# Planning and Tracking Completion of Capabilities Tool and how to use it

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| This tool is designed to be downloaded from the website and completed on your own device. The tool can also be printed to A3 paper, or to print to A4 paper you will need to save the tool as a PDF first and then print. |

This tool is to support workers and organisations to plan and track the progress of individual workers as they complete the relevant levels of the [Family Violence Entry-to-Expert Capability Framework (E2E)](https://tepunaaonui.govt.nz/assets/Workforce-Frameworks/Entry-to-Expert-FV-Workforce-Capability-Frameworks-Jan-2023.pdf). It helps workers to plan what level/s they need to be working towards and track progress, and managers and team leaders to have oversight of each worker to support and sign off as capabilities are cross credited or completed. As well as helping workers to plan and track progress it also provides managers and team leaders with oversight of each worker to support and sign off as capabilities are cross credited or completed.

There are separate templates for the four levels.

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| **You have selected Entry Level:**  This Level applies to workers who are new to family violence work or their role involves routine family violence service provision. At this level workers need to demonstrate Essential and Entry Level knowledge and skills as appropriate to their role. |

To achieve the Entry Level, the worker first has to meet the capabilities at the Essential Level. The capabilities have been clustered into subject-related modules.

### Five principles

The E2E is underpinned by five principles:

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|  | **Kotahitanga – Relationships and Inclusion**  Honours tangata whenua as the indigenous people of Aotearoa New Zealand and is committed to equitable, accessible and inclusive opportunities and practices for all individuals, groups and communities |
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|  | **Kaitiakitanga – Protection and Accountability**  Increases the safety of people who are impacted by violence, reducing the potential for further harm, and holding accountable people who use violence. |
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|  | **Mahi Tahi – Collaboration and Advocacy**  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. |
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|  | **Ora – Wellbeing and Restoration**  Provides a holistic approach that is shaped by and reflects the aspirations and restoration of whānau, families and individuals. |
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|  | **Koi Mahi – Innovation and Learning**  Grows practice through continuous learning. |

### Achieving the Levels

Each Level requires you to complete every previous level up to that point.

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| **To achieve** | **Level/s to complete** |
| Essential Level | Essential Level |
| Entry Level | Essential Level and Entry Level |
| Enhanced Level | Essential Level, Entry Level and Enhanced Level |
| Expert Level | Essential Level, Entry Level, Enhanced Level and Expert Level |

### Knowledge and Skills (K/S)

The capabilities have been separated into knowledge and skills. Depending on people’s roles, there are capabilities that describe skills that may not be required by all.

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| For example, not all workers aiming for Entry Level will be required to …**contribute to comprehensive assessments that address the risks (including lethality) from the pattern of behaviour of the person using violence**… We do, however want all workers to **know what a safety plan and a risk management plan is and can identify the differences between them and their purposes**. |

This template can be used for achieving Entry Level Knowledge only or the Entry Level, which is knowledge and skills.

### Optional Capabilities

**Optional capabilities** are highlighted in yellow. Whether these capabilities are optional or not, will depend on the organisations and workers’ roles in the system.

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| For example, workers whose role does not include responding to adults using violence, will not need to learn how to … **ask open-ended questions of people who use violence to understand individual circumstances**. |

### How to use this tool

The steps below outline how to use this template to track your progress and completion of the capabilities. This process should include conversations with your manager or team leader and could be part of your performance appraisal or professional development plan. The tool provides oversight of the capabilities required, cross crediting and training completed and highlights any gaps.

* Complete the **Admin** table. Highlight the Level you are **aiming for** based on the completed [**Broad Benchmarking of Roles Tool**](https://tepunaaonui.govt.nz/tools/broad-benchmarking-of-tools/). For this template, this will be Entry Level Knowledge or Entry Level, which is knowledge and skills. Add the **date Essential Level is completed**. To complete the Entry Level you also need to complete the Essential Level, this could be done before or alongside the Entry Level. Once both levels are mapped add the **date Entry Level is completed**.
* In the **To achieve** column use your completed Broad Benchmarking of Roles Tool to confirm the capabilities you will be aiming for and add a colour to the relevant boxes. Also decide which, if any, of the optional modules are needed. If a worker is required, or may be required, to do this work they should be achieving this capability.
* In the **RPLE** column record the date you successfully cross credited capabilities. Use the [**Recognition of Prior Learning and Experience (RPLE) Tool**](https://tepunaaonui.govt.nz/tools/recognition-of-prior-learning-and-experience-rple-tool/) to cross credit or partially cross credit relevant capabilities.
* In the **Completed** column record the date you completed training that is mapped to the capability.
* In the **Confirmed** column record the date your manager or team leader confirmed completion.
* Once completed, a certificate or this tool can provide the evidence of which level you have gained.

