

Let's get real

REAL SKILLS FOR PEOPLE WORKING IN DISABILITY

A framework

www.tepou.co.nz/letsgetrealdisability

Te Pou
o Te Whakaaro Nui

 **MINISTRY OF
HEALTH**
MANATŪ HAUORA

**Disability Workforce
Development** Te Pou o Te Whakaaro Nui

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www.tepou.co.nz/letsgetrealdisability

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Introduction

Introduction

This *Let's get real: Disability* framework describes the essential attitudes, values, knowledge and skills needed to deliver quality services to disabled people, and their families or whānau. It has been adapted by Te Pou, in consultation with leaders from across the disability sector, including disabled people's organisations.

Let's get real: Disability describes a disabled person driven approach for providing quality disability services. It applies in all employment situations, as disabled people are increasingly employing individuals, or members of their families or whānau, to provide the services they need, rather than using a service provider. The *Let's get real:*

Disability framework can be used alongside the Let's get real framework, which applies to the mental health and addictions workforce. The two workforces often overlap, and some services cater for disabled people, as well as people with mental health and addiction challenges.

The *Let's get real: Disability* framework can inform all areas of organisational practice. For example, it can be used in recruitment, advertising, job descriptions, performance appraisals, training and career pathways. In using the framework, service providers adopt current best practice and whānau ora. The framework will also help both organisations and individuals identify ways to strengthen

their delivery of disability services to better meet the aspirations of disabled people, and their families, whānau and communities.

The values that underpin *Let's get real: Disability* align with a human rights approach, a social model of disability, *Enabling Good Lives*, and the *New Zealand Disability Strategy*.

The seven Real Skills

The *Let's get real: Disability* framework explains the values, attitudes and seven Real Skills needed by all staff working in disability, be they administration staff, support workers, or team or service leaders.

Each of the seven Real Skills includes a broad definition and a set of performance indicators that describe what each skill involves. The performance indicators are at four levels: essential, capable, enhanced and leader.

The competencies described in the seven Real Skills are intended for use across the disability sector. Where appropriate, they can be used in conjunction with organisation-specific competencies.

The values and attitudes described in this framework are common to the disability sector. They are a core component of good practice, and are expressed in

action through the seven Real Skills. Acknowledging the role that values and attitudes have on how people working in disability engage with disabled people and families and whānau is an essential component of *Let's get real: Disability*.

Let's get real: Disability is available on www.tepou.co.nz/letsgetrealdisability.

What this framework is based on

Let's get real: Disability is informed by:

- three foundation documents
 - » the Treaty of Waitangi
 - » the United Nations Convention on the Rights of Persons with Disabilities
 - » the New Zealand Human Rights Act 1993
- two approaches to working with disabled people
 - » the social model of disability
 - » whānau ora.

This section outlines each of these sources and how they are reflected in *Let's get real: Disability*.

Treaty of Waitangi

The principles that underlie the Treaty of Waitangi are reflected in the Real Skills of *Let's get real: Disability*, in particular the Real Skill of Working with Māori. These principles include recognition of Māori as the indigenous population, the protection of Māori human rights and self-determination, and the advancement of equality.¹

The Treaty also applies to all other people living in Aotearoa and guarantees everyone's human rights. It establishes responsibilities for the government and its agents (e.g. schools and disability support services) to ensure fair and just laws, policies, practices and services. New Zealand has also signed the United Nations Declaration of Indigenous Peoples. The Declaration is an international

agreement that aims to ensure respect for and protection of indigenous people's rights, to ensure freedom from discrimination, and to affirm the ongoing effects of historical injustices.

United Nations Convention on the Rights of Persons with Disabilities

The United Nations Convention on the Rights of Persons with Disabilities is an international agreement that aims to promote, protect and ensure the full and equal human rights and freedoms, and full participation of all disabled people, and to promote respect for disabled people's inherent dignity.²

Let's get real: Disability recognises the importance of supporting and training staff to work with disabled people in ways that ensure the Convention is upheld.

¹ See <http://www.hrc.co.nz/human-rights-and-the-treaty-of-waitangi/human-rights-and-the-treaty>

² See <http://www.un.org/disabilities/convention/conventionfull.shtml>

The Convention also:

- aims to ensure disabled people are leaders in decisions affecting their lives, are free from discrimination, and have equal access and opportunities in education, employment, health, housing, justice and other parts of life
- recognises the valued place of disabled people in society and the contribution of disabled people to the wellbeing and diversity of communities, and to the human, social and economic development of society
- acknowledges disability as an evolving concept that includes broad and diverse types of impairments, and applies to children, youth, and older people, as well as other age groups
- gives specific focus to the rights of disabled women.

All of these concepts are reflected in *Let's get real: Disability*.

New Zealand Human Rights Act 1993

The New Zealand Human Rights Act 1993³ prohibits discrimination towards disabled people, among other groups, in employment, education, housing, health, justice, access to public places and facilities, and the provision of goods and services. Disabled people may experience discrimination on several fronts; for example, disabled women, disabled Māori and disabled Pasifika face multiple barriers and disadvantage.

The Act also provides for a complaints resolution process and, in some cases, legal action to ensure rights are upheld.

³ And subsequent amendments

Let's get real: Disability takes a rights-based approach. This approach places the human rights of disabled people at the centre of all relationships and processes, and focuses on ensuring that disabled people's rights are upheld all of the time. Taking a rights-based approach helps to counter the barriers disabled people can face, such as poverty, marginalisation and injustice.

Social model of disability

The social model of disability recognises that it is society that disables people.⁴

Under the model, people are regarded as having impairments, such as learning, physical, sensory, psychological or health impairments (people may have multiple impairments). Society creates barriers that make it hard for people with impairments to enjoy full participation and independence.

These barriers can include attitudes, services, communication systems, buildings and environments that exclude people with impairments. Hence, society disables people with impairments by making aspects of society inaccessible to them. The social model of disability is consistent with the United Nations Convention on the Rights of Persons with Disabilities.

Whānau ora

Whānau ora is an approach for strengthening whānau capability as a whole. It is about supporting and empowering one another with knowledge and skills, and building leadership and resilience within whānau.⁵

This does not mean that disabled people's rights are undermined; rather, it recognises that disabled people's wellbeing also rests on the wellbeing of those closest to them.

