



Wisdom in Action

A guide for Mātau ā-wheako CPSLE workforce members sitting on boards or committees

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Whakataukī

Mā te rongo, ka mōhio; mā te mōhio, ka mārama; mā te mārama, ka mātau; mā te mātau, ka ora.

Through listening comes knowledge, through knowledge comes understanding, through understanding comes wisdom, through wisdom comes well-being.

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Introduction

Welcome to this guide on navigating board or committee roles as someone who is part of the consumer, peer support and lived experience (CPSLE) workforce. Serving on a board or committee enables you to bring your own insights, personal, and community perspectives to decision-making processes. Your voice is valuable in shaping more inclusive, informed, and compassionate policies. This guide will give you tools, strategies, and encouragement to confidently share your experiences, advocate for meaningful change, and contribute effectively to your governance role.

This guide incorporates information from a brief evidence scan and also contains mātauranga (knowledge) from twelve CPSLE leaders who were interviewed on this topic. Each section in this report contains a set of reflective practice questions you can use when co-reflecting with colleagues or talking to a mentor or reflective practitioner about your lived experience practice.



Background

What is the purpose of a board or committee?

There are two common governance structures that CPSLE workers may be involved in. Boards and committees have slightly different functions as outlined below.

Boards:

- › are a formal governance entity with legal status
- › set organisational strategy and vision
- › hire a chief executive (who may hire and manage workers) to execute the mahi and keep them accountable
- › monitor organisational finances
- › manage risk
- › may have annual reports to sign off
- › may have a trust deed, board manual, letter of expectation, or statement of performance expectations that outlines how the entity will run

Committees (also known as advisory groups/councils) may:

- › be formal or informal
- › oversee or project manage work
- › provide strategic and/or specialist advice on programmes of work
- › may have a terms of reference that outlines how they will operate and who will be represented within the entity
- › set and oversee a project budget
- › hold project team members accountable

Why do we need CPSLE leaders on a board or committee?

There are a number of key documents that speak to the need for lived experience and whānau representation in decision-making positions in Aotearoa, New Zealand. Examples include:

The Health Quality and Safety Commission/Te Tahu Hauora (HQSC)¹ emphasises the need for lived experience expertise at every level of decision making in The Code of expectations for health entities' engagement with consumers and whānau.

He Ara Oranga: the Report of the Government Inquiry into Mental Health and Addiction (2018)² talks about placing people at the centre of the mental health and addictions system and design. It also speaks to strengthening consumer voice and experience in mental health and addiction services. This is highlighted in the following recommendations.

“20. Direct DHBs (District Health Boards) to report to the Ministry of Health on how they are including people with lived experience and consumer advisory groups in mental health and addiction governance, planning, policy and service development decisions.

21. Direct the Ministry of Health to work with people with lived experience, the Health Quality and Safety Commission and DHBs on how the consumer voice and role can be strengthened in DHBs, primary care and NGOs (non-government organisations), including through the development of national resources, guidance and support, and accountability requirements.”

Refer to the reading links in Appendix A for further background reading that will enhance your advocacy.

What are the benefits of having lived experience representation on a board or committee?

Lived experience's unique and in-depth perspectives are the catalysts for change and transformation of all societal systems to become stigma and discrimination free, promote inclusion, promote life in the community, improve quality of life, respect for and protection of human rights, and empowerment of all persons with lived experience – ultimately improving mental health and overall health outcomes.- Global Mental Health Peer Network (2021, p1)³

Having a person with lived experience on a board or committee brings numerous benefits, including:

- › empowerment for both the individuals and the organisations involved
- › diminished costs of service operation, by 'getting it right first time'
- › more accessible services
- › improves attitudes towards lived experience involvement at all levels of service delivery as it is engrained in the policies and structures of the organisation
- › better targeted resources if services reflect the identified needs of the tāngata whai ora
- › equitable representation and covers a broader understanding of health services and the wider determinants of health
- › informed and compassionate policies, services, and programs that effectively meet the needs of those impacted
- › builds trust with the community, demonstrating a commitment to genuine representation.⁴

Navigating this guide

This guide is designed for members of the Consumer, Peer Support, and Lived Experience (CPSLE) workforce stepping into governance and committee roles, aiming to effectively integrate lived experience leadership.

It begins with a focus on Te Tiriti o Waitangi principles, ensuring practices are grounded in meaningful relationships with Māori communities. The guide then discusses values-based practice, emphasising ethical, accountable, and inclusive decision-making.

It prepares individuals with lived experience for governance roles by reflecting on fit, skills, and responsibilities. Extra responsibilities of lived experience representatives, such as advocacy, networking, and upholding integrity, are addressed.

The guide explores Māori perspectives on governance, highlighting collective responsibility and cultural values. Essential skills for governance roles, including leadership, communication, and advocacy, are highlighted.

It examines the dignity of risk¹ and language use from a lived experience perspective, offering fresh insights into decision-making. The guide provides recommendations for boards to meaningfully integrate lived experience voices, fostering mutual respect and empowerment.

Common challenges for lived experience representatives on boards are addressed, along with mitigation strategies. Finally, the guide provides strategies for maintaining wellbeing while serving in such roles.

Sitting on a board or committee from a lived experience perspective.



¹ Dignity of risk is the idea that self-determination and the right to take reasonable risks are essential for dignity and self esteem

Summary

Underlying approaches

- › Te Tiriti o Waitangi principles guide inclusive governance in Aotearoa, ensuring Māori rights as tāngata whenua are recognised and respected. Incorporating these principles on boards and committees fosters partnerships with Māori, integrates mātauranga Māori into decision-making, and develops equitable policies.

Key principles include tino rangatiratanga (self-determination), pātuitanga (partnership), mana taurite (equity), whakamarumarutia (active protection), and kōwhiringa (options), which emphasise culturally safe and equitable support.

- › Representing a lived experience perspective on a board or committee, requires a values-based approach for ethical, accountable, and inclusive decision-making. CPSLE values – mutuality, experiential knowledge, self-determination, participation, equity, and hope – provide a foundation for effective governance and advocacy. Additional values include authenticity, integrity, aroha, compassion, diplomacy, open-mindedness, and honouring Te Tiriti o Waitangi.

These align with the *Kia pono te tika / Keeping it Real* framework, which emphasises respect, manaaki, hope, kotahitanga, wellbeing, and whanaungatanga in mental health and addiction services.

