# 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 modules and 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 Expert Level:**  This level applies to specialist workers in the family violence sector who are team leaders, managers or service leaders. People at this level need to demonstrate Essential, Entry, Enhanced and Expert level knowledge and skills appropriate to their role. |

To achieve the Expert Level, the worker first has to meet the capabilities at the Essential, Entry and Enhanced Levels. 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 Expert Knowledge only or the Expert 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 Board 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/recognition-of-prior-learning-and-experience-rple-tool/). For this template, this will be Expert Knowledge or the Expert Level, which is knowledge and skills. Add the **date Essential Level is** **completed**, the **date Entry Level** is **completed** and the **date Enhanced Level is** **completed**. To complete the Expert Level you also need to complete the Essential, Entry and Enhanced Levels, this could be done before or alongside the Expert Level. Finally add the **date Expert 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 – Expert Level

The Expert Level applies to specialist workers in the family violence sector who are team leaders, managers or service leaders. People at this level need to demonstrate Essential, Entry, Enhanced and Expert level knowledge and skills appropriate to their role.

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| **ADMIN** |  |  | |  |
| Name of worker: |  | | | |
| Aiming for *(highlight based on completed Broad Benchmarking of Roles tool)*: | Expert knowledge | | Expert (knowledge and skills) | |
| Name of Manager/Team Leader: |  | | | |
| Date Essential Level is completed: |  | | | |
| Date Entry Level is completed: |  | | | |
| Date Enhanced Level is completed: |  | | | |
| Date Expert Level is started: |  | Date Expert Level is completed: | |  |

| **EXPERT 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 | **S** | * Demonstrates ability to: * Engage in decolonising practice. |  |  |  |  |
| **S** | * Advise on strategies to engage with Māori partners, including mana whenua services to ensure restoration of mana. |  |  |  |  |
| **S** | * Champion and model the use of Māori cultural concepts and practices to demonstrate respect for and strengthen the voices and aspirations of tangata whenua. |  |  |  |  |
| **S** | * Challenge racism at a structural level. |  |  |  |  |
| **S** | * Support colleagues to incorporate Māori culture (including tikanga Māori) into their work. |  |  |  |  |
| **S** | * Actively support the establishment of kaupapa Māori/iwi Māori services. |  |  |  |  |
| **S** | * Provide an environment in which the skill and competency of tangata whenua is fostered. |  |  |  |  |
| Safe practice | **K** | * Demonstrates a deep understanding of structural inequalities, forms of power and oppression and how these play out in people’s lives. |  |  |  |  |
| **K** | * Deeply understands the nuanced patterns of behaviour of people who use violence. |  |  |  |  |
| **S** | * Demonstrates ability to: * Hold professional relationships with mana whenua which can be used to develop networks that support protection and accountability. |  |  |  |  |
| **S** | * Adapt practice in the context of continuous learning and responds authentically to people from different backgrounds, cultures, genders, sexualities, experiences and abilities. |  |  |  |  |
| **S** | * Show awareness and consideration of intersecting issues such as substance use and mental health from an understanding of family violence patterns. |  |  |  |  |
| **S** | * Make explicit links between parenting protectiveness, and children’s wellbeing, resources, stability, and aspirations in their practice. |  |  |  |  |
| **S** | * Actively engage and lead initiatives to support change in the attitudes and behaviours of people who use violence. |  |  |  |  |
| **S** | * Expertly handle complex dynamics. |  |  |  |  |
| **S** | * Identify when systemic collusion with people who use violence is occurring. |  |  |  |  |
| **S** | * Act in ways that reduce structural barriers that make it difficult for people (including people who live in residential services and aged care facilities) to leave those who use violence, including income, stigma and reliance on others. |  |  |  |  |
| **S** | * Work with communities to develop support networks around people who have no whānau or family connections. |  |  |  |  |
| Risk assessment and risk management | **S** | * Demonstrates ability to: * Lead others to identify and remove barriers to safety and access to services experienced due to inequity. |  |  |  |  |
| **S** | * Maintain an overview of risk management and safety planning practice. |  |  |  |  |
