# Planning and Tracking Completion of Capabilities Tool and how to use it

|  |
| --- |
| This tool is designed to be downloaded from the website and completed on your own device. The tool can also be printed to A3 paper, or to print to A4 paper you will need to save the tool as a PDF first and then print. |

This tool is to support workers and organisations to plan and track the progress of individual workers as they complete the relevant levels of the [Family Violence Entry-to-Expert Capability Framework (E2E)](https://tepunaaonui.govt.nz/assets/Workforce-Frameworks/Entry-to-Expert-FV-Workforce-Capability-Frameworks-Jan-2023.pdf). It helps workers to plan what level/s they need to be working towards and track progress, and managers and team leaders to have oversight of each worker to support and sign off as capabilities are cross credited or completed. As well as helping workers to plan and track progress it also provides managers and team leaders with oversight of each worker to support and sign off as capabilities are cross credited or completed.

There are separate templates for the four levels.

|  |
| --- |
| **You have selected Enhanced Level:**  This Level applies to workers in the family violence sector at an advanced or senior level, whose role involves complex family violence service provision. At this level workers need to demonstrate Essential, Entry and Enhanced Level knowledge and skills as appropriate to their role. |

To achieve the Expert Level, the worker first has to meet the capabilities at the Essential and Entry Levels. The capabilities have been clustered into subject-related modules.

### Five principles

The E2E is underpinned by five principles:

|  |  |
| --- | --- |
|  | **Kotahitanga – Relationships and Inclusion**  Honours tangata whenua as the indigenous people of Aotearoa New Zealand and is committed to equitable, accessible and inclusive opportunities and practices for all individuals, groups and communities |
|  |  |
|  | **Kaitiakitanga – Protection and Accountability**  Increases the safety of people who are impacted by violence, reducing the potential for further harm, and holding accountable people who use violence. |
|  |  |
|  | **Mahi Tahi – Collaboration and Advocacy**  Works actively with others to create safety strategies and alliances for those impacted by family violence and challenges systemic, social and cultural factors that enable family violence to exist in Aotearoa New Zealand. |
|  |  |
|  | **Ora – Wellbeing and Restoration**  Provides a holistic approach that is shaped by and reflects the aspirations and restoration of whānau, families and individuals. |
|  |  |
|  | **Koi Mahi – Innovation and Learning**  Grows practice through continuous learning. |

.

### Achieving the Levels

Each Level requires you to complete every previous level up to that point.

|  |  |
| --- | --- |
| **To achieve** | **Level/s to complete** |
| Essential Level | Essential Level |
| Entry Level | Essential Level and Entry Level |
| Enhanced Level | Essential Level, Entry Level and Enhanced Level |
| Expert Level | Essential Level, Entry Level, Enhanced Level and Expert Level |

### Knowledge and Skills (K/S)

The capabilities have been separated into knowledge and skills. Depending on people’s roles, there are capabilities that describe skills that may not be required by all.

|  |
| --- |
| For example, not all workers aiming for Entry Level will be required to …**contribute to comprehensive assessments that address the risks (including lethality) from the pattern of behaviour of the person using violence**… We do, however want all workers to **know what a safety plan and a risk management plan is and can identify the differences between them and their purposes**. |

This template can be used for achieving Enhanced Knowledge only or the Enhanced Level, which is knowledge and skills.

### Optional Capabilities

**Optional capabilities** are highlighted in yellow. Whether these capabilities are optional or not, will depend on the organisations and workers’ roles in the system.

|  |
| --- |
| For example, workers whose role does not include responding to adults using violence, will not need to learn how to … **ask open-ended questions of people who use violence to understand individual circumstances**. |

### How to use this tool

The steps below outline how to use this template to track your progress and completion of the capabilities. This process should include conversations with your manager or team leader and could be part of your performance appraisal or professional development plan. The tool provides oversight of the capabilities required, cross crediting and training completed and highlights any gaps.

* Complete the **Admin** table. Highlight the Level you are **aiming for** based on the completed [**Broad Benchmarking of Roles Tool**](https://tepunaaonui.govt.nz/tools/broad-benchmarking-of-tools/). For this template, this will be Enhanced Knowledge or the Enhanced Level, which is knowledge and skills. Add the **date Essential Level is completed** and the **date Entry Level is completed**. To complete the Enhanced Level you also need to complete the Essential and Entry Levels, this could be done before or alongside the Enhanced Level. Finally add the **date Enhanced Level is completed**.
* In the **To achieve** column use your completed Broad Benchmarking of Roles Tool to confirm the capabilities you will be aiming for and add a colour to the relevant boxes. Also decide which, if any, of the optional modules are needed. If a worker is required, or may be required, to do this work they should be achieving this capability.
* In the **RPLE** column record the date you successfully cross credited capabilities. Use the [**Recognition of Prior Learning and Experience (RPLE) Tool**](https://tepunaaonui.govt.nz/tools/recognition-of-prior-learning-and-experience-rple-tool/) to cross credit or partially cross credit relevant capabilities.
* In the **Completed** column record the date you completed training that is mapped to the capability.
* In the **Confirmed** column record the date your manager or team leader confirmed completion.
* Once completed, a certificate or this tool can provide the evidence of which level you have gained.

