works actively with others to create safety strategies and alliances for those impacted by family violence and challenges systemic, social and cultural factors that enable family violence to exist in Aotearoa New Zealand.

Entry level	Intermediate level	Expert level
<ul style="list-style-type: none"> • Demonstrates understanding of the need to work with others to create safety. 	<ul style="list-style-type: none"> • Leads others to build alliances to create safety in the community. 	
<ul style="list-style-type: none"> • Demonstrates awareness of local FVSV networks and understands the relevance of these to their role. 	<ul style="list-style-type: none"> • Implements strategies externally to find ways to strengthen working together. • Contributes to opportunities for joint interagency engagement and assessment processes with people, families and whānau. 	<ul style="list-style-type: none"> • Convenes or participates in family violence coalition and network meetings.
<ul style="list-style-type: none"> • Demonstrates understanding of the reasons why people experiencing family violence may be reluctant or unable to engage with services. 	<ul style="list-style-type: none"> • Helps others to understand why people experiencing family violence may be reluctant or unable to engage with services. • Respectfully challenges the prevalence of attitudes and norms in society which condone family violence and gender inequality. 	<ul style="list-style-type: none"> • Shares knowledge to achieve social change and increase community wellbeing by engaging in activities designed to increase awareness of family violence and the needs of children.
<ul style="list-style-type: none"> • Recognises conflicting priorities and seeks appropriate guidance. 	<ul style="list-style-type: none"> • Implements strategies to deal with conflicting priorities across agencies and professionals. 	<ul style="list-style-type: none"> • Makes visible problems or gaps associated with current protocols, procedures or practices and makes recommendations on reforms required.

Principle 4: Wellbeing and Restoration – Ora

Provides a holistic approach that listens and responds to the aspirations of all people.

Entry level	Intermediate level	Expert level
<ul style="list-style-type: none"> • Demonstrates commitment to a holistic lens when working to enhance wellbeing. 	<ul style="list-style-type: none"> • Supports others to apply a holistic lens when working to enhance wellbeing. 	
<ul style="list-style-type: none"> • Demonstrates understanding of the significance and diverse needs of whānau and distinguishes whānau from family. 		
<ul style="list-style-type: none"> • Encourages an enabling environment that supports whānau, families and individuals' self-management and autonomy. 	<ul style="list-style-type: none"> • Recognises the strength and resilience of those impacted by family violence. 	<ul style="list-style-type: none"> • Enables and weaves together information that supports a strategy of inter-generational transformation and wellbeing in the whānau, family or individual.
<ul style="list-style-type: none"> • Seeks out opportunities and support for people to be connected to, and confidently participate in their wider community. 	<ul style="list-style-type: none"> • Participates in forums that share diverse philosophies of wellbeing and restoration. • Works to create equitable opportunities for those people impacted by family violence or who use family violence. 	
<ul style="list-style-type: none"> • Uses trauma-informed care responses in practice. • Demonstrates an understanding of the principal theories and methodologies for addressing family violence. 	<ul style="list-style-type: none"> • Uses working knowledge of theories and frameworks appropriate to role (for example grief and loss, child development, family systems, group processes and dynamics, principles of adult learning). • Practice demonstrates awareness of the limits of theories and models that stem from individualistic cultures. 	<ul style="list-style-type: none"> • Ensures that trauma informed approaches are used when working with family violence. • Participates in forums to ensure that there is a shared philosophy of using holistic approaches when working with people who are using or are impacted by family violence.

Principle 5: Innovation and Learning – Koi Mahi

Intentionally grows practice through continuous learning.

