



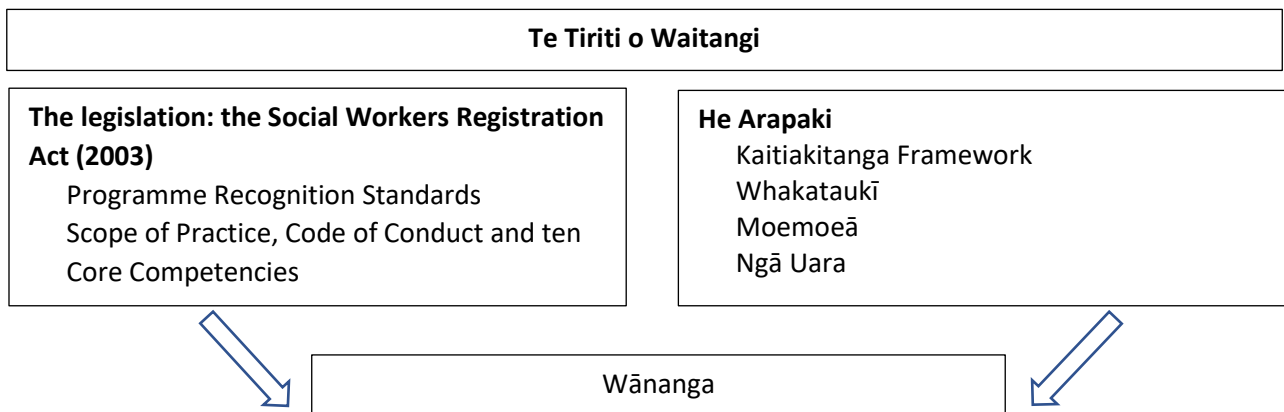
# Social Workers Registration Board

Kāhui Whakamana Tauwhiro

## WĀNANGA FOR THE REVIEW OF THE SWRB PROGRAMME RECOGNITION STANDARDS:

### KAUPAPA TUKU IHO/KEY RESOURCE DOCUMENTS & GUIDING QUESTIONS

Two strands form the resource documents: the legislative mandate for programme recognition standards (including the standards themselves, and the Scope of Practice) and associated SWRB statements of standards such as the Code of Conduct and the 10 Core Competencies; and the concepts that fall out of He Arapaki, the SWRB Māori Strategy. Together they inform the key focal points for the wānanga. Overarching both strands is te Tiriti o Waitangi.



**The Kaitiakitanga Framework** was developed in 2015-16 by tangata whenua social workers to provide a cultural approach to underpin and inform social workers' competence to work with Māori. Its importance extends beyond competence assessment in the way that it constructs a Tiriti-based framework for social work in Aotearoa. The Kaitiakitanga Framework has four takepū (applied principles) that may help to frame the discussion in the wānanga for the programme recognition standards review.

- Kaitiakitanga - safe stewardship, guardianship and protection
- Rangatiratanga – to lead, advocate for, facilitate and act with integrity
- Manaakitanga - to engage in mana-enhancing relationships through the demonstration of care, mutual respect, hospitality, generosity and aroha
- Whānaungatanga - to purposefully connect and strengthen mutual and sustainable relationships

<https://swrb.govt.nz/about-us/news-and-publications/publications/#Kaitiakitanga-framework>

## **The legislation: the Social Workers Registration Act (2003)**

The Social Workers Registration Board prescribes qualifications to practise social work within the general scope of practice.

When prescribing qualifications, the Board must be guided by the following principles:

*(a) a qualification (either on its own or together with 1 or more other prescribed qualifications) must be necessary to protect the public.*

*(b) the number and types of qualifications prescribed for a scope of practice must not be so limited as to unnecessarily restrict the registration of persons as social workers:*

*(c) the qualifications (in total) prescribed for a scope of practice must not impose undue costs on persons seeking to be registered as social workers or the public.*

Students who complete prescribed qualifications have the skills and knowledge to be able to practise as a social worker within the general scope of practice.

Achieving a prescribed qualification entitles a graduate to apply to be registered to practise social work.

## **Programme Recognition Standards (PRS)**

<https://swrb.govt.nz/educators/>

The Programme Recognition Standards enable the SWRB to prescribe qualifications for social work in Aotearoa New Zealand: these are what are under current review.

The Board uses PRS to assess education providers to ensure they deliver a social work degree that

- meets the principles under the Act and the scope of practice.
- That enables graduates to meet professional standards for entry into the social work profession such as the Code of Conduct and the Ten Core Competencies.

## Scope of Practice, Code of Conduct and the Ten Core Competencies

The Scope of Practice (<https://swrb.govt.nz/practice/scope-of-practice/>) was required by changes to the SWRA (2003), and provides a high-level description of social work in Aotearoa that enables a shared identity and common understanding of social work, underpinned by Te Tiriti o Waitangi.

The Code of Conduct (<https://swrb.govt.nz/practice/code-of-conduct/>) lays out the professional standards of behaviour, integrity and conduct that apply to registered social workers and that should apply generally in the social work profession.

The Ten Core Competencies (<https://swrb.govt.nz/practice/core-competence-standards/>) reflect practice standards accepted in social work in Aotearoa. The requirements of the Social Workers Registration Act 2003, the International Federation of Social Workers definition of social work and the ANZASW standards of practice have informed the SWRB in determining these standards, which are further strengthened by the Kaitiakitanga Framework. These competence standards are to be read in conjunction with the SWRB Code of Conduct and the ANZASW Code of Ethics. These standards identify minimum standards of practice for the social work profession in New Zealand.