# Planning and Tracking – Enhanced Level

The Enhanced Level applies to workers in the family violence sector at an advanced or senior level, whose role involves complex family violence service provision. At this level workers need to demonstrate Essential, Entry and Enhanced level knowledge and skills as appropriate to their role.

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

| **ENHANCED LEVEL** |  |  |  |  | |  | |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Modules** | **K/S** | **Capabilities** | **To achieve** | | **RPLE** | | **Completed** | | **Confirmed** |
| Te Tiriti o Waitangi and the impacts of colonisation and racism | **S** | * Demonstrates ability to: * Actively develop understanding and learning about te ao Māori and tangata whenua experiences of oppression and violence from the acts of colonisation. Build and maintain cultural relationships with mana whenua/Iwi Māori and/or kaupapa Māori services to ensure the restoration of mana. |  |  | |  | |  | |
| **S** | * Forge professional relationships with mana whenua to develop networks that support protection and accountability. |  |  | |  | |  | |
| **S** | * Apply tikanga and mātauranga Māori in practice. |  |  | |  | |  | |
| **S** | * Reflect indigenous forms of knowledge that are validating in practice. |  |  | |  | |  | |
| **S** | * Identify issues of structural racism. |  |  | |  | |  | |
| **S** | * Utilise and champion the skills, knowledge and competencies of tangata whenua. |  |  | |  | |  | |
| Dynamics of violence, types of violence and the norms that perpetuate violence | **S** | * Demonstrates ability to: * Recognise and respond appropriately to the different forms, dynamics and complexities of family violence. |  |  | |  | |  | |
| **S** | * Incorporate understanding of all drivers of family violence. |  |  | |  | |  | |
| **S** | * Challenge the prevalence of attitudes and norms in society which condone family violence and gender inequality. |  |  | |  | |  | |
| Safe practice | **K** | * Demonstrates understanding of: * The power of purposeful information sharing as a form of advocacy. |  |  | |  | |  | |
| **K** | * The limits of theories and models that stem from individualistic cultures. |  |  | |  | |  | |
| **K** | * PTSD, Complex PTSD, depression, anxiety, and other mental health issues in the context of family violence. |  |  | |  | |  | |
| **K** | * The impact culture can have on a mental health analysis. |  |  | |  | |  | |
| **K** | * The role of substance abuse and pre-existing mental health issues in the context of family violence. |  |  | |  | |  | |
| **S** | * Demonstrates ability to: * Build and maintain cultural relationships with mana whenua/Iwi Māori and/or kaupapa Māori services to ensure the restoration of mana. |  |  | |  | |  | |
| **S** | * Use reflective practice in relation to the impacts of own background, culture, values and beliefs and adopts strategies to address the impacts. |  |  | |  | |  | |
| **S** | * Identify and respond authentically and safely to people’s diverse experiences and needs. |  |  | |  | |  | |
| **S** | * Develop capabilities and knowledge to enhance responsiveness to the diversity of people’s experiences and needs. |  |  | |  | |  | |
| **S** | * Communicate effectively across cultural boundaries. |  |  | |  | |  | |
| **S** | * Use a review process with victim-survivors. |  |  | |  | |  | |
| **S** | * Advocate with, and on behalf of, people experiencing family violence to support safe parenting and care for children and young people. |  |  | |  | |  | |
| **S** | * Use a review process for people who use violence. |  |  | |  | |  | |
| **S** | * Understand and respond to the needs of people who are without whānau or family. |  |  | |  | |  | |
| **S** | * Identify the ways in which the pattern of coercive control affects parenting. |  |  | |  | |  | |
| **S** | * Determine the nature of the violence between people within the family relationship including others in the household through skilful information gathering. |  |  | |  | |  | |
| **S** | * Use working knowledge of theories and frameworks appropriate to role (e.g., grief and loss, child development, family systems, group processes and dynamics, principles of adult learning). |  |  | |  | |  | |
| **S** | * Implement into practice an understanding of the impacts of trauma and violence including in own responses. |  |  | |  | |  | |
| **S** | * Identify legal capacity, mental capacity and who has legal decision-making authority. |  |  | |  | |  | |
| **S** | * Support individuals, family and whānau to engage with government agencies to address wider social needs such as access to housing and financial support. |  |  | |  | |  | |
| **S** | * Utilise holistic approaches. |  |  | |  | |  | |
| **S** | * Demonstrates awareness that people without whānau or family connections may need additional support to make connections. |  |  | |  | |  | |
| Risk assessment and risk management | **S** | * Demonstrates ability to: * Use language that makes harm explicit and distinguishes between primary perpetration of violence and the responses and resistance of primary victims-survivors. |  |  | |  | |  | |