Entry level	Intermediate level	Expert level
<ul style="list-style-type: none"> Utilises cultural and clinical supervision to reflect on practice. 		
<ul style="list-style-type: none"> Communicates in ways which are guided by and articulate the values of the organisation. Demonstrates openness to critique, receiving feedback and adjusts practice when necessary. 	<ul style="list-style-type: none"> Role-models appropriate and effective mechanisms of giving and receiving feedback. 	<ul style="list-style-type: none"> Fosters the development and use of appropriate and effective feedback mechanisms within the organisation.
<ul style="list-style-type: none"> Identifies own learning needs including through reflexive practice and mentoring. Identifies training and/or development opportunities to grow practice and remain current. Recognises the limits of own skills and accesses other services when working at the edge of their capability. Seeks collegial and managerial support when experiencing dilemmas in practice. Seeks help to prevent and address problematic professional situations or behaviours. 	<ul style="list-style-type: none"> Participates in the delivery of education and training to cross sector and multi-disciplinary practitioners. Develops and updates practice to align with known and emerging relevant research and evidence, including trauma informed responses. Provides mentoring support and induction training to new colleagues in the workforce. 	<ul style="list-style-type: none"> Convenes communities of practice to support skill development. Delivers relevant presentations that contribute to the growth of practice knowledge. Supports other sectors to engage in learning and development around family violence. Actively engages in developing knowledge and skill relevant to the community being served.
	<ul style="list-style-type: none"> Contributes to the design of systems relevant to the provision of services to those impacted by family violence and those that use family violence. 	<ul style="list-style-type: none"> Contributes and participates in local/ regional/national forums and activities including iwi Māori. Leads reflective practice and continuous improvement processes in organisation/community. Contributes to, and disseminates, relevant research and evidence and implements systems to incorporate this into practice to improve service delivery. Seeks out opportunities to effectively represent organisation on reference and advisory groups.
<ul style="list-style-type: none"> Demonstrates an understanding of the organisation's policies and procedures around media. 	<ul style="list-style-type: none"> Sources and develops material for inclusion in press releases or in response to media requests. 	<ul style="list-style-type: none"> Makes thoughtful media comment when relevant on issues pertaining to family violence in line with the organisation's media policy.

Entry to Expert: Capabilities according to level

Entry level

PRINCIPLE 1

Relationships and Inclusion

Kotahitanga

- Demonstrates understanding of colonisation and the wider range of the effects of intergenerational and historical trauma for Māori as a contemporary issue.
- Respectfully engages, refers to and works collaboratively with kaupapa Māori appropriate services, kaumatua, kuia and cultural advisors.
- Demonstrates understanding of the role of tikanga Māori and mātauranga in practice.
- Describes dynamics of whānau, hapū and iwi, and the relationship between them.
- Acknowledges racism at a structural level.
- Describes how personal cultural identity, beliefs and values shape practice.
- Demonstrates understanding of diversity and difference in all their forms including language, religion, culture, heritage, philosophy, different ability, gender and sexual orientation.
- Demonstrates understanding that diversity and difference exist at both the group and individual level.
- Avoids stereotyping people by assuming abuse is linked to, or caused by, their experience of marginalisation.
- Identifies learning opportunities to gain guidance and advice on how to apply knowledge in practice in relation to culture, gender, age, ability, sexual orientation and spirituality.
- Responds authentically to people from diverse backgrounds and experiences.
- Consults with, refers to and works in partnership with appropriate cultural and diversity supports and services.

PRINCIPLE 2

Protection and Accountability

Kaitiakitanga

NOTE:

Some capabilities may depend on whether practitioners are working with victim/survivors or people who use violence.

- Demonstrates prioritising the safety of victims/survivors at the centre of practice.
- Demonstrates and applies current knowledge of impacting legislation (Protection Orders, Parenting Orders and Police Safety Orders etc).
- Follows national, local and organisational child protection policies and procedures.
- Demonstrates and applies knowledge of the principles of confidentiality, information sharing and privacy.
- Demonstrates understanding that intimate partner violence impacts on the ability to parent.
- Focuses on the violent behaviour, not the relationship or survivor's behaviour, as the source of child risk and safety concerns.
- Demonstrates understanding of the correlation between child abuse and neglect and family violence.
- Uses a primary victim/predominant aggressor analysis to understand the dynamics in intimate partner violence situations.
- Assesses family violence, including sexual violence, using simple, direct questions, in a non-judgemental manner.
- Recognises multiple issues the person using violence and their whānau or family may be experiencing.
- Identifies the impact of the abusive persons behaviour on the immediate, wider family or whānau.
- Demonstrates an understanding of the impact that mental health and substance abuse can have on behaviour.
- Contributes to comprehensive assessments that address risks (danger including lethality posed by the person using violence's pattern of behaviour), complexity of support needs, protective factors and safety needs (immediate, short and long-term).
- Contributes towards safety plans that outline clearly the worker's actions and does not leave the onus on victims/survivors/children to make themselves safe.

