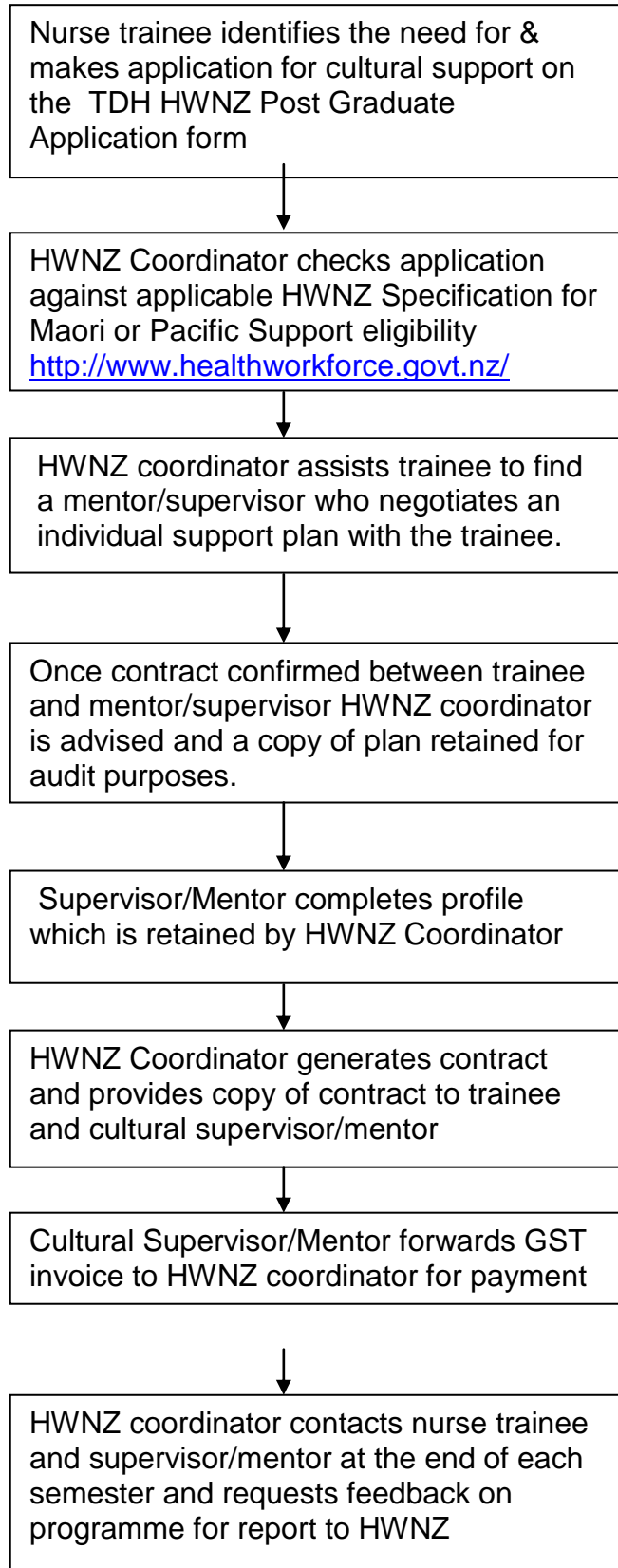




## HWNZ Post Grad Cultural Support Flowchart





## **Kaupapa Māori Supervisor (KMS)**

- Kaupapa Māori Supervisors are recognised leaders in their iwi/hapu/whanau or Pacific links as appropriate.
- Have cultural links to either whanau/hapu/iwi or Pacific links as appropriate
- Asserts commitment to the Treaty of Waitangi
- Enabling the trainee to achieve safe and accountable professional practice, cultural development and self care according to Māori worldviews.
- Commit to monthly sessions
- Provide feedback to HWNZ Coordinator on completion of plan
- The relationship between the KMS and the trainee is based on the following principles:
  - Te Ao Māori – Māori worldview
    - Maturanga Māori – Māori knowledge
    - Mohiotanga Māori - Māori experiential learning
  - Pukenga – being skilled in, or having a repository of specific skills
    - Te Whiriwhiringa – weaving together the strands

## **Mentor Criteria**

- Mentors are successful and competent both clinically and culturally.
- Experts in their field of practice.
- Recognised leader in their field
- Have cultural links to either whanau/hapu/iwi or Pacific links as appropriate.
- Asserts commitment to the Treaty of Waitangi
- Commit to monthly sessions
- Attained a Post Graduate Diploma in Nursing or greater
- Willingness to train in mentoring
- Provide feedback to HWNZ Coordinator on completion of plan

## WHAT IS CULTURAL SUPERVISION?

'Cultural supervision within Aotearoa is rapidly developing and is contributing positively in the field of supervision and best practice models. ...it is evident that the bicultural commitment to tangata whenua practitioners and clients [must be] upheld to meet obligations under *Te Tiriti o Waitangi*. Cultural and bi-cultural supervision approaches must be included in the development of 'best supervision practice' for Aotearoa' (Eruera, 2005).

