



Consumer, peer support and lived experience workforce development action plan

2020–2025

October 2021

Acknowledgements

We sincerely thank the many people who have contributed to this action plan, including:

- › the project steering group: Gemma Griffin (Project lead), Aaryn Niuapu, Chris Hocken, Codey Bell, Deirdre Richardson, Edith Moore, Frank Bristol, Janice McGill, Jon Gullidge, Kevin Harper, Magdel Hammond, Romy Lee, Sandy McLean, Caro Swanson, Rhonda Robertson, and Sheridan Pooley
- › everyone involved in the development of the *Consumer, Peer Support and Lived Experience Workforce Development Strategy 2020-2025* on which this action plan is based
- › the team at Te Pou: Rae Lamb, Will Ward, Kyla Mottershead, Allan Drew, Joanne Richdale, and Angela Jury.

Foreword

Growing and developing the workforce of consumers, peer support and people with lived experience of mental health and addiction challenges, has been a priority for some time. Most recently, the Government Inquiry into Mental Health and Addiction clearly heard that people and whānau with first-hand experience should be involved in the design and delivery of mental health and addiction services. This is strongly reflected in the findings and recommendations in He Ara Oranga, the Inquiry's final report.

In 2020, a five year strategy was created by Te Pou and the lived experience community to describe what is required. The strategy sets out three high level goals; the development of a leadership and partnership infrastructure to enable the lived experience, consumer and peer support workforce to be effective leaders and partners in workforce development; growing this workforce; and, developing the skills and environments needed for this workforce to be effective.

The competencies for the consumer, peer support and lived experience workforce have also been recently reviewed and updated.

This action plan builds on these documents. It sets out what needs to be done to grow and develop this important workforce and practical steps to make it happen. It will require commitment by all involved. It will need robust partnerships between consumers, peer support and lived experience workers and their employers.

The time and opportunity to grow and further develop this workforce is now. Let's use this plan and the actions it sets out to turn the vision of a strong, widely spread, and well supported consumer, peer support and lived experience workforce into reality.

Rae Lamb

Chief Executive, Te Pou

Scope and aim of the plan

This plan outlines the actions needed to implement the *Consumer, Peer Support and Lived Experience (CPSLE) Workforce Development Strategy 2020-2025* (the Strategy). It provides a framework to deliver the goals outlined in the strategy.

Implementing the plan will require intentional partnering, shared responsibility and commitment across mental health and addiction sectors, organisations, services and leaders, and government. The plan will be led by and belongs to the CPSLE workforce. Te Pou will work alongside the sector to support the workforce to take a leading role in implementing the actions.

This plan recognizes and acknowledges the need for stronger manifestation of te Tiriti o Waitangi best-practice and meaningful relationships with the Māori consumer, peer support and lived experience (CPSLE) workforce. Further development and management of projects associated with this action plan will have stronger, more purposeful engagement with te Ao Māori and the Māori CPSLE workforce. This builds on the commitment signaled in the 2020 workforce development strategy. The establishment of Te Kauae Raro (a Māori accountability council) to support and guide the work of Te Pou on the action plan is an example of this purposeful engagement and commitment.

The Strategy

The Strategy behind this action plan includes vision statements and goals that describe what the CPSLE workforce could look like. These drive the overall outcomes sought through the action plan.

The vision

- › New Zealanders will have access to a large, well-resourced, diverse, and self-determined CPSLE workforce that works across health and other sectors
- › the CPSLE workforce will be effective and valued by people and whānau who access services. They will be well supported by co-workers and employers
- › the CPSLE workforce includes leaders that direct organisations, management, and government to ensure all New Zealanders experiencing mental health and addiction challenges have access to services that realise lives of wellbeing and meaning, that they and their whānau value

The goals

- 1. Develop leadership and partnership infrastructure.** Supporting the development of effective leaders and enabling robust partnerships that support sustainable workforce development.
- 2. Grow our workforce.** Increasing current roles as well as new roles emerging across the health and social sectors, and ensuring we recognise and grow diversity across the workforce.
- 3. Develop skills, workplaces and employment environments.** Ensuring the workforce has the skills and access to environments that support them to be effective.