⁴ See <http://www.odl.govt.nz/resources/guides-and-toolkits/disability-perspective/shifting-beliefs.html#Socialmodel3>

⁵ See <http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/planning-strategy/whanau-ora/whanau-ora-taskforce-report.pdf>

Let's get real: Disability recognises the importance of, and is consistent with whānau ora. The framework acknowledges the importance of family in the lives of many disabled people. It also recognises the importance of significant others. Some disabled people choose not to have their families and whānau involved in their lives and this should be respected.

The words we use

Let's get real: Disability recognises the power that language has to define people's lives, relationships and ways of working. The language used in the framework reflects the current views of leaders in the disability sector, including disabled people, and families and whānau.

The term 'disabled people' reflects the disabling process described by the social

model of disability. It is used throughout *Let's get real: Disability*. However, the framework recognises that individuals have the right to define their own identity and experiences, for example by saying 'I am Deaf', 'I am a person with a learning disability' or 'I experience mental health challenges'.

The tagline for *Let's get real: Disability* is 'Real Skills for people working in disability'. This wording reflects a shift away from a service-centered model of practice and the notion that disabled people need support (i.e. 'working in disability support services'). While the term 'in disability' is not grammatically correct, it reflects the principles that underlie a disabled-person-driven approach to enabling a good life.

The fundamentals

Our values and attitudes

The values and attitudes that underpin and run throughout *Let's get real: Disability* are described in this section.

The descriptions express the fundamental values and attitudes that are shared across the disability sector. They are not intended to replace individual organisational value statements.

Values

Human rights

Every person working with disabled people upholds the human rights of disabled people, and their families and whānau.

Human rights include, but are not limited to, the right to:

- autonomy and self-determination
- be free from coercion
- be treated in a non-discriminatory way
- informed consent
- receive care and support that responds to the physical, psychological, spiritual, intellectual and cultural needs of disabled people.

Disabled people also have human rights relating to their gender, ethnicity and age. For example, the rights of disabled women, disabled youth, and disabled Māori, Pasifika and Asian people, and disabled people with a refugee background, warrant special attention, as these population groups experience multiple barriers and disadvantage.

The human rights of disabled people are protected in New Zealand law by the Treaty of Waitangi, the Human Rights Act 1993 and the Health and Disability Commissioner's Code of Rights. They are also protected internationally through the United Nations Convention on the Rights of Persons with Disabilities and the United Nations Declaration on the Rights of Indigenous Peoples.

Respect

Disabled people are the centre of practice. Respect for disabled people's dignity and diverse values is paramount. The values of each disabled person, and their family, whānau and communities, are the starting point for all work in disability.

Service

Being of service to disabled people, as well as delivering excellent services, is at the heart of

Let's get real: Disability. This includes working in partnership with disabled people at all levels and phases of service delivery, and the choice of services available and the actual delivery of services.

Let's get real: Disability is about working with disabled people, families and whānau to determine what a good life might look like and how this can be achieved. Central to this is ensuring that:

- disabled people lead decision-making and have control over their own lives (or where this is not possible, and it is appropriate, their families and whānau do it for them)
- services are tailored to achieve or realise disabled people's interests, preferences, goals and aspirations.

Communities

Every person working with disabled people values communities – the many places in which we all live, move and have our being – as pivotal in enabling disabled people to fully participate in society, and in strengthening families and whānau. Communities include a group of people considered collectively, a group of people living in a similar place or a group of people who share similar identities, characteristics or social values. They may, for example, include the Deaf community, people living in a place of detention, a local sporting community or a church community.

Relationships

Relationships are fundamental to all work in disability. Every person working with disabled people fosters positive and genuine relationships in all spheres of activity, including relationships with disabled people,

families, whānau, hapū and iwi, wider communities and other people who work in disability.

Attitudes

People working in disability demonstrate being:

- compassionate, caring, sensitive, understanding
- enabling, encouraging, accepting, supportive
- genuine, warm, friendly, fun
- honest, fair, sincere, trustworthy
- non-judgmental, non-discriminatory, uncritical
- open-minded, culturally aware, self-aware, innovative, creative, positive risk-takers

- optimistic, positive, enthusiastic, inspiring
 - patient, tolerant, flexible, accommodating
 - professional, accountable, reliable, responsible
 - resilient, emotionally strong, able to bounce back in the face of challenges
 - understanding, perceptive, considerate, responsive.
-

The seven Real Skills

Let's get real: Disability describes seven Real Skills that are shared by everyone working in disability, including administrative staff, support workers, whānau advisors and team leaders. The seven Real Skills are:

- working with disabled people
- working with Māori
- working with families and whānau
- working within communities
- challenging stigma and discrimination, and promoting value
- upholding law, policy and practice
- maintaining professional and personal development.

The Real Skills need to be read together to understand how they inter-relate and connect with one another. They cannot be read in isolation.

Likewise, working in disability involves using more than one Real Skill at any given time. Some roles involve direct contact with disabled people, while others are less direct, such as roles in finance or communications. However, the Real Skills apply across all spheres of working in disability and need to be considered in the context of each particular role.

Let's get real: Disability reflects this diversity of roles within the disability workforce. It also explicitly recognises that the disability workforce, and its leadership, includes disabled and non-disabled people, and that some people work in teams, while others may work alone.

The skills at a glance

Working with disabled people

Every person working in disability uses strategies to engage meaningfully, works in a disabled-person-driven manner and focuses on disabled people's aspirations and strengths.

Working with Māori

Every person working in disability contributes to whānau ora for Māori. This involves working in an holistic way and ensuring whānau leadership. Central to whānau ora is the importance of enhancing whānau capacity and enabling whānau to achieve their self-determined goals and aspirations.

Working with families and whānau

Every person working in disability encourages and supports families and

whānau to participate in enabling disabled people to live full lives and ensures that families and whānau, including the children of disabled people, have access to information, education and appropriate support.

Working within communities

Every person working in disability recognises that disabled people, and their families and whānau, are part of wider communities and seeks to promote social inclusion.

Challenging stigma and discrimination, and promoting value

Every person working in disability uses strategies to challenge stigma and discrimination, and promotes disabled people's value and contribution to society.

Upholding law, policy and practice

Every person working in disability upholds the Treaty of Waitangi, the United Nations Convention on the Rights of Persons with Disabilities, the United Nations Declaration on the Rights of Indigenous Peoples, the New Zealand Human Rights Act 1993, the Health and Disability Commissioner's Code of Rights, and other legislation, regulations, standards, codes and policies applicable to working in disability that are relevant to their role.