Entry level

PRINCIPLE 2

Continued

Protection and Accountability

Kaitiakitanga

- Acts as a safety ally with victim/survivors and takes actions to maximise their and their children's safety (including working with the person using violence if appropriate).
- Contributes to the development of risk management plans for those who use violence.
- Recognises that risk is dynamic and constantly changing.
- Uses interventions with the person using violence to improve child and family safety.
- Articulates concerns about risk and safety to external partners in a concise and professional manner.
- Works collaboratively to ensure accountability and monitoring of those who use family violence.
- Actively ensures that the voices of those who are vulnerable (children, older adults, disabled, adults at risk, migrants) are heard.

PRINCIPLE 3

Collaboration and Advocacy

Mahi Tahī

- Demonstrates understanding of the need to work with others to create safety.
- Demonstrates awareness of local FVSV networks and understands the relevance of these to their role.
- Demonstrates understanding of the reasons why people experiencing family violence may be reluctant or unable to engage with services.
- Recognises conflicting priorities and seeks appropriate guidance.

PRINCIPLE 4

Wellbeing and Restoration

Ora

- Demonstrates commitment to a holistic lens when working to enhance wellbeing.
- Demonstrates understanding of the significance and diverse needs of whānau and distinguishes whānau from family.
- Encourages an enabling environment that supports whānau, families and individuals' self-management and autonomy.
- Seeks out opportunities and support for people to be connected to, and confidently participate in their wider community.
- Uses trauma-informed care responses in practice.
- Demonstrates an understanding of the principal theories and methodologies for addressing family violence.

PRINCIPLE 5

Innovation and Learning

Koi Mahi

- Utilises cultural and clinical supervision to reflect on practice.
- Communicates in ways which are guided by and articulate the values of the organisation.
- Demonstrates openness to critique, receiving feedback and adjusts practice when necessary.
- Identifies own learning needs including through reflexive practice and mentoring.
- Identifies training and/or development opportunities to grow practice and remain current.
- Recognises the limits of own skills and accesses other services when working at the edge of their capability.
- Seeks collegial and managerial support when experiencing dilemmas in practice.
- Seeks help to prevent and address problematic professional situations or behaviours.
- Demonstrates an understanding of the organisation's policies and procedures around media.

Intermediate level

PRINCIPLE 1

Relationships and Inclusion

Kotahitanga

- Actively develops understanding and learning about Te Ao Māori and Māori experiences of oppression and violence from the act of colonisation.
- Builds and maintains key cultural relationships with Mana whenua/Iwi Māori and/or Kaupapa Māori services.
- Identifies strategies to engage with key Māori, including mana whenua, services to ensure restoration of mana.
- Forges professional relationships with mana whenua to develop networks that support protection and accountability.
- Applies tikanga Māori, and mātauranga in practice.
- Practice reflects indigenous forms of knowledge that are validating.
- Identifies issues of structural racism.
- Uses reflexive practice in relation to the impact of own background, culture, values and beliefs and adopts strategies to manage this.
- Identifies and responds safely to intersecting factors of gender, culture, socioeconomic status, age, disability and sexuality.
- Demonstrates commitment to developing capabilities and knowledge to enhance responsiveness to diversity.
- Demonstrates an understanding of how structural inequities (i.e. sexism, racism, classism, heterosexist, transphobia, xenophobia, ableism), forms of power (i.e. historical privilege) and oppression (i.e. colonisation) intersect and how they interact with each other.
- Identifies and accesses culturally appropriate networks that enhance safety.