Values

The action plan is underpinned by the six core values identified as pivotal for this workforce in the *Mental Health and Addiction Consumer, Peer Support and Lived Experience Competencies 2021*. These values guide the way this workforce works. They are;

- › **Participation:** valuing people's right to participate in and lead service delivery and design, including their own treatment.
- › **Self-determination:** valuing and supporting people's right to make their own life choices, free from coercion.
- › **Equity:** the right to be treated fairly with equity and be free from discrimination.
- › **Mutuality:** authenticity in relationships based on common experiences.
- › **Experiential knowledge:** valuing and sharing the expertise and wisdom developed from our personal experiences.
- › **Hope and wellbeing:** the belief there is always hope, and that recovery, resilience and wellbeing are possible for everyone.

Implementing the actions

Best-practice project management approaches will be used in implementing this plan. The actions will be managed as projects. Key partner organisations and individuals will be identified and connected with in the scoping phase of the project.

Each project will be led by people from the CPSLE workforce and will be strongly connected with the CPSLE sector to ensure the successful implementation of each action. This plan intends to grow leadership and workforce potential through the actions themselves as well as how they are delivered.

This plan is built around the principles of collective action. Actions will be best delivered through collaboration and the combined effort of many partners. In order to future-proof this plan in the context of significant health sector reforms, lead agencies and individuals have not been named. There needs to be a range of people involved in partnering and delivering these actions, some with specific skillsets, roles, or functions.

An advisory group will work collaboratively to guide and oversee the implementation of the plan. The group, developed and supported by Te Pou, comprises of members from the CPSLE workforce and leaders from across the mental health and addiction sector. Available resources and any constraints will be considered in planning the implementation of the actions. The advisory group will help with prioritising actions when issues arise.

Te Kauae Raro, a Māori council, will provide Tiriti o Waitangi leadership, responsiveness and cultural accountability across the plan's implementation. They will ensure the projects are informed by an equity framework that is consistent with evidence from Māori bodies of knowledge. Members of the council will be Māori lived experience leaders from the CPSLE workforce, and the wider mental health and addiction sectors. Te Kauae Raro will be an internal mechanism working with Te Pou on the plan's projects. Culturally informed information will be shared with the advisory group.

Progress, data and evaluation

The plan divides the actions into four stages. Actions can be started at any time but will be concluded by the end of the stages.

| Stage | Actions to be concluded by |
|-----------|----------------------------|
| › Stage 1 | › The first year |
| › Stage 2 | › 1-2 years |
| › Stage 3 | › 2-4 years |
| › Stage 4 | › 4 years + |

Monitoring implementation of the plan

It is critical that progress is monitored and reported on regularly. Progress measures, outcomes, and outputs have been identified for each action.

A progress report system will be created. It will be updated regularly to monitor the plan's implementation. This will continue through to its completion. Monitoring and reporting will be the responsibility of Te Pou to oversee in conjunction with the advisory group and those responsible for implementing action plans.

Progress reports will be provided to the advisory group, te Kauae Raro and stakeholders. At the completion of the plan, a final report will be prepared that incorporates monitoring and implementation as well as known outputs and outcomes.

Te Pou will regularly evaluate progress to identify any required revisions to the plan. Monitoring reports and the final report can be used to inform the development of future plans.