Maintaining professional and personal development

Every person working in disability actively reflects on their work and practice, and works in ways that enable others to enhance the capacity of disabled people, and families and whānau.

About the performance indicators

Each of the Real Skills has a broad definition and a set of performance indicators that describe what it involves.

The performance indicators are divided into four levels: essential, capable, enhanced and leader. The levels reflect the expectations for staff with different degrees of experience and responsibility within the disability workforce. In general, the essential and capable levels focus on the skills needed for staff involved in individual and family and whānau practice. The enhanced level focuses on the skills needed for overseeing practice and enhancing workforce capacity. The leader level focuses on the skills needed for guiding and developing organisational practice, managing service delivery, and contributing to local and national policy.

Each performance indicator builds on the one for the preceding level. For example, everyone who is working at the capable level will have the knowledge and skills required at the essential level; everyone working at the enhanced level will have the knowledge and skills required at the capable level; everyone working at the leader level will have the knowledge and skills required at the enhanced level – as appropriate to particular roles.

Essential

Applies to all staff working in disability regardless of their role or profession, or the organisation for whom they work.

Capable

Applies to all staff working in disability whose roles involve less complex skills and

knowledge, for example, disability support workers, community support workers and intensive support workers. Staff working at this level will need to demonstrate both the essential and capable levels of the seven Real Skills as appropriate to their role.

Enhanced

Applies to all staff working at an advanced or senior level, whose roles involve complex skills and knowledge, for example whānau advisors, complex support advisors,

professional practitioners and intensive support specialists. Staff working at this level will need to demonstrate the essential, capable and enhanced levels of the seven Real Skills, as appropriate to their role.

Leader

Applies to all staff who are team leaders, managers or service leaders. Staff working at this level will need to demonstrate the essential, capable and enhanced levels of the Real Skills, as appropriate to their role.

An aerial photograph of a river with vibrant blue water and lush green banks. The text 'The performance indicator tables' is overlaid in white, centered on the image.

The performance indicator tables

Every person working in disability works in partnership with and enables disabled people (and where appropriate, their family and whānau) to lead decision making and have control over their lives.

Every person working in disability uses strategies to engage meaningfully with disabled people, and focuses on disabled people's self-identified aspirations and strengths.

Every person working in disability recognises that people may have several impairments and face multiple disadvantages, which could include barriers relating to their gender, culture, ethnicity and age.

PERFORMANCE INDICATORS			
Essential	Capable	Enhanced	Leader
<p>Develops respectful relationships with the disabled person and communicates effectively</p> <p>Establishes a connection and positive relationship with the disabled person to understand their vision for a good life</p> <p>Has a flexible and creative approach to supporting the disabled person</p> <p>Promotes the rights, dignity and social inclusion of the disabled person</p>	<p>Develops strong connections and effective relationships with the disabled person</p> <p>Demonstrates trustworthy relationships and what it means to uphold the dignity of the disabled person</p> <p>Actively seeks to enhance opportunities that support full inclusion and participation of the disabled person in society</p>	<p>Provides staff education and leadership on, and models:</p> <ul style="list-style-type: none"> • effective and respectful communication and innovative approaches in all areas of service delivery • the principles of trustworthy relationships and what it means to uphold the dignity of the disabled person 	<p>Develops, resources, promotes and supports a service, protocols and systems that:</p> <ul style="list-style-type: none"> • are responsive to the aspirations, choices and needs of disabled people, and their families and whānau • ensure active participation and decision-making by disabled people (and, where appropriate, their families and whānau) in all matters that affect them

Essential	Capable	Enhanced	Leader
<p>Recognises that some people have multiple impairments and that this can include psychological challenges such as depression</p> <p>Demonstrates awareness of what a human rights approach means in day-to-day work</p>	<p>Understands and demonstrates cultural safety and responsiveness to Māori</p> <p>Promotes the rights, dignity and citizenship of disabled people, and uses a human rights approach in day-to-day work</p> <p>Works knowledgeably and flexibly with disabled people who have multiple impairments</p>	<ul style="list-style-type: none"> • the principles of citizenship (the right to full participation in all aspects of society on an equal basis with others) • a human rights approach • cultural safety and responsiveness to Māori • cultural safety and responsiveness to Pasifika • cultural safety and responsiveness to people with a refugee background and migrants 	<ul style="list-style-type: none"> • promote respectful and effective communication • promote the rights, dignity and citizenship of disabled people at a systemic level • promote a human rights approach both within the organisation and externally • are compliant with current best practice, including whānau ora • are culturally safe and ensure organisational practices that are responsive to Māori

Essential	Capable	Enhanced	Leader
		<p>Proactively and respectfully creates ways of working with people who have multiple impairments</p> <p>Has knowledge of disabled people's organisations (appropriate to role)</p>	<ul style="list-style-type: none"> • are culturally safe and ensure organisational practices that are responsive to Pasifika, people with a refugee background and migrants • are creative, innovative and inspiring • are provided in a holistic manner and cater to people with multiple impairments <p>Ensures there are explicit relationships and partnerships with disabled people's organisations</p>

Essential	Capable	Enhanced	Leader
<p>Aware of age appropriate, developmentally appropriate, life-stage appropriate, and culturally appropriate knowledge, protocols and processes to work with disabled people</p> <p>Acknowledges and is respectful of the personal, physical, social, cultural and spiritual strengths and needs of each person, and their interpretation of their own experiences</p>	<p>Demonstrates understanding of age appropriate, developmentally appropriate, life-stage appropriate, and culturally appropriate knowledge, protocols and processes to work with disabled people</p> <p>Demonstrates knowledge and understanding of the social, cultural, psychological, spiritual and physical context of disabled people's lives</p>	<p>Models and facilitates access to education about: age appropriate, developmentally appropriate, life-stage appropriate, and culturally appropriate knowledge, protocols and processes to work with disabled people</p> <p>Ensures knowledge of the social, cultural, psychological, spiritual and physical context of disabled people's lives are part of everyday practice</p>	<p>Ensures systems, processes, protocols and policies endorse knowledge of:</p> <ul style="list-style-type: none"> • age appropriate, developmentally appropriate, life-stage appropriate, and culturally appropriate practice • the social, cultural, psychological, spiritual and physical context of disabled people's lives <p>Ensures systems, processes, protocols and policies endorse appropriate tikanga</p>

