

Tupuranga: a place to grow

Reflective practice refers to an ongoing process of facilitated, in-depth conversations on your professional practice. *Tupuranga* offers a way of thinking and talking about CPSLE work with at least one other person, in a reflective practice setting, that specifically reflects mātauranga ā-wheako CPSLE values and practices. It is informed by Māori and Pacific perspectives on relationships. It acknowledges that all CPSLE work is reflective practice, as we interpret our own lived experience in our work.

Tupuranga is made up of three fundamental, interconnected domains that describe what is unique about mātauranga ā-wheako CPSLE work. These are *Experiential knowledge*, *Relational focus* and *Attention to power*. There are five

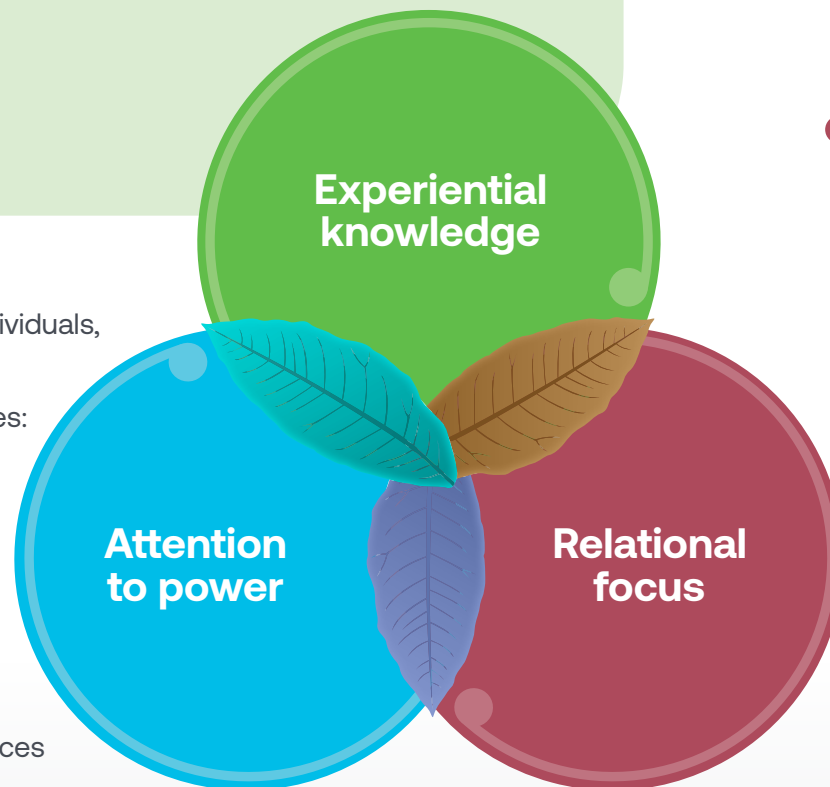
themes that come from the overlap of the three domains and each highlight key aspects of CPSLE work. These themes are explained further on the next page.

Tupuranga is applied by reflecting upon each of these domains, as it relates to you, your life and your work, to guide thought and conversation. Questions contained in *Tupuranga* may provide a starting point for this exploration.

Attention to power means having a keen awareness of the social forces affecting individuals, systems and environments.

In mātauranga ā-wheako CPSLE work this includes:

- › honouring the basis of CPSLE roles in human/civil rights activism and advocacy
- › staying mindful of power and privilege dynamics and how these might be operating in any given situation
- › taking a social justice approach and working to mitigate any power imbalances encountered.



Experiential knowledge is the skills, expertise, and wisdom gathered from life experiences, and knowing how to apply it.

In mātauranga ā-wheako CPSLE work this includes:

- › direct lived experience of challenges aligned with those of the people being supported or served
- › the sense or meaning made from lived experiences over time
- › the ability to know which aspects of lived experience are relevant and useful in different contexts.

Relational focus means valuing the “space that relates” as being as important as the individuals involved.

In mātauranga ā-wheako CPSLE work this includes:

- › paying explicit attention to the ways in which individuals, systems and environments affect and influence each other
- › facilitating mutual relationships that appreciate the two-way impacts on each other
- › understanding CPSLE relationships as a place where all involved are able to learn and to grow.

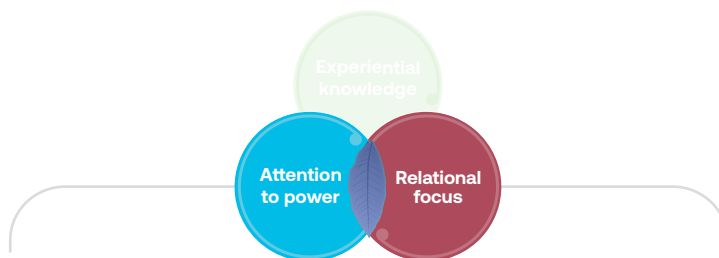
Implications for CPSLE reflective practice

Where the three key domains of the framework overlap, implications arise for mātaur ā-wheako CPSLE practice. These five emergent themes (shown as columns in table below) also need to be kept in mind when thinking and talking about CPSLE work in reflective practice.



Self-disclosure

Mātaur ā-wheako CPSLE workers make conscious and purposeful decisions to share some aspects of their lived experience in their work. It's a unique and expected part of CPSLE practice. This applies with colleagues and workmates, as well as with people accessing services and their whānau. CPSLE workers need to consider what to share, how much detail and when to share, in different contexts and relationships.

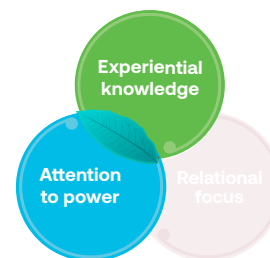


Boundaries and dual relationships

Boundary styles need to be more flexible than in other health or social service roles, partly because CPSLE workers purposefully share aspects of their lived experience in their work. Dual and multiple roles in relationships are also common for mātaur ā-wheako CPSLE workers. For example, service providers become colleagues; people who accessed services together become worker and peer.

Safety and wellbeing

Defining and managing safety and any risk to wellbeing requires mātaur ā-wheako CPSLE workers to think carefully about power dynamics. In CPSLE work, wellbeing and safety doesn't just refer to outcomes for one individual. It's important to consider what wellbeing and safety means in the context of all relationships involved.



Challenging and supporting worldviews

Making sense and meaning of lived experience also requires mātaur ā-wheako CPSLE workers to think carefully about how power is operating in the context they are working. Mātaur ā-wheako CPSLE workers need to be able to both support and to challenge:

- their own worldview
- the worldview of people accessing services, and their whānau
- the worldview of colleagues, services and systems.



Co-creating new and shared understandings

At the heart of mātaur ā-wheako CPSLE practice lies the potential for transformational change in individuals and in systems.