Responsibilities and skills

- › Contributing as a lived experience representative on a board or committee requires reflection on your motivation, capacity, and fit for the role. Key considerations include understanding the board's expectations, decision-making processes, and time commitments, and ensuring the organisation is ready to integrate lived experience perspectives. Effective participation involves preparing for meetings, engaging with members, and strategically advocating for lived experience viewpoints while maintaining confidentiality and awareness of personal liability. Ongoing self-reflection, mentorship, and support systems are essential for representing diverse voices and sustaining long-term engagement in governance.
- › Lived experience advisors on boards and committees have multiple responsibilities, including acting in the best interests of the organisation, staff, and stakeholders while also amplifying lived experience perspectives, networking, and ensuring diverse voices are heard. They must navigate intersectional representation, set clear boundaries, and remain true to their values while speaking authentically. Additional responsibilities include understanding the history of the lived experience movement, countering discrimination, and recognising power dynamics within the board to advocate for inclusive decision-making. Mindful self-care is crucial, as balancing advocacy and wellbeing is essential for sustaining long-term impact.
- › In a governance or committee role, several key skills are utilised, including leadership, facilitation, communication, ethical judgment, and financial literacy. Lived experience advisors also bring specific skills, such as advocacy for lived experience voices, role modelling, and understanding the history of the CPSLE movement. These skills can be developed through experience or professional development opportunities, such as training programs and resources from organisations. Reflecting on your unique contributions, desired skill development, and available support can help guide your growth in a governance role.

Māori representation

- › Māori representation in governance is crucial, ensuring that Māori lived experiences shape decisions affecting communities. Our interviewees emphasised the importance of values such as manaakitanga, whanaungatanga, and inclusivity while navigating board roles, alongside skills like leadership, advocacy, and critical thinking. Challenges include being the lone Māori voice, facing cultural expectations, and lacking support, making mentorship and external networks essential. To create meaningful change, Māori leaders must be empowered with resources, confidence, and genuine inclusion, ensuring their contributions go beyond tokenism to actively uplift and enhance communities.

Risk and challenges

- › Representing lived experience on a board or committee can present challenges, including dealing with misconceptions, being the sole representative, and navigating the need for governance skills. Lived experience representatives can overcome these by being authentic, building relationships, setting boundaries, and seeking support for skill development. Board chairs can assist by clarifying the role of lived experience, providing opportunities for relationship-building, and supporting training and reimbursement for expenses. It is crucial to communicate barriers, reflect on systemic issues, and ensure personal wellbeing to maintain effective participation in governance.
- › Board and committee members with lived experience must balance their fiduciary² duties with advocacy for self-determination, particularly around the concept of "dignity of risk," which supports individuals' right to make informed decisions even if they involve risk. Navigating this dual role requires acknowledging tensions between risk management and lived experience, encouraging open discussion, and fostering co-designed, inclusive decision-making. Advocates should also promote the use of inclusive, CPSLE-aligned language to ensure communication respects and empowers tāngata whai ora, inclusion and self-care.
- › Sitting on a board or committee is rewarding but can be mentally and emotionally demanding, maintaining your wellbeing is key to staying effective and balanced. Te Whare Tapa Whā offers a holistic approach, with four dimensions of health – physical, spiritual, family/social, and mental/emotional – each needing care to create stability. Using grounding techniques, setting realistic timelines, seeking support, and practicing self-care can help manage stress and prevent burnout.
- › Board and committee chairs play a vital role in creating genuinely inclusive environments by actively valuing and amplifying lived experience voices. This means ensuring these perspectives are central to decision-making, supported with clear communication, resources, and opportunities for leadership. Building trust through relationship-focused practices like whakawhanaungatanga and providing clarity around roles, expectations, and agenda items helps lived experience members feel confident and empowered.

² Fiduciary means you are legally and ethically obligated to put the organisation's interests (and the interests of its beneficiaries) ahead of your own personal interests. You must act honestly, avoid conflicts of interest, and make decisions that support the organisation's purpose.



Section 1: Implementing a Te Tiriti o Waitangi approach

Te Tiriti principles guide respectful and inclusive governance that honours Aotearoa's bicultural foundations and recognises the rights of Māori as tāngata whenua. In the context of practicing your values in Aotearoa when representing a lived experience viewpoint on a board or committee it's important to utilise the principles of Te Tiriti o Waitangi in your approach because it can help you to:

- › operate in an Aotearoa, New Zealand context
- › partner with local iwi, hapū, and Māori organisations
- › embed mātauranga Māori into decision-making frameworks
- › develop and implement policies that reflect Te Tiriti principles.

"I think about my obligations in terms of Te Tiriti a lot especially in terms of accessibility to the resources we are distributing to the community. Whanaungatanga (building relationships) and manaakitanga (the respect and care that I show) are central to how I work with Māori in my board position. It's important that all Māori who we serve can benefit from what we have to offer."

– **Gina Giordani**

Te Tiriti o Waitangi principles

These are the five Tiriti principles, as outlined in *Wai 2575: The Health Services and Outcomes Inquiry* (Waitangi Tribunal, 2023) and subsequently in *Whakamaaua: Māori Health Action Plan 2020-2025* (Ministry of Health, 2020), and *Kia Manawanui Aotearoa* (Ministry of Health, 2021). The table below outlines how the Tiriti principles should be actioned.⁵⁻⁷

Principle	Action
Tino Rangatiratanga	Supporting Māori mana motuhake and leadership in the design, delivery, and monitoring of services.
Self Determination	Supporting the self-determination of people accessing services, and their whānau, at all stages of service design, delivery, and evaluation.
Pātuītanga	Working in a relational rather than transactional manner with Māori.
Partnership	Working in a relational rather than transactional manner with people accessing services and their whānau.
Mana Taurite	Committing to achieving equitable health outcomes for Māori in mātau ā-wheako practice.
Equity	Committing to attaining equitable health outcomes for people accessing services and their whānau.
Whakamarumarutia	Ensuring that support from mātau ā-wheako practice is well informed and culturally safe.
Active Protection	Ensuring that mātau ā-wheako practice proactively embodies the preferences of people accessing services and their whānau.
Kōwhiringa	Advocating for greater access to culturally appropriate ways that recognise and support the expression of hauora Māori frameworks.
Options	Advocating for the diversification of support options and greater access to those options.

Reflective practice questions for planning a Te Tiriti approach

- › How are Māori enabled to lead and determine their aspirations and priorities in the work of this board or committee, and the work of its organisation or project?
- › How will you partner with CPSLE kaimahi Māori in the design, delivery and implementation of the board or committee's work?
- › What deliberate actions will you take to ensure equitable participation for CPSLE kaimahi Māori in the work of the board or committee?
- › What actions will you take to mitigate any barriers and challenges for CPSLE kaimahi Māori contributing to the work of the board or committee?
- › What actions are implemented in the work of this board or committee to ensure accessibility and availability of kaupapa Māori options?⁸

Additional useful links

[Te Tiriti o Waitangi at the board table – Community Governance Aotearoa](#)

[What is governance – Te Puni Kokiri](#)

[Seven real skills | Working with Māori – Te Pou](#)



Section 2: Values-based practice

“...it’s not as simple as just having someone around the table. It’s changing the table. It’s coming from a place of those values. It’s coming from that world view.”

– Tania Anderson

When representing a lived experience viewpoint on a board or committee it’s important to consider the values you bring. A values-based approach ensures your decisions are ethical, accountable, inclusive and transparent. The workforce values in the table below were developed in conjunction with the CPSLE (consumer, peer support and lived experience) workforce and are a good place to start.