Essential	Capable	Enhanced	Leader
<p>Engages flexibly with each disabled person and their community, and maximises available resources</p> <p>Acknowledges the importance of identity for Māori and its significance to the achievement of whānau ora</p> <p>Acknowledges that disabled people and whānau may choose to communicate in te reo Māori</p> <p>Acknowledges that deaf people may wish to communicate in New Zealand Sign Language</p>	<p>Connects disabled people and their families and whānau with cultural support and expertise when appropriate, for example, te reo Māori, karakia, kaumātua and kaupapa Māori services</p>	<p>Ensures staff access to cultural support and expertise, for example, te reo Māori, karakia, kaumātua and kaupapa Māori services</p>	

Essential	Capable	Enhanced	Leader
Acknowledges the diverse forms of communication that are critical to a person's wellbeing (including for example alternative formats, augmented communication and supported decision-making)			
<p>In day-to-day work, applies understanding of:</p> <ul style="list-style-type: none"> • community participation • opportunities that support social inclusion and being full citizens • current best practice and whānau ora 	<p>In day-to-day work, applies in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> • community participation • opportunities that support social inclusion and being full citizens 	<p>Models and facilitates staff education about:</p> <ul style="list-style-type: none"> • community participation • current best practice and whānau ora 	<p>Ensures that organisational systems, processes, protocols and policies endorse and enhance:</p> <ul style="list-style-type: none"> • community participation • current best practice and whānau ora

Essential	Capable	Enhanced	Leader
<ul style="list-style-type: none"> • healthy lifestyles • different types of impairments • the impact of particular impairments and disability on people's lives • the impact of multiple impairments 	<ul style="list-style-type: none"> • current best practice and whānau ora • processes that facilitate participation and the joint development of plans based on an holistic approach • different types of impairments, and the impact of impairments and disability on people's lives • the impact of multiple impairments on people's lives • communication needs and options 	<ul style="list-style-type: none"> • the meaning of citizenship and the importance of actively enhancing opportunities that support full citizenship • processes that facilitate participation and the joint development of comprehensive plans based on an holistic approach • different types of impairments, and the impact of impairments and disability on people's lives 	<ul style="list-style-type: none"> • the meaning of citizenship and the importance of actively enhancing opportunities that support full citizenship • participation and the joint development of comprehensive plans based on an holistic approach • understanding of and responsiveness to different types of impairments, and the impact of impairments and disability on people's lives

Essential	Capable	Enhanced	Leader
	<ul style="list-style-type: none"> • behaviour supports • a range of supports and interventions • the impact of impairments on physical and mental health 	<ul style="list-style-type: none"> • the impact of multiple impairments on people's lives • communication needs and options • behaviour supports • a range of evidence-informed supports and interventions • the impact of impairments on physical and mental health 	<ul style="list-style-type: none"> • understanding of and responsiveness to the impact of multiple impairments on people's lives • understanding of and responsiveness to the impact of multiple impairments on people's lives • understanding of and responsiveness to communication needs and options • behaviour supports • a range of evidence-informed supports and interventions • the impacts of impairments on physical and mental health

Essential	Capable	Enhanced	Leader
Is aware of models of abuse and neglect, ensures the prevention of abuse and neglect, and is aware of the physical, social and emotional effects of abuse and neglect, including trauma	Uses current best practice to prevent, identify, and assist people who have been abused and/or neglected including the impacts of trauma arising from abuse and neglect	Provides staff education about models of abuse and neglect, and ensures all staff use current best practice to prevent, identify, and assist people who have been abused and/or neglected, and to work effectively with the impacts of trauma arising from abuse and neglect	<p>Develops robust organisational systems and processes that:</p> <ul style="list-style-type: none"> • reflect holistic approaches • reflect current best practice to prevent abuse and neglect • reflect current best practice to support people who have been abused and/or neglected, and in relation to trauma • ensure an immediate and appropriate response to abuse and neglect • facilitate an easy, prompt, safe and transparent feedback and complaints process

Essential	Capable	Enhanced	Leader
Is aware of the importance of disabled-person-driven plans for achieving a good life	Proactively works with each disabled person, and where appropriate their family or whānau, to develop and implement plans that are disabled-person-driven and work towards achieving a good life	Proactively works with the disabled person, and where appropriate their family or whānau, and actively enables other staff to monitor and review plans to achieve a good life	Ensures systems, processes and practices reflect a disabled-person-driven philosophy, with the goal of leading a good life
Effectively and inclusively works with each disabled person to achieve plans, and facilitates access to relevant information	Works in a flexible and innovative way with each disabled person, and where appropriate their family or whānau, to achieve plans and facilitate access to information	Proactively works with the disabled person, and where appropriate their family or whānau, and actively enables other staff to achieve plans, access information, and ensure current best practice interventions and service provision, and implements measures to ensure feedback on these things	Ensures implementation of systems, processes and practices that reflect: <ul style="list-style-type: none"> • a disabled-person-driven approach • current best practice • the most effective interventions • the best quality and most effective service provision

Essential	Capable	Enhanced	Leader
Ensures disabled people lead decision-making (and where appropriate, their families or whānau), especially about interventions and service provision, and seeks feedback about the effectiveness of these services and interventions			<ul style="list-style-type: none"> • feedback on the quality and effectiveness of interventions and services

Real Skill 2: Working with Māori

Every person working in disability contributes to whānau ora for Māori.

PERFORMANCE INDICATORS			
Essential	Capable	Enhanced	Leader
<p>Recognises that disabled people may consider waiata, karakia and te reo Māori as contributors to their wellbeing and living a good life</p> <p>Uses available resources, such as te reo Māori speakers, and information written in both English and te reo Māori when appropriate</p>	<p>Understands that speakers of te reo Māori may use metaphors to describe their situation</p>	<p>Works in a proactive way to ensure Māori can communicate in ways that are consistent with their preferences</p>	<p>Actively promotes and ensures the availability of funding and resources to:</p> <ul style="list-style-type: none">• ensure easy access to te reo Māori speakers and information written in both English and te reo Māori• support staff and the service to integrate te ao Māori and te reo Māori into service delivery