| **S** | * Record information, including the rationale for actions taken, clearly and accurately with sufficient detail to support risk assessment and safety planning. |  |  | |  | |  | |
| **S** | * Explain court processes related to family violence (Family Court and criminal courts). |  |  | |  | |  | |
| **S** | * Explain court process related to protection orders and care of children. |  |  | |  | |  | |
| **S** | * Lead comprehensive assessments that address the risks (including lethality) from the pattern of behaviour of the person using violence, complexity of support needs, protective factors and safety needs (immediate, short and long-term). |  |  | |  | |  | |
| **S** | * Coordinate victim-centred risk management and needs assessment plans with government and non-government agencies through sharing information and collaborative safety planning. |  |  | |  | |  | |
| **S** | * Show professional judgement in decision-making about the purposeful sharing of information from a pattern-based, family violence-informed perspective. |  |  | |  | |  | |
| **S** | * Contribute towards monitoring and reviewing high risk safety strategies. |  |  | |  | |  | |
| **S** | * Map patterns of abuse and impacts on those affected including wider family and whānau. |  |  | |  | |  | |
| **S** | * Develop, implement and monitor risk management plans for those who use violence. |  |  | |  | |  | |
| **S** | * Provide wraparound support to monitor risk, identify early warning signs and address contributing factors and needs for those who use violence. |  |  | |  | |  | |
| **S** | * Build partnerships with victim-survivors to identify strengths and the development of effective and protective safety strategies. |  |  | |  | |  | |
| **S** | * Support victim-survivors and their children to navigate the justice system and advocates to support safety and protection. |  |  | |  | |  | |
| **S** | * Partner with safe parents/carers when advocating for the safety of children and young people. |  |  | |  | |  | |
| **S** | * Partner with children and young people to ensure their voices are heard and their needs are addressed. |  |  | |  | |  | |
| **S** | * Stay engaged with the adult and child victims’ services to gauge the accuracy of the behaviour change reported by the person using violence. |  |  | |  | |  | |
| **S** | * Take responsibility for engaging with people who use violence and keeps referrers informed if unable to engage with them. |  |  | |  | |  | |
| **S** | * Support people who use violence to improve parenting decisions in order to protect children and young people. |  |  | |  | |  | |
| **S** | * Ensure that plans and goals are aligned to children’s and victim-survivors’ safety. Builds partnerships with services working with victim-survivors and engages in appropriate information sharing to ensure those services are aware of changes in risk levels relating to the person using violence. |  |  | |  | |  | |
| **S** | * Identify and respond to the impacts of family violence on the safety and wellbeing of children and young people and the stability and resourcing of the household. |  |  | |  | |  | |
| **S** | * Purposefully and safely seek information from multiple sources when possible (victim-survivors and/or the person using violence, children, family and whānau, specialist services and advocates, government and non-government agencies) to inform the assessment process. |  |  | |  | |  | |
| **S** | * Work collectively to manage risk post separation. |  |  | |  | |  | |
| **S** | * Contribute to joint interagency engagement and assessment processes with individuals, families and whānau. |  |  | |  | |  | |
| **S** | * Facilitate an environment that enables and supports whānau, families and individuals’ self-management, safety and autonomy. |  |  | |  | |  | |
| Diversity, intersectionality and impacts of inequality | **K** | * Demonstrates understanding of how structural inequality (i.e., sexism, racism, classism, heterosexist, transphobia, intersexphobia, xenophobia, ableism), forms of power (i.e., historical privilege) and oppression (i.e., colonisation) intersect and how they interact with each other. |  |  | |  | |  | |
| Children and young people | **S** | * Demonstrates ability to understand age and developmental stages for children and young people when using therapeutic approaches. |  |  | |  | |  | |
| Older people | **S** | * Demonstrates ability to: * Understand and respond to distinctive issues and systemic barriers that older people may experience. |  |  | |  | |  | |
| **S** | * Build relationships with services for older people within local communities to support safe and effective engagement and services for older people. |  |  | |  | |  | |
| **S** | * Utilise and champion the skills, knowledge and competencies of older people. |  |  | |  | |  | |
| **S** | * Help others to understand why older adults experiencing family violence may be reluctant or unable to engage with services. |  |  | |  | |  | |