CPSLE Values⁹

Mutuality	Being authentic and showing reciprocity in your relationships with those you work with on boards and committees and those that you represent.
Experiential knowledge	Utilising the learnings, knowledge and wisdom you have gained through personal experiences of mental health challenges or addiction and recovery and your ability to be a voice for those who need to be heard.
Self-determination	Advocating for the rights of people to make free choices about their life and to be free from coercion on the basis of their mental distress or addiction.
Participation	Being a participant in and advocating for lived experience participation in the development of mental health and/or addiction services.
Equity	Upholding the right of people who experience mental distress and/or addiction to have fair and equal opportunities to other citizens and to be free of discrimination.
Hope and wellbeing	Advocating and being a role model for the belief that there is always hope and that resiliency and meaningful recovery is possible for everyone.

In addition to the CPSLE values, the twelve CPSLE leaders highlighted the following values in their kōrero:



***Kia pono te tika / Keeping it real* attitudes and values**

Kia pono te tika / Keeping it real is a framework developed by Te Pou and the Ministry of Health. It describes the values, attitudes, knowledge, and skills needed to effectively support people and whānau experiencing mental health challenges or addiction in any health setting. You will see that many of the values reflected in the wordcloud relate closely to the values of the *Kia pono te tika / Keeping it real* framework: **Respect, manaaki, hope, kotahitanga, wellbeing and whanaungatanga.**

Reflective practice questions on values-based practice

- › What core values guide my/our work?
- › Are these values reflected in my daily decisions and actions?
- › How do I ensure that my work is inclusive and equitable, particularly for Māori and other underrepresented communities?
- › How do I build and maintain authentic relationships with the people I serve?
- › How do I show manaakitanga (care and respect) in my interactions?



Section 3: Preparing to lead with lived experience

Representing lived experience on a board or committee carries a significant responsibility. Before joining, it's essential to reflect on whether the role is a good fit for you. Here are some key considerations and questions to help you prepare for this role.

Consider the following:

- › your motivation behind taking up the role
- › your capacity to do the role
- › what value you will add to the board/committee and organisation
- › that your lived experience expertise aligns with the key function of the organisation e.g. you have direct experience with homelessness for a role in an organisation that addresses homelessness
- › that you have the skills required for the role or you can be supported to acquire the skills required to participate on this board or committee
- › the board or committee you are sitting on has an understanding of how to include lived experience points of view in their mahi. Refer to Section 8: Advice for boards taking on lived experience representatives.

Questions to ask when scoping out if this board or committee is right for you:

- Ask the chair for a conversation about how they see you making a difference in this role. Is your lived experience expertise the right fit for what they are looking for, or can you refer them to someone else with the requisite experience?
- Boards or committees typically have documents like a trust deed, board manual or terms of reference that outline their functions and everyone's roles and responsibilities. It's important to read these documents and ask any questions that arise. If these documents are not available ask about the groups purpose and request any relevant documentation such as previous minutes to help understand the board or committee's business.
- Understand the key roles of a board, including the role of the chair, treasurer, and secretary, and any board subcommittees. Think about how you can work with the people in these roles in relation to your own role.
- Ask about what the time commitment is. When are the meetings held? How much pre-reading/preparation is needed to participate?
- What skills and expertise are required in the role? What support is available to develop the skills to be a good participant on this board or committee?
- Are you comfortable with the financial position of the organisation? If your board is a charitable trust you can look up annual returns for the board on www.charities.govt.nz.
- Will you be the sole representative with lived experience? Has the board or committee worked with a member that has lived experience before? What worked or didn't work for them? Did they make changes as a result of input from members with lived experience? If possible, speak to the previous lived experience board member to learn about their experience
- How does the board or committee make decisions? Is it by consensus, or a majority vote?
- Is this a voluntary role or are you remunerated for your time?
- Is there indemnity insurance cover for board members?

Personal considerations

- If the meetings are during your work hours: Is this kaupapa supported within your work role, or do you need to take leave to attend meetings?
- If you are receiving payment, you may need to consider tax implications – visit www.ird.govt.nz to explore your options.
- Do you have a mentor or supervisor to support and reflect on your board practice with?

Preparation for board or committee meetings

- Read the agenda, all papers and reports. You may be able to add your own items to speak to on the agenda. Some committees will have dedicated space for lived experience voices to report and raise business.
- Read the previous minutes. This will give you an idea of the current issues you need to be aware of. Meetings tend to cover matters arising from the previous minutes with an opportunity to clarify any questions you have.
- Get to know the other board or committee members. Find supportive allies who can speak up on issues you raise.

Responsibilities in your role as a board or committee member

- Consider how you connect with the people you represent. Set up a way to report back to them. Check with the board or committee about what can be shared, as some discussions may be confidential.
- Prepare for the meeting, read all relevant documentation and bring along any questions you may have regarding agenda items.
- Your role on a board or committee is to ask questions and contribute your thoughts to the work being undertaken.
- Participate in annual and strategic planning - a key opportunity to shape the board or committee's direction and influence its long-term priorities.
- Your experiential knowledge is of value. Don't be afraid to speak up when you agree or disagree with what's being discussed.
- Declare any conflicts of interest, real or perceived. A conflict of interest occurs when a person's personal, financial, or professional interests clash with their duty to act in the best interests of an organisation or the public. This can be real (an actual conflict) or perceived (it appears biased, even if no wrongdoing occurs), and it should be disclosed to maintain trust and transparency. If you have a potential conflict of interest with a matter to be discussed, signal this in advance and talk to the chair about how to manage it. Often this means absenting yourself from the discussion and decision making.
- Be strategic. Gain support for your view by talking with committee members beforehand. Choose the right time and place to raise an issue. Use the terms of reference or trust deed to understand how to operate within the organisation's parameters.
- Be aware of your personal liability. You might be personally responsible for the outcomes of decisions, depending on the type of entity you are part of. For an NGO perspective read more about personal liability on the charities website. The Institute of Directors is a good source of information for understanding your role and responsibilities on any board, whether public, corporate or private.

Reflective practice questions on preparing to lead

- › How do my personal experiences connect with broader systemic issues?
- › How do I ensure that I represent diverse voices, not just my own?
- › How do I stay informed about best practices in advocacy and leadership?
- › Am I aware of any privileges, biases, or blind spots I may hold?
- › What support systems do I have in place to sustain my wellbeing and prevent burnout?



Section 4: Extra responsibilities that come with upholding a lived experience point of view

Interviews with CPSLE leaders, identified multiple additional responsibilities for people utilising their lived experience on boards and committees. Some of these are included below.

Representing lived experience and networking: Ensure lived experience perspectives are heard by speaking up and actively gathering insights from others. Engage with CPSLE workforce members and others who are affected by the board's work to bring diverse viewpoints, recognising that you can't be an expert in everything. Be clear about when you are sharing your own perspective versus when you are speaking on behalf of others. When appropriate, create opportunities for tāngata whai ora to participate directly and have their voices heard.