Essential	Capable	Enhanced	Leader
Understands that disabled people and their whānau may wish to nominate a person to speak on their behalf, and supports the involvement of nominated speakers			Actively supports systems, processes, policies and practice that reflect appropriate kaupapa for Māori
Is familiar with local Māori groups (e.g. mana whenua), and their roles, responsibilities and relationships with each other, as guardians of Māori cultural knowledge and te reo Māori Demonstrates respect for te reo Māori and tikanga	Uses knowledge of local Māori groups (e.g. mana whenua), and their roles, responsibilities and relationships with each other, as guardians of Māori cultural knowledge and te reo Māori	Establishes and maintains connections with local Māori groups, and demonstrates understanding of their roles, responsibilities and relationships with each other, as guardians of Māori cultural knowledge and te reo Māori	Develops and maintains relationships and partnerships with local Māori Uses local Māori to verify the relevance and common practice of te reo Māori

Essential	Capable	Enhanced	Leader
Demonstrates effective communication and engagement that promotes early service access for Māori			Puts strategies in place to ensure Māori disabled people and staff know how to access Māori responsive services, kaumātua, kaimahi Māori and cultural interventions (e.g. rongoā, tohunga)
Whakawhanaunga Recognises and understands the different roles and responsibilities within whānau and the nature of whānau relationships with a disabled person	Applies knowledge and understanding of the different roles and responsibilities within whānau and the nature of whānau relationships with a disabled person	Engages whakawhanaunga processes with whānau Actively promotes Māori methods of interaction that support relationships, particularly with whānau (such as 'Nō hea koe?' or 'where do you come from?') and tātai (establishing links)	

Essential	Capable	Enhanced	Leader
Aware of Māori methods of interaction that support relationships, particularly with whānau (such as 'Nō hea koe?' or 'where do you come from?') and tātai (establishing links)	Uses Māori methods of interaction that support relationships, particularly with whānau (such as 'Nō hea koe?' or 'Where do you come from?') and tātai (establishing links)		<p>Promotes an environment that:</p> <ul style="list-style-type: none"> • is conducive to effective service delivery processes for whānau and significant others, for whānau hui and assessments of a disabled person's needs (e.g. at an appropriate time of day or evening, with sufficient time, and in an appropriate place) • supports whakawhanaunga processes
Understands that some disabled people may be disconnected from their whānau	Engages with disabled people's self-identified whānau	Actively promotes engagement with disabled people's self-identified whānau	

Essential	Capable	Enhanced	Leader
			Ensures organisational systems and processes reflect a broad concept of whānau and include the disabled person's self-identified significant others
Hauora Māori Develops an understanding of Māori models or perspectives of hauora in service delivery Acknowledges that Māori may consider using traditional healing processes and practices that support health and wellbeing	Incorporates Māori models of hauora in service delivery Is familiar with local resources and promotes access to them to support choices and whānau ora	Models the use of and facilitates staff access to education about: <ul style="list-style-type: none"> • Māori models of hauora • local resources and support choices • ways to optimise the physical, social, cultural, spiritual and mental dimensions of wellbeing 	Promotes and provides for processes and practices that meet cultural requirements, such as: <ul style="list-style-type: none"> • use of whānau ora principles and philosophy • use of Māori models of hauora • resource allocation and prioritisation to reduce Māori health inequalities

Essential	Capable	Enhanced	Leader
	<p>Uses interventions with the disabled person and their whānau that optimise the physical, social, cultural, spiritual and mental dimensions of wellbeing</p>	<ul style="list-style-type: none"> the Treaty of Waitangi and application of the Treaty in day-to-day work <p>Gathers outcomes information that indicates Māori and whānau satisfaction</p>	<ul style="list-style-type: none"> activities that measure the cultural effectiveness of performance and service delivery outcomes information that indicates Māori and whānau satisfaction measures to uphold the principles of the Treaty of Waitangi and apply them in organisational policy and practice, and across service delivery
<p>Understands that a disabled person and their whānau may use whenua, moana and ngahere in the support of whānau ora</p>	<p>Demonstrates knowledge of whenua, moana and ngahere, when appropriate, in the support of whānau ora</p>	<p>Models use of and facilitates staff access to education about whenua, moana and ngahere in the support of whānau ora</p>	<p>Promotes and provides for processes, practices and resources that facilitate knowledge about whenua, moana and ngahere in the support of whānau ora</p>

Essential	Capable	Enhanced	Leader
<p>Demonstrates an understanding of the principles of tino rangatiratanga (self-determination) and mana motuhake (autonomy) and actively protects disabled people's rights</p> <p>Respects the relationship between the government and tangata whenua, and upholds the principles of the Treaty of Waitangi</p>	<p>Recognises and actively supports the resourcefulness and capacity of disabled people and their whānau</p>	<p>Models use of and facilitates staff access to education about whānau ora principles and philosophy</p>	<p>Promotes and provides for processes, practices and resources that facilitate knowledge about whānau ora principles and philosophy</p>

Essential	Capable	Enhanced	Leader
Wairua Acknowledges differing spiritual practices and understands that these unique perspectives contribute to the support of disabled people and whānau ora	Understands concepts and perceptions of Māori spirituality and the role and function of Māori spiritual practices in the support of disabled people and whānau ora	Demonstrates understanding of and facilitates staff access to education about concepts and perceptions of Māori spirituality, and the role and function of Māori spiritual practices in the support of disabled people and whānau ora	Promotes and provides for resources that support: <ul style="list-style-type: none"> • Māori-responsive interventions and processes to meet the wairua needs of disabled people, their whānau and staff • staff access to kaumātua and kaimahi Māori to support whānau ora

Essential	Capable	Enhanced	Leader
<p>Tuakiri tangata Acknowledges the importance of identity as Māori to the disabled person and the process of whānau ora</p> <p>Demonstrates knowledge and application of cultural safety and cultural competence in terms of working with Māori</p>	<p>Is aware of available kaupapa Māori interventions, and supports the choice of disabled people and their whānau to engage in Māori-responsive services and activities that optimise cultural linkages and whānau connectedness</p>	<p>Actively uses available kaupapa Māori interventions, and supports the choice of disabled people and their whānau to engage in Māori-responsive services and activities that optimise cultural linkages and whānau connectedness</p>	<p>Promotes and supports:</p> <ul style="list-style-type: none"> • interventions and services to emphasise cultural linkages and whanaungatanga in practice • staff access to wānanga and training that enhances knowledge and understanding of tuakiri tangata and its importance to relationships

Essential	Capable	Enhanced	Leader
<p>Manaaki Acknowledges the significance of hospitality, respect and kindness to the processes of engagement and whakamana, which contribute to whānau ora</p>	<p>Employs manaaki in hosting, working with and supporting disabled people and their whānau, including when working with community agencies and organisations. Examples of manaaki are working together with disabled people and their whānau in developing plans, and hosting disabled people and their whānau with respect and dignity</p>	<p>Models and actively promotes manaaki in all work with Māori</p>	<p>Promotes and supports:</p> <ul style="list-style-type: none"> • understanding of manaaki and its significance when working with disabled people and their whānau • the manaaki of the community being engaged with • staff learning and professional development about applying manaaki in practice

Real Skill 3: Working with families and whānau

Every person working in disability encourages and supports families and whānau to participate in the lives of disabled people (where appropriate and consent is given by the disabled person), and ensures that families and whānau, including the children of disabled people, have access to information, education and support.