# Planning and Tracking – Entry Level

The Entry Level applies to workers who are new to family violence work or their role involves routine family violence service provision. At this level workers need to demonstrate Essential and Entry Level knowledge and skills as appropriate to their role.

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| **ADMIN** |  |  | |  |
| Name of worker: |  | | | |
| Aiming for *(highlight final goal)*: | Entry knowledge | | Entry (knowledge and skills) | |
| Name of Manager/Team Leader: |  | | | |
| Date Essential Level is completed: |  | | | |
| Date Entry Level is started: |  | Date Entry Level is completed: | |  |

| **ENTRY LEVEL** |  |  |  |  |  |  |
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| **Modules** | **K/S** | **Capabilities** | **To achieve** | **RPLE** | **Completed** | **Confirmed** |
| Te Tiriti o Waitangi and the impacts of colonisation and racism | **K** | * Demonstrates ability to: * Understand the impacts of colonisation and the wider range of the effects of intergenerational and historical trauma for tangata whenua as a contemporary issue. |  |  |  |  |
| **K** | * Understand the role of tikanga and mātauranga Māori in practice. |  |  |  |  |
| **S** | * Describe dynamics of whānau, hapū and iwi, and the relationship between them. |  |  |  |  |
| **S** | * Acknowledges racism at an individual, institutional and structural level. |  |  |  |  |
| **S** | * Recognises the skill and competency of tangata whenua to build wellbeing and ora. |  |  |  |  |
| Dynamics of violence, the types of violence and the norms that perpetuate violence | **K** | * Demonstrates ability to: * Understand the relationship between the gendered drivers and reinforcing factors associated with family violence, including how non-specialist responses may inadvertently collude with people who use violence. |  |  |  |  |
| **K** | * Understand all drivers of family violence. |  |  |  |  |
| **K** | * Understand the correlation between child abuse and neglect and family violence. |  |  |  |  |
| **K** | * Use a primary victim/predominant aggressor analysis to understand the dynamics in intimate partner violence situations. |  |  |  |  |
| **S** | * Explain the different forms, dynamics and complexities of family violence. |  |  |  |  |
| **S** | * Recognise and explain how norms, attitudes and myths influence societal understanding of and response to family and sexual violence. |  |  |  |  |
| Safe practice | **K** | * Demonstrates understanding of: * The principal theories and methodologies for addressing family violence. |  |  |  |  |
| **K** | * Trauma, and the effects of intergenerational and historical trauma. |  |  |  |  |
| **K** | * The impact that mental health and substance abuse can have on behaviour without excusing or minimising the behaviour. |  |  |  |  |
| **K** | * The differences between concerning, and harmful sexual behaviour/ideation. |  |  |  |  |
| **K** | * The structural barriers including income, stigma and reliance on others that make it difficult for people (including people who live in residential services and aged care facilities) to leave an unsafe situation or person. |  |  |  |  |
| **S** | * Demonstrates ability to: * Respectfully engage, refer to and work collaboratively with kaupapa Māori appropriate services, kaumatua, kuia and cultural advisors. |  |  |  |  |
| **S** | * Describe how personal identity, beliefs and values shape practice (e.g., ableism, audism, racism, sexism, ageism, homophobia, trans-phobia, biphobia and classism). |  |  |  |  |
| **S** | * Respond safely, in a way that recognises the diversity of people’s experiences and needs, including adapting practice and services in the context of continuous learning. |  |  |  |  |
| **S** | * Avoid stereotyping people by assuming abuse is linked to, or caused by, their experience of marginalisation. |  |  |  |  |
| **S** | * Use appropriate models of practice to respond to individuals, whānau or families. |  |  |  |  |
| **S** | * Apply trauma and violence informed responses that are holistic and promote whānau, family and individual transformation. |  |  |  |  |
| **S** | * Identify the impacts of family violence on parenting capacity, roles and resources and household functioning. |  |  |  |  |
| **S** | * Identify the impact of the behaviour of the person using violence on the victim-survivor and their immediate and wider family or whānau. |  |  |  |  |
| **S** | * Recognise multiple issues that the person using violence and their whānau or family may be experiencing without excusing or minimising the violence, including carer stress. |  |  |  |  |
| **S** | * Use interventions that promote personal accountability for the use of violence. |  |  |  |  |
| **S** | * Ask open-ended questions of people who use violence to understand individual circumstances. |  |  |  |  |
| **S** | * Use effective communication skills to explore reasons for reluctance to engage with services and builds trust. |  |  |  |  |