Advisory: As a lived experience advisor, you bring insights from personal experience with mental health issues, addiction, or other relevant challenges. Other board members will be looking to you to bring your expertise to the board or committee's work. Reflect on how your experiences align with broader systemic issues.

Representing intersectional points of view: CPSLE leaders identified that an extra responsibility you may hold is when you are representing more than one point of view to the board or committee. This can include being Māori, Pasifika, Asian or part of rainbow communities. Tips for navigating a board or committee when holding multiple views are to:

- › connect with allies on the board who understand and respect intersectional perspectives
- › seek mentorship from people who have navigated similar roles
- › have a trusted space (outside the board) where you can debrief and process challenges

Be true – speak up – inform: Remember why you joined the board. Your unique insights and personal journey add value. Speak from your lived experience while also considering diverse perspectives. Avoid feeling pressured to conform. Your voice matters because of its authenticity. It's ok to not find agreement. Your role is to inform the best you can. You don't need to win every battle, just make sure they know the information.

“Integrity- staying true. I mean sometimes I have to put forward opinions that I personally do not agree with. But it's not about me, it's about those voices. Integrity for me is probably the biggest thing because I think if you don't do that, you run the risk of losing the people you serve because you're not holding true to what they're telling you or what your role is.”

– Sheridan Pooley

Understanding the history of the lived experience movement: Connect with those who were involved in the lived experience movement before you. Seek a mentor for guidance on your projects. Review strategic documents (a list is provided at the end of this guide) to understand the movement’s foundational values.

Setting your own boundaries: Set clear boundaries between sharing your own perspective and representing others. Regularly reflect on your practice to ensure your advocacy aligns with your values and community needs, while identifying areas for growth and maintaining your wellbeing.

Countering discrimination: Identify discriminatory actions or language when they occur and address them in a constructive and respectful manner. Lead by example by modelling inclusive language and behaviour and ensuring fairness in decision-making. Make sure no one is excluded or marginalised because of their identity. Demonstrate respect and inclusivity in all interactions, and support others who experience discrimination by being an ally and amplifying their voices.

“We can portray recovery, we can portray a sharp thinking mind and leadership and competence and all those things help to fight against discrimination.”

– Amanda Luckman

Navigating power dynamics: Identify hierarchies and power structures - who holds formal authority, and who has informal influence? Acknowledge how privilege, status, and experience shape interactions within the board or committee. Recognise your own power and how it can be used to advocate for change and support others. Be ready to speak up when marginalised voices are being overshadowed.

Maintaining your own wellbeing/self-care: Interviewees for this guide often spoke about the extra responsibility of having to manage your own wellbeing while sitting on a board or committee. For more specific insights into this refer to section 10: Maintaining Wellbeing.

“I start to feel useful as opposed to feeling useless really. And if I'm feeling useful, it gives me a good feeling.... And it gives me a boost – to my mana and things... making a meaningful difference is really important to my work. Well-being too.”

– Frank Bristol

Reflective practice questions about extra responsibilities

- › How will you maintain connection to lived experience communities when representing them on a board or committee?
- › What research and readings can you do to bolster your understanding of lived experience community history?
- › What boundaries do you need to set around your time and contribution to this board or committee?
- › How will you role model inclusive language and behaviour while working on this board or committee?
- › How can you have a constructive and positive influence on this board or committee while maintaining authenticity and integrity?

Additional useful links

[Seven Real Skills | Challenging Discrimination – Te Pou](#)

[Real Language Real Hope | Mental Health and Addiction – Te Pou](#)

[How To Tell Your Lived Experience Story Safely – Mental Health Foundation](#)



Section 5: Te Ao Māori perspectives on being on a board or committee utilising lived experience

“... Be who we are, live our values, speak our reo, care for our mokopuna, our awa, our maunga, just be Māori. Māori all day, every day.”

– Kiingi Tuheitia

When asked, what lived experience governance looks like for Māori CPSLE leaders, the interviewees spoke to the importance of being Māori.

“I actually equate it a lot to my being Māori in terms of Māori needing to be in the room at the table. It is similar for lived experience, especially in entities providing services for lived experience people. Those people’s perspectives must be included and part of the decisions that are being made.”

– Jaqui Taituha Ngawaka

Māori CPSLE interviewees spoke of the importance of the values of whanaungatanga (building relationships) and manaakitanga (hospitality, the care and respect shown) when holding board or committee positions from a lived experience point of view. Additionally uplifting the mana of communities and acting in ways that are mana-enhancing for people were mentioned.

“The values upheld are mostly around manaakitanga, and really about also valuing that any person’s journey through recovery, can and should include the ability to practise manaakitanga to others. This in itself is mana enhancing. I have heard some people’s interpretation of “mana enhancing” as a term, which has been commonly interpreted as making sure there’s no further harm done whilst tangata whaiora are supported in recovery. The ability to practice manaakitanga goes a step further...”

– Jeremy Tumoana

Other values that were mentioned:



Other skills and extra responsibilities they needed while participating on a board or committee included:



Interviewees highlighted several common challenges. One issue is the lack of Māori representation in governance roles, often leading to feelings of isolation as the sole Māori voice. Building relationships and seeking support from outside the board or committee can help. Additionally, having a supervisor or mentor can be beneficial. A few people spoke about an added pressure to represent Te Ao Māori on boards. This included the expectation to lead the karakia or provide insights from a Māori perspective which was sometimes challenging for people depending on their connection with Te Ao Māori and cultural identity.

“One of my biggest challenges to overcome is moving through the discomfort and whakamā I feel when there are assumptions and/or expectations that I can confidently open hui with karakia and kaikorero which is not a strength of mine. I was not brought up in Te Ao Maori or taught my reo and I struggle with this learning journey to reindigenise myself. I am grateful to the boards I sit on that awahi me in this space.”

– Renee Barclay

One interviewee talked about the need to be confident, speak up, and ask clarifying questions. They emphasised the need not to just be another tick box by being Māori with lived experience in this space, but the importance of making a meaningful contribution.

Ensuring meaningful Māori representation in decision-making is essential for creating strategies that serve communities. Beyond merely occupying a seat at the table, Māori voices must be empowered with confidence, resources, and genuine support to make real impact. Upholding values of manaakitanga, inclusivity, and respect strengthens governance structures while honouring Te Tiriti o Waitangi.

Challenges such as being in the minority, lack of understanding, and personal risks highlight the need for a more inclusive and supported board culture. By promoting leadership, critical thinking, and lived experience, Māori can navigate complex systems while staying grounded in their identity and responsibilities.

Advice on maintaining wellbeing while sitting on a board or committee from Māori CPSLE interviewees included:

- › seek mentors, build support networks, and remain authentic
- › know personal limits to avoid overcommitment
- › have chairs provide supervision and financial resources to support members.

Refer to Appendix B for more information on Māori governance trainings.