PERFORMANCE INDICATORS			
Essential	Capable	Enhanced	Leader
<p>Understands that a disabled person's family and whānau may extend beyond traditional concepts of a family (such as the 'nuclear family')</p> <p>Understands that the definition of 'family' may include people who the disabled person has chosen as family, rather than 'blood' relatives</p>	<p>Respectfully engages with whoever the disabled person recognises as their family or whānau (and only with the disabled person's permission)</p>	<p>Models best practice and facilitates staff education in relation to:</p> <ul style="list-style-type: none"> whānau ora, and ways to enhance whānau capacity and engage meaningfully with Māori ways to ensure the recognition, support, and participation of family and whānau 	<p>Develops robust service systems, based on current best practice, and feedback mechanisms, that:</p> <ul style="list-style-type: none"> ensure the participation and support of family and whānau actively support whānau ora and enhance whānau capacity

Essential	Capable	Enhanced	Leader
Understands that Māori have processes that promote and support the establishment of relationships through kinship, genealogy, history and geographical location	Demonstrates respect for and facilitates access to processes for Māori that promote and support the establishment of relationships through kinship, genealogy, history and geographical location	<ul style="list-style-type: none"> ways to foster effective relationships with whānau, hapū and iwi and communities, in order to support a disabled person's wellbeing (as appropriate to role) 	<ul style="list-style-type: none"> recognise and respond to the strengths and needs of families and whānau ensure specific provisions to identify and develop relationships with Māori <p>Actively fosters and maintains relationships with whānau, hapū and iwi and communities, to support disabled people's wellbeing</p>

Essential	Capable	Enhanced	Leader
<p>Establishes a positive connection with family and whānau, as part of a thorough assessment process and planning</p> <p>Works with family and whānau in such a way that families and whānau feel heard, informed and supported</p> <p>Shares relevant information with family and whānau, while respecting the disabled person's right to privacy</p> <p>Is aware of family and whānau perspectives, including relationship dynamics within families and whānau</p>	<p>Is able to explain to family and whānau the options available to them and appropriate interventions</p> <p>Facilitates family and whānau:</p> <ul style="list-style-type: none"> • access to relevant information and resources • input into and inclusion in the disabled person's plans • participation in effective family meetings <p>Respectfully listens to and engages with family and whānau perspectives</p>	<p>Models current best practice and facilitates staff education in relation to:</p> <ul style="list-style-type: none"> • the diverse options and latest interventions available • the latest most accessible information and resources • disabled-person-led, and family or whānau-led planning • knowledge about group dynamics and how this applies to effectively engaging with families and whānau 	<p>Promotes organisational systems, strategies, policies and processes, and ensures adequate resources are available to ensure:</p> <ul style="list-style-type: none"> • current best practice is used across the organisation • diverse options and the latest interventions are available • the latest information and appropriate resources are available

Essential	Capable	Enhanced	Leader
Identifies those who can provide support within the community, including hapū and iwi	<p>Demonstrates understanding of the dynamics of family and whānau relationships, and works accordingly with the disabled person</p> <p>Identifies those who can provide support within the community, including hapū and iwi, and connects family and whānau with them as appropriate</p>	<ul style="list-style-type: none"> ways to effectively engage communities, remain abreast of community developments, and tap into the resources available in communities 	<ul style="list-style-type: none"> the most effective processes to engage with communities and sustain effective relationships over time are used

Real Skill 4: Working with communities

Every person working in disability recognises that disabled people and their families and whānau are part of a wider community, including communities of people who have things in common, such as the Deaf community.

PERFORMANCE INDICATORS			
Essential	Capable	Enhanced	Leader
Understands how the disability system works and where their disability service fits within it Enables a disabled person to identify their community or communities of interest and to develop or maintain connections with them	Demonstrates knowledge of the impact of current disability-related policies at the community level	Promotes understanding of and facilitates staff and community education about national and local disability related policies	Ensures current disability-related policies at a national and local level are embedded in organisational systems, strategies, processes and practices

Essential	Capable	Enhanced	Leader
Recognises that disabled people live within a wider network of structures such as whānau, hapū, iwi and broader Māori communities			Actively networks and collaborates across sectors, including for example, with disability, education, whānau ora, health and social service providers, community agencies, local bodies and national organisations to ensure services are meeting the needs of disabled people
Demonstrates a comprehensive knowledge of community services, resources and organisations and actively supports disabled people to use them	Forms effective working relationships with key support agencies in the community, including whānau, hapū and iwi	Models, promotes and facilitates access to education relating to a social model of disability, within services and communities, as appropriate	Actively promotes, supports and involves communities to understand a social model of disability Ensures this approach is embedded in organisational systems strategies, policies and practices

Essential	Capable	Enhanced	Leader
Understands and uses a social model of disability	Actively demonstrates understanding of a social model of disability	Models, promotes and facilitates staff access to education relating to a social model of disability	Provides appropriate resources to ensure ongoing staff education about a social model of disability

Real Skill 5: Challenging stigma and discrimination

Every person working in disability understands the key principles of the Treaty of Waitangi (the Treaty), the United Nations Convention on the Rights of Persons with Disabilities (the Convention), New Zealand's Human Rights Act 1993 (the Act), and the Health and Disability Commissioner's Code of Rights (the Code), as these documents apply to stigma and discrimination.

Stigma means a set of negative and often unfair beliefs held about a particular group of people. Discrimination refers to unfairly treating a person, or group of people, differently from other people.

All staff use strategies, appropriate to their role, to challenge stigma and discrimination wherever it is experienced, and promote the inherent dignity, value and human rights of disabled people.