| **S** | * Recognise structural barriers and support people to engage with services. |  |  |  |  |
| **S** | * Recognise the strength and resilience of those impacted by family violence. |  |  |  |  |
| **S** | * Convey belief and validation to victim-survivors. |  |  |  |  |
| **S** | * Support the autonomy, agency, and expertise of victim-survivors in their own decision making. |  |  |  |  |
| **S** | * Provide an environment that develops trusting relationships and invites change for people who use violence. |  |  |  |  |
| **S** | * Demonstrates commitment to holistic approaches when working to enhance wellbeing. |  |  |  |  |
| **S** | * Seeks out opportunities and support for people to have safe connections and participate in their wider community. |  |  |  |  |
| Risk awareness and considerations | **K** | * Demonstrates understanding of: * Basic court processes related to family violence (Family Court and criminal courts). |  |  |  |  |
| **K** | * Basic court process related to protection orders and care of children. |  |  |  |  |
| **K** | * Indicators of past or current victimisation. |  |  |  |  |
| **K** | * Risk as being dynamic. |  |  |  |  |
| **K** | * Indicators of past or current perpetration of family violence. |  |  |  |  |
| **K** | * The importance of collective responsibility to maximise the safety and support of victim-survivors, and their children. |  |  |  |  |
| **S** | * Demonstrates ability to: * Act 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). |  |  |  |  |
| **S** | * Apply knowledge of the principles and legislation related to safety, accountability, confidentiality, information sharing, consent and privacy. |  |  |  |  |
| **S** | * Understand the need for clear and accurate recording of information, including the rationale for actions taken, to support risk assessment and safety planning. |  |  |  |  |
| **S** | * Explain processes such as Family Court, mediation, protection orders and parenting orders and attend to any risks or safety issues related to these processes. |  |  |  |  |
| **S** | * Identify risk indicators and factors, give specialist context and meaning to these, and partner with victim-survivors to address immediate safety needs. |  |  |  |  |
| **S** | * Contribute to comprehensive assessments that address the risks (including lethality) from the pattern of behaviour of the person using violence, complexity of support needs, protective factors and safety needs (immediate, short and long-term). |  |  |  |  |
| **S** | * Contribute towards safety plans that clearly outline the worker’s actions and does not leave the onus on victim-survivors/children to make themselves safe. |  |  |  |  |
| **S** | * Map patterns of abuse. |  |  |  |  |
| **S** | * Explain risk factors post separation and develops interventions to minimise risk. |  |  |  |  |
| **S** | * Articulate concerns about risk and safety and shares this with other professionals. |  |  |  |  |
| **S** | * Ensure the voices of those who may be at greater risk are heard (tangata whenua, Pacific peoples, children and young people, older adults, disabled people, adults at risk, people who need safeguarding, LGBTQIA+ people, ethnic communities). |  |  |  |  |
| **S** | * Contribute to the development of risk management plans for those who use violence. |  |  |  |  |
| **S** | * Commitment to hearing and centring the needs of children and young people. |  |  |  |  |
| **S** | * Focus on the violent behaviour, not the relationship or victim-survivor’s behaviour, as the source of child risk and safety concerns. |  |  |  |  |
| **S** | * Work collaboratively to ensure accountability and monitoring of those who use family violence. |  |  |  |  |
| **S** | * Participate in collaborative activities with other agencies to create safety. |  |  |  |  |
| Diversity, Intersectionality and impacts of inequality | **K** | * Demonstrates ability to: * Understand that diversity and difference exist at the societal, group and individual level. |  |  |  |  |
| **S** | * Uphold human rights principles of dignity, equality and mutual respect. |  |  |  |  |
| Children and young people | **K** | * Demonstrates: * Awareness of the UN Convention on the Rights of the Child and New Zealand’s commitments under this Convention. |  |  |  |  |
| **K** | * Understanding of the varying needs of children and young people according to their age and developmental stages. |  |  |  |  |
| **K** | * Understanding of children and young people’s individual experiences of violence and their unique needs. |  |  |  |  |
| **K** | * Understanding of the cumulative and traumatic impacts of family violence on children and young people. |  |  |  |  |
| **K** | * Understanding of the role of advocacy when protecting children and young people. |  |  |  |  |
| **S** | * Ability to identify ways in which protective parenting and children’s wellbeing is constrained by the impacts of intimate partner violence. |  |  |  |  |