## He Arapaki (SWRB's Māori Strategy)

Within Arapaki (tukutuku) are embedded memory from time immemorial, rich histories of Māori origins, tales of our people, a taonga left by our ancestors. Arapaki embodies the vitality of Māori as a legacy handed down through the generations.

To provide guidance to He Arapaki, a whakataukī was gifted by prominent TOWA kaumātua and teacher, Pā Danny Makamaka of Ngāi Tūhoe. The following was coined:

### Whakataukī

***He ara pūkenga, he ara Tauwhiro, hei whakamana mātā waka***

*The many pathways of knowledge, the many pathways of social work, to uphold the dignity of all.*

The three strands provide the model to help distil further thinking:

- *He ara pūkenga* recognises how we have been shaped by Māori esoteric knowledge and histories of the past. As an example, this strand acknowledges the influential work of our prominent leaders and also our people who work tirelessly with our whānau. Some of these influential pieces of work include Pūao Te Ata Tū, Kaitiakitanga Framework and Te Whare Tapa whā (to name a few).
- *He Ara Tauwhiro* acknowledges our past and how we want to bring this into the present (in readiness for the future). It is about utilising ancient wisdom to change and innovate more modern business solutions that are conducive to Māori.
- *Hei whakamana mātā waka* signifies our moemoeā! It invokes kaitiakitanga, encapsulates whakawhānauanga and gives full expression to manaakitanga. It is about protecting and enhancing the mana of our people and the mana of our whānau.

## Moemoeā

### *Manaaki tangata, manaaki whānau*

*Looking after one another, looking after our whānau*

If the whakataukī symbolises the three Arapaki (tukutuku panels), used to adorn the inside walls of the wharenui, then the four values (**matatika**, **manaaki**, **mahitahi**, **māia**) are the ‘pou’ that stand between the three Arapaki and keeps them together...strong.

## Ngā Uara (SWRB Values)



**Matatika** To do what is right and just, ethical, fair, equitable, honest, unbiased, impartial, moral, trustworthy



**Manaaki** To look after the dignity of others, to support, to tend to, take care of, protect, look out for, show respect, generosity, and kindness towards others



**Mahitahi** To work together as one, collaborate, cooperate, co-design, connect, interact, reciprocate, discuss, debate, work in unity with teamwork and synergy



**Māia** To be bold, brave, capable, confident, courageous, and have endurance, strength, resilience

## The focus of this wānanga: Curriculum

*n.b. The purpose of the review is to examine the current six Programme Recognition Standards, therefore the wānanga are constructed around the six existing standards as a beginning framework.*

*The 2022 standards, for which we are now consulting, do not have a pre-determined framework, and will be developed out of this consultation.*

*This is the set of standards in the current PRS focused on Curriculum – some of these standards may be addressed in other wānanga:*

Standard 2: Curriculum	
2.1	The curriculum will reflect the principles of social justice, human rights, collective responsibility and respect for diversities that are central to social work, underpinned by theories of social work, social sciences, humanities and indigenous knowledge.
2.2	The curriculum will be designed to ensure that the graduate achieves the competencies required for registration and will integrate relevant social work theory, research, ethical values and practice for achieving the core knowledge, processes, values and skills for contemporary social work practice in Aotearoa New Zealand and internationally.
2.3	The curriculum will be strongly focused on social work practice, located within the current New Zealand and international contexts.
2.4	The curriculum will include relevant indigenous practice models and be cognisant of the articles of Te Tiriti o Waitangi in social service provision.
2.5	<p>The curriculum will be designed to ensure graduates will be competent to practise social work:</p> <ul style="list-style-type: none"> <li>(a) with Māori</li> <li>(b) with different ethnic and cultural groups in New Zealand</li> <li>(c) with people at different stages in their lifespan, and</li> <li>(d) with individuals, families, groups and communities; whānau, hapū and iwi in any given context.</li> </ul>
2.6	The curriculum will be designed to ensure that graduates will have sufficient knowledge and skills to be a competent beginning practitioner in a range of scopes of practice including, but not limited to statutory care and protection, health social work and community development social work.
2.7	In preparation for field education, the programme will provide social work skills teaching that develops interpersonal skills, self-awareness, social and emotional competence, appropriate professional conduct, reflective practice, awareness of the importance of supervision and risk assessment.
2.8	Programme delivery, especially at undergraduate level, draws on multidisciplinary input, particularly drawing from the disciplines of humanities, health sciences, social sciences, and law.
2.9	Distance programmes will have a minimum of 20 days face to face social work skills teaching over the course of the programme. These teaching days may not be considered as replacement for field education requirements.
2.10	All students must have marae-based experience.
2.11	Student assessment against the Social Workers Registration Board 10 core competencies may take place throughout the programme but the student must have demonstrated that they meet the competencies by the end of the programme.



## Ngā pātai for this wananga:

1. How should Te Tiriti o Waitangi shape the social work curriculum?
2. How could the moemoeā

### ***Manaaki Tangata, Manaaki Whānau***

*Looking after one another, looking after our whānau*

shape the curriculum?

3. How can each Takepū give expression to the social work education curriculum?
  - Kaitiakitanga
  - Rangatiratanga
  - Manaakitanga
  - Whanaungatanga

## Where to from here? Wānanga, reference group, drafting & public consultation.

This wananga is the second in the series of six. Participants will be sent the collated notes for the wananga that they attended: if you have signed up for the reference group, you will receive them all.

The wānanga consultation supports the work of the review working team, who will then lead the consultation with the wider reference group. Draft programme recognition standards will then be developed in consultation with policy and legal advisors in the SWRB secretariat, offered for public consultation and then presented to the SWRB senior leadership team, the SWRB Kahui and Board in July, for final Board approval in August.