PRINCIPLE 2

Protection and Accountability

Kaitiakitanga

NOTE:

Some capabilities may depend on whether practitioners are working with victim/survivors or people who use violence.

- Demonstrates prioritising the safety of victims/survivors at the centre of practice.
- Shows leadership to ensure that national, local and organisational child protection policies and procedures are followed.
- Enquires about and addresses the ways in which parenting is affected by the use of intimate partner violence.
- Identifies protective and nurturing people that will enhance child well-being within family and whānau.
- Advocates with, and on behalf of, people experiencing family violence to support their continuous parenting and care for their children, ensuring that all possible options have been explored in situations where there is a risk of child removal.
- Supports the child's attachment with the non-violent parent/caregiver and other safe adults in the family and whānau.
- Embeds a primary victim/predominant aggressor analysis in agency practice.
- Demonstrates understanding of the way a person may act or react if experiencing symptoms of PTSD or other impacts such as depression, anxiety, or other mental health issues.
- Demonstrates understanding of the role of substance abuse and pre-existing mental health issues in increasing vulnerability to behave in a violent manner or be targeted for violence.
- Purposely seeks information from multiple sources (victim/survivors and/or the person using violence, children, whānau, specialist services and advocates, government and non-government agencies) to inform the assessment process.
- Builds and strengthens colleagues' understanding and implementation of comprehensive risk management and safety planning.
- Builds partnerships with victims/survivors to assess strengths and the development of effective and protective safety strategies.
- Develops, implements and monitors risk management plans for those who use violence.

Intermediate level

PRINCIPLE 2

Continued

Protection and Accountability

Kaitiakitanga

- Builds partnerships with services working with victims/survivors and engages in appropriate information sharing to ensure those services are aware of changes in risk levels relating to the person using violence.
- Ensures that the plans and goals of the person using violence are aligned to child, adult at risk and victim/survivor's safety.
- Contributes towards monitoring and reviewing high risk safety strategies.
- Stays engaged with the adult and child victims' services to prevent the over-inflation of change by the person using violence.
- Takes responsibility for engaging parties and keeps referrers informed if unable to engage with them.
- Uses review process for those impacted by family violence (victim/survivors and the person using violence).

PRINCIPLE 3

Collaboration and Advocacy

Mahi Tahī

- Leads others to build alliances to create safety in the community.
- Implements strategies externally to find ways to strengthen working together.
- Contributes to opportunities for joint interagency engagement and assessment processes with people, families and whānau.
- Helps others to understand why people experiencing family violence may be reluctant or unable to engage with services.
- Respectfully challenges the prevalence of attitudes and norms in society which condone family violence and gender inequality.
- Implements strategies to deal with conflicting priorities across agencies and professionals.

PRINCIPLE 4

Wellbeing and Restoration

Ora

- Supports others to apply a holistic lens when working to enhance wellbeing.
- Recognises the strength and resilience of those impacted by family violence.
- Participates in forums that share diverse philosophies of wellbeing and restoration.
- Works to create equitable opportunities for those people impacted by family violence or who use family violence.
- Uses working knowledge of theories and frameworks appropriate to role (for example grief and loss, child development, family systems, group processes and dynamics, principles of adult learning).
- Practice demonstrates awareness of the limits of theories and models that stem from individualistic cultures.

PRINCIPLE 5

Innovation and Learning

Koi Mahi

- Utilises cultural and clinical supervision to reflect on practice.
- Role-models appropriate and effective mechanisms of giving and receiving feedback.
- Participates in the delivery of education and training to cross sector and multi-disciplinary practitioners.
- Develops and updates practice to align with known and emerging relevant research and evidence, including trauma informed responses.
- Provides mentoring support and induction training to new colleagues in the workforce.
- Contributes to the design of systems relevant to the provision of services to those impacted by family violence and those that use family violence.
- Sources and develops material for inclusion in press releases or in response to media requests.