Reflective practice questions for Māori CPSLE leaders

- › How does this board's work contribute to the long-term wellbeing of tāngata whenua and future generations?
- › In what ways am I upholding and strengthening Te Ao Māori perspectives in board discussions and decision-making?
- › How am I ensuring the voices of whānau, hapū, and iwi are heard and reflected in governance?
- › How am I using my position to challenge systemic inequities and promote Māori aspirations?





Section 6: Utilising your skills

“You need to be a good people person, be good at engaging with your community. You need to be a good processor of information as well. So being able to hear 20 different perspectives and condense it into a couple of key ideas, I think that's super important. I also think that the ability to critically, think and analyse is important as well, because often the experiences of our community are quite different. People don't have the same experience. Being able to take a bunch of opposing views and come to a conclusion with that is important.”

– Romy Lee

Skills that were identified as being needed when utilising your lived experience on a board or committee

Technical skills	Lived experience skills
<ul style="list-style-type: none">› Leadership skills› Making sound and ethical judgements› Communication skills› Synthesising information› Reading and digesting reports› Auditing skills› Reading and understanding financial information› Networking› Managing risks to the organisation or project being worked on› Managing a CE or staff of the organisation	<ul style="list-style-type: none">› Being a lived experience advisor› Being a lived experience role model› Advocacy for lived experience voices› Understanding the history of the CPSLE workforce/LE movement› Accountability to lived experience communities

Some leaders developed these skills from giving things a go through experience, while others developed these skills by taking up professional development opportunities.

Refer to Appendix B for links that will help you to further develop your skills.

Reflective practice questions regarding skills

- › What unique contribution can you make to this board or committee given your lived experience?
- › What skills are you looking to develop from sitting on this board or committee?
- › Who can you reach out to for support to develop your skills while sitting on this board or committee?
- › What resources/supports are available to you from inside and outside of this board or committee?





Section 7: Balancing dual roles and advocating for inclusive language

Recognising the dual role that you hold

As a board or committee member you have a fiduciary duty to ensure the health and safety of staff, tāngata whai ora, and whānau who are impacted by the service or project you are working on. You also have a duty to uphold CPSLE values such as self-determination. This can be a tension point you have to navigate in your advocacy, something we refer to as “dignity of risk”.

Self-determination is a core value of CPSLE work, it means supporting tāngata whai ora to have genuine autonomy and ownership over their decisions. Central to this, is the concept of dignity of risk, which is the idea that people have the right to make choices for themselves, even when those choices involve some level of risk. Rather than focusing only on what might go wrong, we can view these moments as opportunities for growth, learning, and building confidence through lived experience.

“...it sort of takes the view that everything we do is a risk, no matter what we're doing. Even walking down the street is a risk. I guess it's kind of like taking an educated risk of having all the information and then being able to step out-of-the-box sometimes in a way that the chance of disaster is kind of managed. I think that coming from a lived experience background we're more likely to take those kinds of risks, because we know what the benefits are.”

– Dave Snell

Balancing the dual roles of lived experience advocate and board member means integrating both perspectives. It's important to openly acknowledge tensions, like those between dignity of risk and risk management to encourage constructive discussion. Collaborating with allies, using co-designed processes, and including tāngata whai ora voices from the start can lead to better, more ethical decisions. Regular reflection and seeking peer support can help you navigate challenges and maintain your advocacy over time.

Advocating for CPSLE friendly language

Another tension point when advocating for CPSLE on a board or committee are the differences in language that may be used by the CPSLE sector as opposed to other sectors. Examples may include:

- › whether to use the term patient, consumers, service users, tāngata whai ora or whānau
- › the differences between talking about mental illness, mental health and/or addictions challenges, mental distress, mental wellbeing and neurodiversity
- › not labelling a person as their diagnosis/ substance use disorder.

The “*Words can heal*” resource is a helpful tool you can share with fellow board members to encourage more inclusive, respectful, and empowering language. It can support your board or committee in aligning its communication with values that honour lived experience and promote equity in decision-making.

Reflective practice questions regarding balancing dual roles and inclusive language use

- › How does your personal experience influence how you perceive risk in the work of this board or committee?
- › How can you influence the work of the board or committee from your lived experience perspective? What are your strategies for advocating your point of view?
- › How am I role-modelling strengths-based language in my work on this board or committee?
- › Conversations about risk can trigger old feeling and memories. How will you manage these and look after yourself if this happens?



Section 8. Advice for boards taking on lived experience representatives

“I’d say to the governance group to be fully open to full inclusion. Every new trustee added to any governance group adds a new dynamic. I am quoting the NZ Institute of Directors here, but it is essentially a new group needing a refreshed review of whanaungatanga and capabilities, so it is always an opportunity to support the lived or living experience role(s). They’ll learn from that experience, and that board will learn from their experience with them as well. When you have all trustees participating, the more ability you have of creating a culture of inclusion and normalisation.”

– Jeremy Tumoana

Below are some actions for board chairs to effectively support lived experience representatives.

Make space for lived experience voices. It’s important that the board chair actively encourages and values contributions from lived experience members, making sure their voices aren’t just heard but genuinely considered in decision-making. This could mean specifically inviting lived experience members to share their perspectives on relevant topics or creating moments within meetings to pause and reflect on their input.

Have more than one lived experience member on the board/committee. This will enable lived experience members to support one another. This can also create diversity of opinion amongst your lived experience members who may hold different perspectives depending on their experiences.

Be clear about the purpose of having lived experience on the board/committee. Transparency about why lived experience perspectives are essential helps set the tone for respect and inclusion. The chair should explicitly communicate that lived experience representatives are not tokenistic but critical to the board’s ability to make well-rounded, empathetic, and informed decisions.

Advocate for tangible resources. Support lived experience members to access professional development, honoraria for participation, or funding for initiatives that directly reflect lived experience priorities.

Recognise the unique strengths that lived experience members bring. A chair can express appreciation through regular acknowledgements, celebrating contributions in meaningful ways, and ensuring that lived experience members feel their input has made a real impact.

Provide supervision, training, and support. Offering formal supervision or mentoring opportunities helps lived experience members navigate board responsibilities and any emotional challenges that might arise from sharing personal or sensitive experiences in governance settings.

Work to ensure that lived experience involvement goes beyond symbolic representation. This means creating an environment where lived experience members are actively engaged in conversations, decision-making processes, and strategic planning.

Make time for lived experience perspectives in every meeting agenda. This reinforces their importance. Chairs should ask what items lived experience members would like to discuss and ensure those topics are given the attention they deserve.

Foster genuine relationships within the board. Chairs can encourage practices like whakawhanaungatanga (relationship-building) to create trust, connection, and a sense of belonging for everyone.

Create understanding of items on the agenda. To promote meaningful participation, chairs should take time to clarify agenda items, especially for those who may not have governance experience, ensuring everyone has the context they need to engage fully.