| **S** | * Advocate to external organisations, to ensure that safety planning is integrated and fosters the wellbeing of all people. |  |  |  |  |
| **S** | * Support the wellbeing and safety of children and young people and the nurturing role of other safe family, whānau and other adults. |  |  |  |  |
| **S** | * Develop, monitor, and critique risk management assessment tools. |  |  |  |  |
| **S** | * Guide/mentor others to undertake 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** | * Support others to maximise effectiveness of plans. |  |  |  |  |
| **S** | * Build and strengthen colleagues’ understanding and implementation of comprehensive risk management and safety planning. |  |  |  |  |
| **S** | * Guide and mentor others to ensure that risk is addressed appropriately. |  |  |  |  |
| **S** | * Lead others to understand the importance of collective responsibility and collaboration to maximise the safety and support of victim-survivors. |  |  |  |  |
| Children and young people | **S** | * Demonstrates ability to: * Lead and mentor others working with children and young people in a family violence context. |  |  |  |  |
| **S** | * Guide others to practice using a child-centred approach. |  |  |  |  |
| Older people | **S** | * Demonstrates ability to: * Build and maintain relationships with agencies providing services and support for older people. |  |  |  |  |
| **S** | * Provide an environment in which the skill and competency of older people is fostered. |  |  |  |  |
| Pacific peoples | **S** | * Demonstrates ability to: * Deeply understand culturally safe practices informed by ethnic-specific frameworks when engaging Pacific peoples. |  |  |  |  |
| **S** | * Practice and lead continuous learning and development and review of culturally appropriate policies and practices informed by Pacific cultural frameworks. |  |  |  |  |
| **S** | * Lead through practice, upskills and mentors others to respond appropriately when engaging Pacific peoples. |  |  |  |  |
| **S** | * Identify, build and nurture professional relationships with Pacific services and communities using relational and culturally responsive approaches. |  |  |  |  |
| **S** | * Provide an environment in which the skill and competency of Pacific peoples is fostered. |  |  |  |  |
| Ethnic communities | **S** | * Demonstrates ability to: * Actively support people to maintain cultural identity especially those from ethnic communities. |  |  |  |  |
| **S** | * Hold professional relationships with ethnic, migrant and refugee services. |  |  |  |  |
| **S** | * Support ethnic communities to develop leadership opportunities for non-violent and equitable gender roles within communities. |  |  |  |  |
| **S** | * Provide an environment in which the skill and competency of ethnic communities are fostered. |  |  |  |  |
| Disabled people | **S** | * Demonstrates ability to: * Mentor and lead others to provide easily accessible and inclusive support and services for disabled people and their whānau and families. |  |  |  |  |
| **S** | * Build and maintain relationships with agencies providing support for disabled people. |  |  |  |  |
| **S** | * Regularly assess and support responsiveness, training and supervision in relation to disability. |  |  |  |  |
| **S** | * Adapt and develop policies and practice that are inclusive of and meet the diverse needs of disabled people and their whānau and family. |  |  |  |  |
| **S** | * Build and maintain relationships with agencies providing adult abuse services and support for Adults at Risk. |  |  |  |  |
| **S** | * Work collaboratively with others to deliver a multi-agency safeguarding adults integrated community response. |  |  |  |  |
| **S** | * Work collaboratively with others as part of a safeguarding adults from abuse (SAFA) multi-agency response. |  |  |  |  |
| **S** | * Provide an environment in which the skill and competency of disabled people is fostered. |  |  |  |  |
| Rainbow communities | **S** | * Demonstrates ability to: * Build and maintain relationships with agencies providing Rainbow services and support. |  |  |  |  |
| **S** | * Provide an environment in which the skill and competency of LGBTQIA+ communities are fostered. |  |  |  |  |
| Collaborative practice | **S** | * Demonstrates ability to: * Identify opportunities to build alliances and develop community partnerships. |  |  |  |  |
| **S** | * Actively support and mentor within and across agencies to build knowledge and relationships with specialist services and agencies. |  |  |  |  |
| **S** | * Seek opportunities to convene or participate in family violence coalition and network meetings. |  |  |  |  |
| **S** | * Promote and build partnerships with services and network. |  |  |  |  |