Eruera provides a definition of cultural supervision:

'either a formal or informal relationship between members of the same culture with the purpose being to ensure that the supervisee is practising according to the values, protocols and practices of that particular culture. It is about cultural accountability and cultural development'.

### Kaupapa Māori Supervision

Definitions of Kaupapa Māori supervision are still being developed, but research (Smith, 1999) identifies the following elements as being common to all projects associated with Kaupapa Māori:

- is related to 'being Māori'
- Is connected to Māori philosophy and principles
- takes for granted the validity and legitimacy of Māori and the importance of Māori language and culture
- is concerned with the struggle for autonomy over our own cultural well-being

These common elements mean that Kaupapa Māori supervision is different from cultural supervision in that 'it claims an indigenous position and asserts obligations to Māori as Treaty partners' (Eruera, 2005).

Eruera defines Kaupapa Māori supervision as:

**'an agreed supervision relationship by Māori for Māori with the purpose of enabling the supervisee to achieve safe and accountable professional practice, cultural development and self-care according to the philosophy, principles and practices derived from a Māori worldview.'**

Kaupapa Māori supervision relationships are based on the following principles

- Te Ao Māori – Māori worldview
- Matauranga Māori – Māori knowledge
- Mohiotanga Māori - Māori experiential learning
- Pukenga – being skilled in, or having a repository of specific skills
- Te Whiriwhiringa – weaving together the strands

## WHAT IS MENTORING?

Mentoring is an advisory role in which an experienced, highly regarded, collegial person guides another individual in the development and examination of their own ideas, learning, and personal and professional development. The relationship is dynamic, complex and reciprocal. It supports growth and bridges the gap between the educational process and the real world. The relationship identifies the talents the mentee already possesses and the nurturing and encouragement of these talents in order to fully develop them. (Barker, 2006; College of Health Disciplines, 2005; College of Nurses Aotearoa, 2007).

***Mentoring may take place on a one to one basis or as part of a group. It is a formal process that is focussed, with protected time and has a developed plan.***

### **Mentor:**

An appropriately qualified and experienced person, who facilitates learning, supervises and assesses trainees continually so that the trainee achieves their outcomes at the end of the programme. Mentors motivate and encourage trainees to continue their education (HWNZ, 2006).

### **Role of Mentor and Mentee (College of Nurses Aotearoa, 2007):**

- Respect each others contributions
- Listen
- Be open to new ways of thinking and being
- Maintain confidentiality
- Declare any conflict of interest when issues are raised e.g. prior knowledge of a situation the mentee raises for discussion
- Be committed to professional growth
- Establish and maintain achievable HWNZ expectations.
- Acknowledge if the relationship isn't working for them and terminate it in a professional manner
- Have regular contact
- Agree that if practice issues occur that is outside the scope of the agreed plan then referral to appropriate other is required.
- Development plan to be developed at first meeting, and agreed upon. Regular records to be kept.

### **Role of the Mentor (College of Nurses Aotearoa, 2007, HWNZ, 2007):**

- Be a positive role model
- Assist the mentee to decide which issues are appropriate to be addressed in mentoring and which should be referred to clinical supervision or to personal counselling, business or legal advice
- Role model professional behaviour
- Introduce the mentee or others
- Guide the mentee in developing skills of reflection and learning from experience
- Challenge assumptions and the status quo

- Provide constructive feedback when asked
- Assist the mentee to develop professional networks
- Encourage independent decision making
- Assist the mentee to set professional and career goals
- Provide a listening ear
- Assist the mentee to identify actual and potential personal and professional development opportunities
- Be aware of personal values/ beliefs and ensure these are not imposed on to the mentee
- Have time to commit to the relationship
- Undertake ongoing personal and professional development
- Facilitates learning, supervises and assesses mentee
- Referred practice issues to an appropriate others as required.
- Ideally should not be the trainee's line manager

If the mentor is assisting the mentee with Post Graduate education then

- Post Graduate Diploma (or equivalent) or above

**Role of the Mentee (College of Nurses Aotearoa, 2007):**

- Raise professional and career issues for discussion
- Make own decisions
- Be prepared to take risks
- Look for new challenges
- Set professional goals
- Take appropriate advantage of professional development opportunities suggested
- Share openly with their mentor
- Accept constructive criticism, use feedback wisely
- Accept referral on to others as deemed appropriate y mentor
- Disclose frustrations and concerns

**References:**

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