Meet prior to the board meeting. A proactive chair can offer pre-meeting check-ins with lived experience members to answer questions, clarify expectations, and address any potential challenges, helping them feel prepared and confident.

Making sure you privilege and give power to the lived experience voice. Beyond listening, chairs must ensure lived experience insights shape the board's direction. This could include giving lived experience members leadership roles in working groups or championing their ideas in the wider organisation.

Understand what lived experience leadership is. The chair should educate themselves and the board on what authentic lived experience leadership looks like – valuing vulnerability, resilience, and unique insights – and model respect and inclusion.

Enable true co-design. Understanding governance best practices, including co-design principles, allows chairs to facilitate equitable and collaborative decision-making that honours lived experience voices.

Keep track of what we say and reflect back to show understanding. Active listening and reflective communication (such as summarising what lived experience members have shared and checking for accuracy) shows that their input is respected and understood.

Be clear about what the role is. What is expected of your lived experience representatives? Clear role descriptions and expectations help lived experience members feel confident and empowered in their contributions. The chair can provide these through induction processes and ongoing support.

Make sure everyone has the chance to speak. A chair's role is to create a safe and respectful space where everyone, including lived experience members, feel comfortable speaking up. This might mean actively facilitating balanced discussions, addressing interruptions, and ensuring quieter voices are brought into the conversation.

Honouring lived experience input. Providing support and actively creating space for meaningful participation, board chairs help ensure decisions are compassionate, informed, and truly representative. Remember, it's not just about ticking a box – it's about creating a culture where lived experience is seen as a strength that guides and transforms the work. Your leadership in this space has the power to uplift, inspire, and create lasting positive change.

Reflective practice questions for Board Chairs

- › How am I intentionally creating space for lived experience voices in our board discussions, and how do I ensure their insights shape our decision-making?
- › What steps am I taking to build trust and genuine relationships with lived experience members, beyond symbolic inclusion?
- › Am I providing the resources, support, and clarity needed to empower lived experience members to fully participate and lead with confidence?
- › How do I hold myself and the board accountable for honouring lived experience perspectives in a way that drives meaningful, lasting change?



Section 9: Common challenges

“The credibility issue is one thing I’m thinking of here, really that we need to show we have equal credibility and sometimes we can do that by demonstrating we do understand the strengths of an organisation, the weaknesses, its opportunities. We do understand strategic analysis.”

– Frank Bristol

The CPSLE leaders interviewed, all spoke of common challenges when representing lived experience on a board or committee. The table below shows those challenges alongside some suggested mitigation strategies.

Challenge	Things you can do as a lived experience representative on a board or committee	Things boards or committee chairs can do to assist lived experience representatives on boards or committees
Dealing with misconceptions about having lived experience people on a board or committee	<p>Be unapologetically yourself. Just be there and show up meeting after meeting. It can take a while for other board members to get to know you and the issues you are advocating for but eventually, they will be influenced by your presence, and your words. By being in these spaces, we are breaking down barriers.</p> <p><i>“Speak up, even if your voice shakes”. – Maggie Kuhn.</i></p> <p>Familiarise yourself with key background readings that detail why lived experience is beneficial to service development and design. Refer to the resources list in Appendix A.</p>	<p>Be clear with the board/committee on the purpose of why you need this type of representation.</p> <p>Canvass the benefits of having a lived experience representative/s on your board or committee with everyone before they arrive.</p> <p>Ask the board to play a role in supporting people with lived experience to be able to perform their governance role. This may include finding a board “buddy”.</p> <p>Allow time outside of committee conversations, check-in with how your lived experience representatives are finding the experience and ask if there’s anything that can be done to improve their participation on the board/committee.</p>

Challenge	Things you can do as a lived experience representative on a board or committee	Things boards or committee chairs can do to assist lived experience representatives on boards or committees
Being the only lived experience representative (or Māori, or youth etc.) on the board or committee	It's important to work on whakawhanaungatanga (building relationships) with people on the board and to have your supportive networks outside of the board. You will need to dedicate some time to influencing people on the issues you represent. The stronger your networks both on and off the board/committee the easier it is to have influence.	<p>Invite more than one person with lived experience to be on your board or committee.</p> <p>Allow time for the building of relationships between board members.</p> <p>Ask the lived experience representative/s if they would like a speaking slot on the agenda or for any papers that they would like considered.</p> <p>Ask your lived experience representatives if they need any accommodations to perform their role. Consider things like transport to the meeting, and timing of when the meeting occurs.</p>
Being in an unpaid role	Be clear about your personal boundaries around the amount of time you can dedicate to your position.	<p>If your representatives are in unpaid roles, be clear and reach agreement around their time commitment boundaries.</p> <p>If there is available budget- ensure there is an amount for the reimbursement of expenses such as parking.</p> <p>Get readings to the board with enough time to prepare.</p>
Needing governance skills as well as lived experience expertise	<p>Ask for support from your board/committee chair for opportunities where you can pick up new skills. Are there funds for professional development opportunities?</p> <p>Ask if you can shadow another board member who has been there longer. Don't be afraid to ask clarifying questions- this is how you'll learn.</p>	<p>Seek out opportunities to train and develop board members. Enable mentoring of newer board members by longer-standing board members. Have regular check-ins with the new board member to see how they are progressing. Value lived experience expertise when it is given – do this by acknowledging and thanking the person for sharing their expertise.</p>

Challenge	Things you can do as a lived experience representative on a board or committee	Things boards or committee chairs can do to assist lived experience representatives on boards or committees
Not being taken seriously or not having your views weighted as heavily as non-lived experience board or committee members	Take time to build relationships outside of board/committee time. The more other board members get to know you, the more they will respect where you are coming from. You may need to spend a bit of time priming people about the issues you are hoping to gain support for.	<p>Include exactly what is being said, as it is being said in meeting minutes. Reflect the expertise that is being offered to you so that you can be sure you have understood what has been said.</p> <p>When setting the agenda, be intentional about creating space to ensure that lived experience views are not only included but given real weight in discussions and decision-making. This might mean dedicating a specific agenda item to hear directly from those with lived experience or ensuring that their perspectives are woven throughout the meeting, rather than being an afterthought.</p>

Reflective practice questions on common challenges

- › Voice some of the barriers you may be experiencing while participating on this board or committee. Who can you reach out to that sits on or off this board or committee for assistance?
- › Despite the challenges I am experiencing, how can I effectively communicate the needs and perspectives of the communities I represent?
- › Are there any systemic or structural issues that hinder effective participation of lived experience people in the work of this board or committee, and how can I advocate for change?
- › Am I setting clear boundaries to support my wellbeing, prevent burnout, and maintain sustainable involvement?



Section 10: Maintaining your wellbeing

“...it is very important to keep yourself mentally, spiritually and physically well, to do the best job in the role. You'll get more self-satisfaction when you take care of yourself.”

– Joanne Henare

The following table presents a range of wellbeing strategies that were identified from talking to our interviewees.