| Pacific peoples | **S** | * Demonstrates ability to: * Partner with Pacific practitioners from Pacific-led services, to enable safe access and navigation within response and healing services. |  |  | |  | |  | |
| **S** | * Build relationships with Pacific-led services and faith-based support within local communities that can support safe and effective engagement of Pacific peoples with professional services. |  |  | |  | |  | |
| **S** | * Recognise, respect and respond appropriately to traditional Pacific practices of healing and restoration within safe community spaces. |  |  | |  | |  | |
| **S** | * Utilise and champion the skills, knowledge and competencies of Pacific peoples. |  |  | |  | |  | |
| **S** | * Help others to understand why Pacific peoples experiencing family violence may be reluctant or unable to engage with services. |  |  | |  | |  | |
| Ethnic communities | **K** | * Demonstrates understanding of the intersectionality of ethnicity, gender, sexuality, culture and immigration experienced by ethnic communities. |  |  | |  | |  | |
| **S** | * Demonstrates ability to: * Understand and respond to distinctive issues and systemic barriers that people from ethnic communities may experience. |  |  | |  | |  | |
| **S** | * Utilise and champion the skills, knowledge and competencies of refugees and migrants. |  |  | |  | |  | |
| **S** | * Help others to understand why ethnic communities peoples experiencing family violence may be reluctant or unable to engage with services. |  |  | |  | |  | |
| Disabled people | **S** | * Responds to issues and systemic barriers disabled people may experience. |  |  | |  | |  | |
| **S** | * Demonstrates ability to: * Develop a coordinated, multiagency approach and monitored safety plan for people in need of safeguarding that keeps them at the centre of decision-making. |  |  | |  | |  | |
| **S** | * Facilitate communication with people with communication difficulties. |  |  | |  | |  | |
| **S** | * Utilise and champion the skills, knowledge and competencies of disabled people. |  |  | |  | |  | |
| **S** | * Help others to understand why adults who need safeguarding experiencing family violence may be reluctant or unable to engage with services. |  |  | |  | |  | |
| Rainbow communities | **S** | * Demonstrates ability to: * Understand and respond to distinctive issues and systemic barriers that people from LGBTQIA+ communities may experience. |  |  | |  | |  | |
| **S** | * Build relationships with Rainbow services within local communities that can support safe and effective engagement and services for people from the LGBTQIA+ communities. |  |  | |  | |  | |
| **S** | * Utilise and champion the skills, knowledge and competencies of LGBTQIA+ communities. |  |  | |  | |  | |
| **S** | * Help others to understand why LGBTQIA+ communities experiencing family violence may be reluctant or unable to engage with services. |  |  | |  | |  | |
| Collaborative practice | **S** | * Demonstrates ability to: * Implement strategies externally to find ways to strengthen working together. |  |  | |  | |  | |
| **S** | * Identify, access and work in partnership with a large range of networks and services. |  |  | |  | |  | |
| **S** | * Build relationships with people from other agencies and organisations to enhance responses and provide support. |  |  | |  | |  | |
| **S** | * Identify opportunities to build alliances and develop community partnerships to promote wellbeing. |  |  | |  | |  | |
| Kaimahi wellbeing and professional development | **S** | * Demonstrates ability to: * Participate in forums that share philosophies of wellbeing and restoration. |  |  | |  | |  | |
| **S** | * Develop and update practice to align with known and emerging relevant research and evidence, including trauma and violence informed responses. |  |  | |  | |  | |
| Leadership, mentoring and training | **S** | * Demonstrates the ability to: * Show leadership to ensure that national, local and organisational child protection policies and procedures are followed. |  |  | |  | |  | |
| **S** | * Support others to develop safe and effective models of practice. |  |  | |  | |  | |
| **S** | * Mentor others to use culturally specific models of practice. |  |  | |  | |  | |
| **S** | * Support others to identify the impacts of trauma and violence, including in their own responses. |  |  | |  | |  | |
| **S** | * Lead others to build alliances to create safety in the community. |  |  | |  | |  | |
| **S** | * Help others to understand the personal, societal and structural reasons why people and whānau may be reluctant or unable to engage with services. |  |  | |  | |  | |
| **S** | * Role-model appropriate and effective mechanisms of giving and receiving feedback. |  |  | |  | |  | |
| **S** | * Participate in the delivery of education and training to cross-sector and multi-disciplinary practitioners. |  |  | |  | |  | |
| **S** | * Provide mentoring support and induction training to new colleagues in the workforce. |  |  | |  | |  | |