| **S** | * Ability to support children and young people to maintain safe relationships with protective parents/caregivers, family, whānau and other adults. |  |  |  |  |
| **S** | * Ability to identify protective and nurturing people that will enhance child wellbeing within family, whānau and immediate community. |  |  |  |  |
| Older people | **S** | * Demonstrates ability to: * Understand, respect and respond to the need for older people using approaches and frameworks to encourage engagement with older people. |  |  |  |  |
| **S** | * Identify, refer to, and work collaboratively with older people’s services. |  |  |  |  |
| **S** | * Recognise the skill and competency of older people to build wellbeing and ora. |  |  |  |  |
| Pacific peoples | **S** | * Demonstrates ability to: * Understand, respect and respond to the need for va-centred relational practices, using ethnic–specific cultural approaches and frameworks to encourage engagement with Pacific peoples. |  |  |  |  |
| **S** | * Identify, refer to, and work collaboratively with Pacific services to enhance engagement and service experiences of Pacific peoples. |  |  |  |  |
| **S** | * Recognise the skill and competency of Pacific peoples to build wellbeing and ora. |  |  |  |  |
| Ethnic communities | **K** | * Demonstrates awareness of how perceptions of family violence in ethnic communities may create additional barriers. |  |  |  |  |
| **K** | * Demonstrates understanding of the distinctive cultural forms of family violence including dowry-related and honour-based violence and Female Genital Mutilation. |  |  |  |  |
| **S** | * Recognises the skill and competency of ethnic communities to build wellbeing and ora. |  |  |  |  |
| Disabled people | **K** | * Demonstrates understanding of the diverse needs of disabled people and Adults at Risk. |  |  |  |  |
| **K** | * Demonstrates understanding of the impact that a person’s impairment can have on their behaviour including disability related behaviour (e.g., child to parent abuse and challenging behaviour). |  |  |  |  |
| **S** | * Adapts practice to address barriers for disabled people accessing services and support. |  |  |  |  |
| **S** | * Demonstrates ability to identify adults with complex care and support needs (including those in home and in care arrangements) who may require safeguarding and additional support. |  |  |  |  |
| **S** | * Recognises the skill and competency of disabled people to build wellbeing and ora. |  |  |  |  |
| Rainbow communities | **K** | * Demonstrates understanding of the dynamics of family violence, sexual violence and social entrapment as they impact on people with diverse sexual orientation, gender identity and expression and sex characteristics. |  |  |  |  |
| **K** | * Demonstrates ability to identify, refer to, and work collaboratively with services for people from the LGBTQIA+ communities. |  |  |  |  |
| **S** | * Recognises the skill and competency of people from the LGBTQIA+ communities to build wellbeing and ora. |  |  |  |  |
| Collaborative practice | **K** | * Understands the role and relevance of government agencies and NGOs to their role. |  |  |  |  |
| **S** | * Demonstrates ability to: * Refer to and work alongside other specialist family violence services. |  |  |  |  |
| **S** | * Refer to and work alongside other services including sexual violence, alcohol and drug, mental health to enhance responses and provide support. |  |  |  |  |
| **S** | * Recognise conflicting priorities when working with other organisations and agencies and seeks appropriate guidance to resolve issues. |  |  |  |  |
| **S** | * Explain key government agency processes that address wider social needs such as access to housing and financial support. |  |  |  |  |
| Kaimahi wellbeing and professional development | **S** | * Demonstrates ability to identify learning opportunities to gain guidance and advice on how to apply knowledge in practice in relation to language, religion, ethnicity, culture, spirituality, age, disability, heritage, worldview, sexual identity and gender identity. |  |  |  |  |
| **S** | * Utilises cultural and clinical supervision to reflect on practice. |  |  |  |  |
| **S** | * Communicates in ways which are guided by and articulate the values of the organisation. |  |  |  |  |
| **S** | * Demonstrates openness to critique and receiving internal and external feedback and adjusts practice when necessary. |  |  |  |  |
| **S** | * Demonstrates ability to: * Engage in reflective practice and mentoring. |  |  |  |  |
| **S** | * Recognise the limits of own skills and knowledge and accesses support when working at the edge of capability. |  |  |  |  |
| **S** | * Seek collegial and managerial support and advice when experiencing challenges and to prevent and address difficult professional situations or behaviours. |  |  |  |  |