Wellbeing strategy	Description
Recognising activation	Acknowledge when conversations trigger emotional responses without judgment. Use grounding techniques like deep breathing to stay centred.
Sensory stimulation	Drinking cold water or using sensory stimulation (e.g., textured objects, calming scents) can interrupt stress responses and help refocus.
Taking breaks	Stepping out for a bathroom break provides a moment to think and reset during intense discussions.
Planning wellbeing strategies	Identify and prepare strategies for managing emotional and mental wellbeing before attending meetings.
Setting realistic timelines	Manage expectations by setting achievable goals and allowing flexibility to prevent burnout.
Seeking a lived experience mentor	A mentor with similar leadership experience can provide valuable guidance and reassurance.
Building allies	Having trusted allies to discuss challenges with before or after meetings can support confidence and clarity.
Preparation time	Reviewing agendas and clarifying uncertainties beforehand reduces anxiety and enhances participation.
Basic self-care	Maintaining healthy eating, exercise, and sleep habits ensures sustained energy and focus.

Wellbeing strategy	Description
Avoid overcommitment	Setting boundaries around time and responsibilities prevents exhaustion and supports balance.
Maintaining open communication with the chair	Discussing concerns early fosters a supportive and collaborative board environment.
Seeking external support	Utilising professional supervision, counselling, or peer support can help manage the emotional load.
Effective time management	Using calendars, reminders, and planning tools while setting aside personal time ensures sustainable involvement.
Connecting with peers	Engaging with others in similar roles provides insights, reassurance, and a sense of solidarity.
Finding joy in your impact	The satisfaction of influencing better services and supporting meaningful initiatives makes board work fulfilling. Seeing positive outcomes validates the value of your experience.

Te Whare Tapa Whā is a Māori health model developed by Sir Mason Durie in 1984.¹⁰ It presents wellbeing as a wharehau (meeting house) with four walls, each representing a different dimension of health. To be strong and balanced, all four walls listed below must be cared for.¹¹

Taha hinengaro

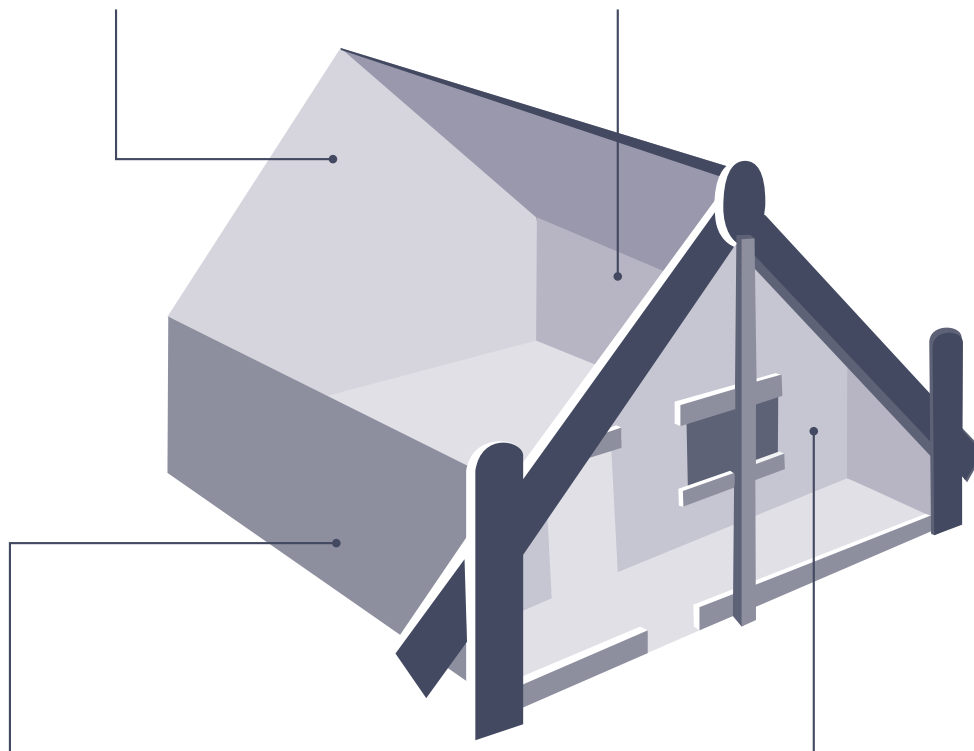
(Mental and emotional health)

This wall focuses on thoughts, feelings, and communication. Caring for your mental wellbeing includes practices like mindfulness, open conversations, and seeking support when needed.

Taha whānau

(Family and social health)

This wall reflects your relationships and social support network. Strong, positive connections with family, friends, and your community are essential for emotional strength and resilience.



Taha tinana

(Physical health)

This wall is about your physical body – nutrition, exercise, sleep, and overall physical wellbeing. Taking care of your body helps you feel grounded and energised.

Taha wairua

(Spiritual health)

This represents your sense of identity, purpose, and connection to something greater – whether that's spirituality, nature, or a sense of inner peace. Nurturing this can involve cultural practices, meditation, or time in nature.

How to use it: You can apply Te Whare Tapa Whā in your personal life, workplace, or for your board or committee work. For example:

- › check in with yourself – are all four walls strong, or is one feeling neglected?
- › in team environments, encourage holistic wellbeing by considering how your initiatives support physical, mental, social, and spiritual health
- › use it as a framework for creating inclusive, culturally responsive spaces.

Reflective practice questions on maintaining your wellbeing

- › What coping strategies can I use when difficult or emotional discussions arise during meetings?
- › How do I advocate for my own needs while also supporting the needs of others on the board or committee?
- › Are there resources or support systems I can access to help me navigate challenges and maintain my wellbeing?
- › How can I reflect on my role to ensure I'm not overextending myself or neglecting my personal wellbeing?
- › How am I taking care of my four wellbeing domains of Te Whare Tapa Whā- whānau, mental wellbeing, spiritual wellbeing and physical wellbeing while also being grounded to the whenua?

Conclusion

Integrating lived experience on boards and committees is essential for fostering inclusive, equitable, and effective decision-making. The insights you bring are crucial for ensuring that the needs of marginalised and underrepresented communities are addressed. However, representing lived experience comes with key responsibilities, including balancing personal advocacy with collective representation, setting clear boundaries, and practicing self-care. This responsibility extends to all board members, who must prioritise their wellbeing and support one another.

By adopting a values-based approach and incorporating diverse perspectives, boards and committees can enhance their decision-making and create more inclusive, empathetic environments. To maximise the impact of your lived experience, it is important to show confidence, speak up, and pave the way for others with lived experience to contribute meaningfully. When respected and supported, lived experience becomes a powerful asset for transformative change.

“As you embark on your journey in lived experience governance, may you walk with confidence, strength, and authenticity. Your voice, shaped by your experiences and values, is powerful and necessary in creating meaningful change. Remember to seek support, build relationships, and honour your well-being along the way. Kia kaha, kia māia, kia manawanui – stay strong, be courageous, and lead with heart.”