PERFORMANCE INDICATORS

Essential	Capable	Enhanced	Leader
<p>Understands the impact of stigma and discrimination on disabled people, families and whānau, services and communities</p> <p>Understands and acknowledges the impact of language in relation to stigma and discrimination, and uses language that is non-judgmental and non-discriminatory</p>	<p>Actively demonstrates understanding of stigma and its impacts, and promotes non-discrimination in all areas of work</p> <p>Actively applies knowledge of the Convention, the Act and the Code, and challenges stigma and discrimination as part of everyday practice</p> <p>Promotes disabled people's dignity, inherent value, and contribution to society, as part of everyday practice</p>	<p>Models and applies a comprehensive knowledge of, and promotes and ensures ongoing staff education and training in relation to matters affecting disabled people's human rights, including:</p> <ul style="list-style-type: none"> • the Treaty • the Convention • the Act • the Code • stigma and discrimination and its impacts on disabled people, their families and whānau, and communities 	<p>Ensures all organisational policies, systems, strategies and practices are non-discriminatory and consistent with the Treaty, the convention, the Act, and the Code</p> <p>Ensures adequate and ongoing resources are available for staff education and training relating to non-discriminatory practice</p>

Essential	Capable	Enhanced	Leader
<p>Challenges stigma and discrimination, and promotes social inclusion and the dignity and value of disabled people, as part of everyday practice</p> <p>Understands the intersections of discrimination relating to gender, ethnicity, age and sexual orientation</p>	<p>Promotes disabled people's dignity, inherent value, and contribution to society, as part of everyday practice</p> <p>Demonstrates understanding and remains aware of the intersections of discrimination relating to gender, ethnicity, age and sexual orientation</p>	<ul style="list-style-type: none"> disabled people's dignity, inherent value, and contribution to society the multiple intersections of discrimination, and resulting barriers and layers of disadvantage <p>Promotes understanding of and models non-discriminatory attitudes, behavior and practice in all areas of work</p> <p>Challenges and assists others to recognise stigma and discrimination</p>	<p>Ensures that the organisational culture, including one's own attitudes and behaviour, are non-discriminatory in all aspects of work, internally and externally</p> <p>Promotes understanding of disabled people's dignity and inherent value to society, and promotes leadership by disabled people</p>

Essential	Capable	Enhanced	Leader
	Challenges others and uses strategies to reduce stigma and discrimination (that are role appropriate), including promoting and facilitating social inclusion, and encouraging respect towards disabled people within services, families, whānau, and communities		<p>Ensures organisational policies, systems, strategies and practices reflect awareness of and action to reduce the impact of multiple intersections of discrimination</p> <p>Uses strategies to raise awareness, and educates and supports services, families, whānau, and communities to eliminate stigma and discrimination</p>

Real Skill 6: Upholding law, policy and practice

Every person working in disability implements relevant international conventions and declarations, and national legislation, regulations, standards, codes and policies (appropriate to their role), in a way that enables disabled people to realise their full human rights and achieve a good life.

In particular, every person upholds the Treaty of Waitangi (the Treaty), the United Nations Declaration on the Rights of Indigenous Peoples (the Declaration), the United Nations Convention on the Rights of Persons with Disabilities (the Convention), the New Zealand Human Rights Act 1993 (the Act), the Health and Disability Commissioner's Code of Consumers' Rights (the Code), a social model of disability, and whānau ora philosophy and practice.

PERFORMANCE INDICATORS			
Essential	Capable	Enhanced	Leader
<p>Is familiar with and actively learns about ways to ensure the rights of disabled people and their families and whānau are upheld, in relation to:</p> <ul style="list-style-type: none"> • the human rights dimensions of the Treaty • the general principles of the Convention • the Declaration • the Act, as it relates to disabled people • the Code • the social model of disability • whānau ora 	<p>Demonstrates understanding and adherence to the intent and implications of key conventions, declarations and legislation</p> <p>Demonstrates understanding of regulations, standards codes, policy and practice relevant to work in disability</p> <p>Implements the Code as routine practice, and demonstrates ethical decision-making in all work associated with disabled people, and their families and whānau</p>	<p>Models application of, promotes to professional bodies, and facilitates staff education relating to relevant conventions, declarations, legislation, regulations, standards, codes, policy and practice</p> <p>Promotes education about the importance of the Code, and models ways staff can enable disabled people and their families and whānau to exercise their rights</p>	<p>Proactively and positively contributes to legislative change (nationally and internationally) and national policy development that reflects the Treaty, the Convention, the Act, the Code, the social model of disability, and whānau ora</p> <p>Creates organisational systems and a culture that reflects respect for the human rights and inherent dignity of disabled people</p> <p>Creates organisational systems and processes that ensure quick, safe and effective feedback and complaints processes</p>

Essential	Capable	Enhanced	Leader
<p>Is aware of policy, legislation and standards of practice that recognise the significance of te reo Māori, and Māori concepts, world views and models of practice (e.g. Te Whare Tapa Whā or Te Wheke) that are consistent with whānau ora</p> <p>Is aware of New Zealand Sign Language as an official language, and supports its use</p> <p>Supports and assists disabled people to exercise their rights</p>	<p>Understands health and disability policy, legislation and standards of practice that recognise te reo Māori, and Māori concepts, world views and models of practice that are consistent with achieving whānau ora</p>	<p>Proactively demonstrates the principles of, and promotes staff education relating to, health and disability policy, legislation and standards of practice that recognise te reo Māori, and Māori concepts, world views and models of practice that are consistent with achieving whānau ora</p>	<p>Demonstrates organisational leadership and provides appropriate resources to ensure use of health and disability policy, legislation and standards of practice that recognise te reo Māori, Māori concepts, world views and models of practice consistent with achieving whānau ora</p>

Real Skill 7: Maintaining professional and personal development

Every person working in disability actively reflects on the way they work, communicate and engage with disabled people and their families and whānau, and with others working in disability to enable disabled people to achieve their self-identified goals and aspirations, and attain a good life

PERFORMANCE INDICATORS			
Essential	Capable	Enhanced	Leader
<p>Understands a disabled-person-driven approach and social model of disability</p> <p>Works in a team in a positive, respectful and effective way by understanding team roles and accommodating different working styles</p>	<p>Actively demonstrates a disabled-person-driven approach and social model of disability</p> <p>Works in a positive and respectful way and facilitates collaborative working with other team members</p>	<p>Proactively models a disabled-person-driven approach and social model of disability</p> <p>Provides role clarity, and models collaborative working relationships</p> <p>Models and facilitates access to staff education relating to effective communication and meaningful engagement with others</p>	<p>Leads, resources and nurtures an organisational and/or team environment that:</p> <ul style="list-style-type: none">• articulates a clear, disabled-person-focused vision for the service and a social model of disability• provides role clarity (both individual and team)