| **S** | * Implement strategies to deal with conflicting priorities across agencies and professionals. |  |  |  |  |
| Kaimahi wellbeing and professional development | **S** | * Demonstrates ability to monitor the effects of vicarious trauma on self and others and provides a safe and supportive environment. |  |  |  |  |
| Leadership, mentoring and training | **S** | * Demonstrates ability to: * Lead others in developing capabilities and knowledge to enhance responsiveness to the diversity of people’s experiences and needs. |  |  |  |  |
| **S** | * Lead and mentor others in the development of cultural competency and cultural safety. |  |  |  |  |
| **S** | * Guide and mentor others in developing sophisticated understanding of the forms, dynamics and complexities of family violence. |  |  |  |  |
| **S** | * Lead others to identify and respond to adults with complex care and support needs. |  |  |  |  |
| **S** | * Embed a primary victim/predominant aggressor analysis in agency practice. |  |  |  |  |
| **S** | * Mentor others to recognise and challenge societal norms, attitudes and myths associated with family violence including myths which condone violence and lead to victim blaming and the invisibility of victim-survivors. |  |  |  |  |
| **S** | * Guide and lead others to recognise multiple issues that may compound family violence situations. |  |  |  |  |
| **S** | * Guide others on how to access information and support to identify legal capacity, mental capacity and who has legal decision-making authority. |  |  |  |  |
| **S** | * Mentor and train others to develop safe and effective models of practice. |  |  |  |  |
| **S** | * Mentor others to use culturally specific models of practice. |  |  |  |  |
| **S** | * Mentor others to develop knowledge and skill to appropriately respond to the impacts of family violence and violence within whānau as experienced by individuals, families, whānau. |  |  |  |  |
| **S** | * Support organisations that work with communities impacted by violence to develop their own knowledge around family violence supporting victim-survivors and people who use violence. |  |  |  |  |
| **S** | * Role model, mentor and support others to develop skilful and respectful interactions. |  |  |  |  |
| **S** | * Mentor and guide others to build knowledge of government agencies and relevant processes. |  |  |  |  |
| **S** | * Lead initiatives to share knowledge and understanding of philosophies of wellbeing and restoration. |  |  |  |  |
| **S** | * Mentor and support others to develop and practice in holistic ways that enhance wellbeing and restoration. |  |  |  |  |
| **S** | * Identify and provide leadership that reflects all communities. |  |  |  |  |
| **S** | * Lead in forums and networks to support skill development. |  |  |  |  |
| **S** | * Lead and actively support others to participate in continuous education/learning opportunities including reflective practice. |  |  |  |  |
| **S** | * Deliver relevant presentations that contribute to the growth of practice knowledge. |  |  |  |  |
| **S** | * Actively engage in developing knowledge and skill relevant to the community being served. |  |  |  |  |
| Organisational development and social change | **S** | * Demonstrates ability to: * Lead organisational change in response to the communities being served. |  |  |  |  |
| **S** | * Identify gaps in organisational and sector policies and procedures and drive the development and refinement of new policies and procedures. |  |  |  |  |
| **S** | * Identify systemic gaps and make recommendations to government and state sector agencies on policy and practice reforms required to respond more effectively to family violence. |  |  |  |  |
| **S** | * Develop and share frameworks and tools with other organisations and agencies to enhance professional practice. |  |  |  |  |
| **S** | * Make visible issues or gaps associated with current protocols, procedures or practices between organisations and agencies. |  |  |  |  |
| **S** | * Make recommendations on reforms for changes required. |  |  |  |  |
| **S** | * Share 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 and young people. |  |  |  |  |
| **S** | * Advocate for system change to address gaps and capabilities. |  |  |  |  |
| **S** | * Enable and weave together a strategy that supports intergenerational transformation and wellbeing in the whānau, family and individual. |  |  |  |  |
| **S** | * Create opportunities and tools to evaluate and improve the quality of holistic wellbeing approaches. |  |  |  |  |
| **S** | * Foster the development and use of appropriate and effective feedback mechanisms within the organisation. |  |  |  |  |
| **S** | * Seek out opportunities to effectively represent organisation on reference and advisory groups and actively promotes the input of tangata whenua, victim-survivors and communities. |  |  |  |  |