– Gina Giordani

We asked CPSLE leaders what advice they have for new people with lived experience who are joining a board or committee. This is what they said.

Being prepared was the most common advice for new people joining boards. It included seeking clarity of their role, educating other board members about lived experience, seeking support from a mentor, doing homework for the meetings or conversations, and asking a lot of questions especially related to financial matters.

“When you join a board, it takes a little bit of time to get your head around the organisation, the language they use and then...you know you have got stuff to bring, but at first, they don't know you and you don't know them, so you probably hold back a bit. At the start I'd just say, ask lots of questions. You're kind of learning 'on the job' so ask questions if you're unsure about something as that'll let the rest of the board know what level of understanding you're coming from.”

– Alexia Black

New people should know what their role involves. This includes understanding the priorities, viewing the position as a way to counter stigma, being patient and passionate about the work, and viewing it as a leadership opportunity.

“Having the passion there, is really fantastic and never lose that, but it’s about how you channel that passion and sometimes that passion is just making sure that you turn up every month. You know, it doesn’t have to be a grand speech every month. It can just be about sitting back, listening, paying attention and then step in quite strongly into that space when you’re able to open it up or when that opportunity comes.”

– Dave Snell

New people were advised about managing their own wellbeing by taking a slow and steady approach to the role.

“Just to hang in there at the start you can feel it’s quite daunting and I could be seen in a bit of a “power” role which can make me feel quite uncomfortable when you want to stay connected with your community and I can think they won’t want to connect with so well now that I am on the board, so I think it’s important to keep the connection with your community and the authenticity of who you are.”

– Renee Barclay

Meeting board members outside of the formal meetings was suggested to the new people and taking time for whanaungatanga.

“Definitely meet with the other committee members outside of committee...It just makes it a safer place. They need to get to know you outside of committee and see what your skills are and what you bring to the place...It’s hard. You have to prove yourself a little bit.”

– Anna Ashton

Appendix A:

Strategic documents to inform your lived experience advocacy

CPSLE Workforce Strategy, Action Plan, Values and Competencies – Te Pou

He Ara Oranga – Government Inquiry into Mental Health & Addiction

Pae Tū Hauora Māori Strategy

Whakamaui Māori Health Action Plan

Te Manu Ola: Pacific Health Strategy

Kia Manawanui Aotearoa: Long term pathway to mental wellbeing

He Ara Āwhina framework – Mental Health & Wellbeing Commission

Peer Support Workforce Paper 2023 – Mental Health & Wellbeing Commission

Te Pae Tata Interim NZ Health Plan 2022 – Te Whatu Ora

Code of Expectations for health entities engagement with consumers and whānau
– HQSC

Whanaketia – Through pain and trauma, through darkness to light
– Abuse in State Care Inquiry

Sovereignty of the Māori Mind – Nōku te Ao

Me Haere Ngātahi Tātou: Shared Journeys- Voices of the Lived Experience
Community report – Nōku te Ao

An Introduction to Human Rights – Australian Human Rights Commission

Convention on the Rights of Persons with Disabilities – OHCHR

Appendix B:

Resources, to further develop your skills

These are a list of resources and trainings that you may find useful in terms of your professional development for sitting on a board or committee:

Te Pou resources

- › The [CPSLE training directory](#) is a list of trainings that was put together by surveying CPSLE leaders about the types of training they had undertaken in their role. Some of these will have useful application to you in your board or committee role.
- › The [Kia pono te tika | Keeping it Real](#) essential skills programme is a framework that describes the values, attitudes, knowledge and skills required for working effectively with people and whānau experiencing mental health and addiction needs.

Māori-specific governance training resources

- › [Iti Kōpara](#) – Public Governance Aotearoa is an independent registered charitable trust that develop and deliver competency development and refresher training for public sector governance boards.
- › NZQA courses in governance include [NZ certificate in Māori governance](#) (level 4), [NZ certificate in Māori governance](#) (level 6),
- › Te Puni Kokiri have this [being on a board](#) resource which gives an overview of what boards do and roles and responsibilities of board directors and trustees.
- › Te Tumu Paeora (Office of the Māori trustee) have the [Tū Tiaki governance toolkit](#) which is for Māori whenua owners to learn to protect and enhance the land in their care.
- › [Te Whare Hukahuka](#) provide tailored governance support for a range of Māori organisations, including iwi, hapu, Māori land trust, Hauora, and community organisations.
- › Tūwharetoa Settlement Trust have their [Te Pou Whirinaki introduction course](#) to upskill their trustees in effective governance.
- › University of Auckland have a Māori development paper on governance: [Te Whakamana Rōpū Māori: Governance and Management](#) which provides an analysis of the nature of Māori enterprise and Māori governance and management systems in relation to both traditional and modern governance and management theory and frameworks.
- › University of Waikato have the [Te Mata Hautū Taketake: Leading the way in Māori and indigenous governance programme](#)

General governance training resources

- › [The Boardroom Practice Limited](#) focuses on raising awareness and standards of corporate governance, shareholder risk management and stakeholder relationships.
- › The [Chartered Governance Institute New Zealand](#) is the New Zealand division of the Chartered Governance Institute (CGI), a global professional body for governance professionals, company secretaries, and risk managers. CGINZ provides training, certification, and support to individuals working in governance, compliance, risk management, financial management and company secretarial roles.
- › [Community Governance Aotearoa](#) has a range of resources about the nuts and bolts of governance, particularly if you are on the board of a not-for-profit entity.
- › Community Networks Aotearoa has their [tick for governance](#) resource which is an engaging online course that has been developed to help you and your community organisation learn and be recognised for good governance skills and practices.
- › [Governance 101](#) is an interactive, online training that is free to directors in the not-for-profit sector. It covers the key principles of not-for-profit governance.
- › The [Institute of Directors](#) is a professional organization that supports and develops governance excellence among directors and boards. The Institute of Directors New Zealand (IoD NZ) provides training, resources, networking opportunities, and advocacy to promote high standards of governance across various sectors, including business, government, and non-profits. They offer programs such as the Company Directors Course and Chartered Membership to help individuals build governance skills.
- › Massey University has a [governance development programme](#).
- › [Mayfield Group's board member training](#) is designed to provide new and aspiring directors a basic understanding of the fundamentals of governance best practice.
- › The [Ministry for Women leadership learning hub](#) has a range of courses and resources to grow your leadership and governance skills in Aotearoa New Zealand.
- › University of Auckland have a [postgraduate certificate in leadership and governance](#).

Australian lived experience governance framework

- › [The Lived Experience Governance Framework: Centring People, Identity and Human Rights for the Benefit of All](#)

Co-design resource

- › [Co-designing with mātau ā-wheako CPSLE workforce for meaningful change from Te Pou](#)

Reflective practice resources

- › [Te Pou CPSLE reflective practice guides](#)
- › [Wharaurau “Ka Rangatahi” supervision toolkit](#)

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