Expert level

PRINCIPLE 1

Relationships and Inclusion

Kotahitanga

- Engages in decolonising practice.
- Actively supports the establishment of Kaupapa Māori/Iwi Māori services.
- Advises on strategies to engage with key Māori partners, including mana whenua services to ensure restoration of mana.
- Holds professional relationships with mana whenua which can be used to develop networks that support protection and accountability.
- Champions and models the use of Māori cultural concepts and practices to demonstrate respect for and strengthen the voices and aspirations of Māori.
- Supports colleagues to incorporate Māori culture (including tikanga Māori) into their work
- Challenges racism at a structural level.
- Adapts practice in the context of continuous cultural learning and responds authentically to people from diverse backgrounds and experiences and with diverse abilities.
- Leads organisational change that benefits the communities that are being served.
- Actively supports maintenance and protection of cultural identity especially for those who are not Pākehā.
- Actively facilitates practice and service development which honours both providers and service users as partners in relationship to each other.
- Demonstrates leadership in developing capabilities and knowledge to enhance responsiveness to diversity.
- Promotes and builds partnerships with appropriate cultural and diversity supports and services.

PRINCIPLE 2

Protection and Accountability

Kaitiakitanga

NOTE:

Some capabilities may depend on whether practitioners are working with victim/survivors or people who use violence.

- Demonstrates prioritising the safety of victims/survivors at the centre of practice.
- Identifies gaps in organisational and sector policies and procedures and drives the development and refinement of new policies and procedures.
- Identifies systemic gaps and makes recommendations to government and state sector agencies on policy and practice reforms required to more effectively respond to family violence.
- Expertly handles complex dynamics and at all times supports child wellbeing and the nurturing role of other whanau.
- Co-ordinates victim-centred risk management and needs assessment plans with government and non-government agencies through sharing information and, collaborative safety planning.
- Develops, monitors and critiques risk management assessment tools.
- Uses strategies to ensure that those using violence are addressed holistically.
- Advocates to external agencies, including those of mana whenua and iwi Māori to ensure that the safety partnerships are integrated and foster the wellbeing of all people.

PRINCIPLE 3

Collaboration and Advocacy

Mahi Tahī

- Convenes or participates in family violence coalition and network meetings.
- Shares knowledge to achieve social change and increase community wellbeing by engaging in activities designed to increase awareness of family violence and the needs of children.
- Makes visible problems or gaps associated with current protocols, procedures or practices and makes recommendations on reforms required.

Expert level

PRINCIPLE 4

Wellbeing and Restoration

Ora

- Enables and weaves together information that supports a strategy of inter-generational transformation and wellbeing in the whānau, family or individual.
- Ensures that trauma informed approaches are used when working with family violence.
- Participates in forums to ensure that there is a shared philosophy to using holistic approaches when working with people who are using or are impacted by family violence.

PRINCIPLE 5

Innovation and Learning

Koi Mahi

- Utilises cultural and clinical supervision to reflect on practice.
- Fosters the development and use of appropriate and effective feedback mechanisms within the organisation.
- Convenes communities of practice to support skill development.
- Delivers relevant presentations that contribute to the growth of practice knowledge.
- Supports other sectors to engage in learning and development around family violence.
- Actively engages in developing knowledge and skill relevant to the community being served.
- Contributes and participates in local/regional/national forums and activities including iwi Māori.
- Leads reflective practice and continuous improvement processes in organisation/community.
- Contributes to, and disseminates, relevant research and evidence and implements systems to incorporate this into practice to improve service delivery.
- Seeks out opportunities to effectively represent organisation on reference and advisory groups.
- Makes thoughtful media comment when relevant on issues pertaining to family violence in line with the organisation's media policy.



Prototype

For more information and feedback,
please email JVworkforce@justice.govt.nz