Essential	Capable	Enhanced	Leader
			<ul style="list-style-type: none"> • encourages synergy with others working in disability • encourages cross-sector collaboration
<p>Communicates effectively (e.g. verbally, in writing, when listening, using non-verbal communication, and using disability-specific methods), with a wide range of people</p> <p>Pronounces Māori names and words correctly and asks when unsure</p>	<p>Understands complex and multifaceted communication processes</p>	<p>Manages complex and multifaceted communication processes</p>	

Essential	Capable	Enhanced	Leader
<p>Understands how research and evaluation can be of use to work in disability</p> <p>Gathers and uses information to inform decisions relevant to their role</p>	<p>Is familiar with current research and evaluation in the disability and related sectors</p> <p>Collects good-quality information and uses it in decision-making, with a focus on improving outcomes for disabled people</p>	<p>Understands research and evaluation and the benefits of these to ensuring current best practice</p> <p>Actively seeks out information relevant to their role, to assist planning and quality improvement, with a focus on developing improved practices and processes to ensure quality outcomes for disabled people</p>	<p>Ensures that processes and activities are in place to guide research and evaluation that foster innovation and effective disabled-person-driven, outcomes-focused service delivery</p> <p>Uses information to assist planning and quality improvement, with a focus on improved quality outcomes for disabled people at a systemic level</p>

Essential	Capable	Enhanced	Leader
<p>Engages with colleagues to give and receive constructive feedback</p> <p>Understands and practises self-care</p>	<p>Participates in professional and personal development through feedback, supervision, appraisal and reflective practice</p>	<p>Models and ensures practices and processes that are conducive to a healthy workplace, and team and organisational culture (as appropriate to the work context), whether working alone, in a team or in a large organisation</p>	<p>Creates a healthy workplace and organisational culture that encourages and supports the professional development of individuals and teams, as well as personal development</p>
<p>Reflects on own practice to identify strengths and needs</p> <p>Understands and engages in supervision</p> <p>Seeks and takes up learning opportunities</p>	<p>Supports colleagues to achieve goals and meet challenges</p> <p>Keeps up-to-date with changes in practice and participates in life-long learning</p>	<p>Provides coaching, support and constructive feedback, and challenges staff to enable them to reach their full potential</p> <p>Models current best practice and remains abreast of bicultural and international developments</p>	<p>Takes a leadership role and ensures coaching, support and constructive feedback are given to staff at all levels, in order to enhance workforce quality, capacity and capability</p> <p>Ensures adequate resources are available for staff education and training</p>

Glossary

Aroha

Love, compassion, empathy, sympathy.

Community

The people living in a particular area, or people who are considered as a unit because of a common nationality, culture, occupation, belief, interest or experience.

Citizen

The position of being a legally recognised subject or national of a state or commonwealth (for example, 'a New Zealand citizen').

Culture

The shared attitudes, beliefs, values, experiences and practices of groups in society.

Discrimination

Unfairly treating a person or group of people differently from others.

Family

Relatives, whānau, partners, friends or others nominated by the disabled person.

Genealogy

The ancestry of a person, family or group.

Geographical

Of or pertaining to geography, or to the natural features or population of a region or regions.

Hauora

Health and wellbeing.

Hapū

Clans or descent groups.

Hui

Meeting, gathering.

Iwi

Tribe or largest groups of people that descend from a common ancestor or waka.

Kaimahi

Worker, staff, employee.

Karakia

Prayer, incantation, invocation, blessing, spiritual protection.

Kaumātua

Respected elder; older person.

Kaupapa

Philosophy, foundation, platform, theme, plan.

Kawa

Protocol, etiquette, sacred ritual.

Kinship

Connection by blood, marriage, or adoption; family relationship.

Mana whenua

The customary authority exercised by the tangata whenua in an identified area.

Manaaki

This is the expression of love and hospitality towards others and the act of taking care of them.

Metaphor

A figure of speech in which a word or phrase is applied to an object or action.

Moana

The sea and great lakes.

Ngahere

The bush; forest.

Rongoā Māori

Rongoā is traditional Māori medicine. It comprises diverse practices and an emphasis on the spiritual dimension of health. Rongoā includes herbal remedies, physical therapies such as massage and manipulation, and spiritual healing.

Stigma

A set of negative and often unfair beliefs that a society or group of people have about something or someone.

Te Ao Māori

The Māori World.

Te reo Māori

Māori language. Te reo Māori is at the heart of Māori culture and identity.

Tātai

In Māori knowledge, all the world is believed to be related. People, birds, fish, trees and the natural environment are all members of a cosmic family. This linking is referenced and explained in tātai or genealogies and their recitation.

Tikanga

Code of conduct, method, plan, custom, the right way of doing things.

Tino rangatiratanga

Rangatiratanga refers to chieftainship. The word tino means very, full, total, absolute. So tino rangatiratanga means total control, responsibility, full authority, absolute sovereignty.

Tohunga

The term derives from 'tohu', meaning to guide or direct; it also comes from an alternative meaning of 'tohu' (sign or manifestation) meaning appointed one. The term tohunga is also used for an expert in a particular field.

Tuakiri tangata

Persona, personality and identity. Tuakiri tangata embraces aspects of mauri, hinengaro, auahatanga, whatumanawa, tinana, wairua, pūmanawa, mana, tapu and noa.

Waiata

Sing, chant, song.

Wairua

Spiritual dimension. For many, the spiritual affects how people feel and how they respond.

Whakawhanaunga

A process of establishing relationships, relating well to others.

Wānanga

Learning, discussion, ponder, contemplate.

Whakamana

Empower, enable.

Whānau

Often defined as family and to give birth, whānau has been proposed as a key component of Māori identity and the healing process. Whānau describes groups interconnected by kinship ties. In modern times, groups use whānau to encompass their common purpose and whānau values.

Whānau ora

Māori families achieving maximum health and wellbeing.

Whanaungatanga

Wider relationships. Whanaungatanga is kinship in its broadest sense and concerns itself with the process of establishing and maintaining links and relationships.

Whenua

Land, placenta.

Sources:

Keri Opai, te reo Māori/tikanga consultant to Te Pou

Te Whare o Tiki (Matua Raki and Te Pou, 2013)

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