The Plan

| Consumer, peer support and lived experience action plan overview | | | | | | |
|--|---|---|---|-----------|--|--------------------|
| Overarching values | Participation | Self-determination | Equity | Mutuality | Experiential knowledge | Hope and wellbeing |
| Goal | 1. Develop leadership and infrastructure | | 2. Grow our workforce | | 3. Develop skills and workplaces | |
| Impact | A workforce that has strong leadership and infrastructure to support its development | | A workforce that is thriving, effective and self-determined | | A workforce that is trained, skilled, and valued within environments that are supportive and nurturing | |
| Actions | 1.1 Establish advisory group 1.2 Communities of practice 1.3 National professional body 1.4 Co-design and co-development practice guides 1.5 Promoting best practice and innovation 1.6 Developing outcome measures 1.7 Research and evaluation | | 2.1 Workforce data 2.2 Increase investment and workforce 2.3 Increase CPSLE led and run services 2.4 Scopes of practice 2.5 Scholarships and Grants | | 3.1 Guide to the CPSLE workforce 3.2 Competencies 3.3 Resources for people and whanau 3.4 Supervision, coaching and mentoring 3.5 Training and development 3.6 Funder and employer resources 3.7 Career pathways, training and qualifications 3.8 Leadership development, recruitment and retention | |
| Governance | | Te Pou CPSLE workforce development advisory group | | | Te Kauae Raro | |

Goal 1: Develop leadership & partnership infrastructure

Goal one focuses on strengthening leadership at all levels across the sector, as well as working with partners to build and maintain the appropriate infrastructure needed for the CPSLE workforce to work in ways that align with their values. Actions under this goal focus on creating a community of practice, supporting and advocating for the workforce via a professional body, promoting best practice and innovation, supporting effective co-design and engagement, and developing a range of resources.

The outcomes sought under this goal are:

- › CPSLE leadership and partnership capacity is strong across the mental health and addiction sector, with support for current and emerging consumer, peer support and lived experience leaders
- › the CPSLE workforce is supported so they can work in ways that align with CPSLE values.

The key actions to achieve this goal are outlined below. Some are already underway or will be completed in the next 12 months.

| Action | Next steps | Success indicators | Stage |
|--|---|--|-------|
| <p>1.1 Establish an advisory group that includes members from the CPSLE workforce, relevant allies, key organisations, funders, and planners to strengthen collaborative ways of working, develop strong alliances, and determine priorities.</p> | <ul style="list-style-type: none"> ➤ Appoint interim advisory group members, develop terms of reference ➤ Identify administrative needs and provide administrative support for the advisory group ➤ Create a permanent advisory group and commence meetings | <ul style="list-style-type: none"> ➤ Establish permanent advisory group ➤ Terms of reference agreed ➤ Advisory group meeting schedule produced for each year ➤ Liaise and consult with Te Kauae Raro regarding cultural responsiveness of projects ➤ Ensure diversity within advisory group | 1 |
| <p>1.2 Create workforce communities of practice that facilitate the sharing of information, knowledge and resources, to improve individual skills and service development.</p> | <ul style="list-style-type: none"> ➤ Develop communities of practice collaboratively with advisory group and the CPSLE sector ➤ Utilise online platforms, including for sharing/storage of information | <ul style="list-style-type: none"> ➤ Communities of practice established ➤ Number of members ➤ Number of resources shared ➤ Level of engagement (frequency of participation etc) | 2 |
| <p>1.3 Scope and develop a national professional body that provides strong advocacy for CPSLE workers.</p> | <ul style="list-style-type: none"> ➤ Explore different models for professional bodies ➤ Collaboratively design a national professional body utilising advisory group and CPSLE leaders ➤ Identify sustainable investment ➤ Socialise and promote professional body to the CPSLE workforce | <ul style="list-style-type: none"> ➤ Creation of a national professional body ➤ Sustainable investment secured ➤ Number and mix of members | 4 |

| Action | Next steps | Success indicators | Stage |
|---|--|--|-------|
| 1.4 Develop a guide that defines and describes effective co-design and co-development practices for effective engagement when working with the CPSLE workforce. | <ul style="list-style-type: none"> ➤ Draft guide ➤ Seek feedback from advisory group ➤ Seek feedback and agreement from CPSLE workforce | <ul style="list-style-type: none"> ➤ Guide completed ➤ Distribution of guide | 2 |
| 1.5 Promote best practice and innovation in the CPSLE workforce to support CPSLE workforce development and quality improvement. | <ul style="list-style-type: none"> ➤ Identify best practice and innovation ➤ Utilise the Whāriki network and online platforms to share best practice and innovation ➤ Hold regular hui to promote best practice and innovation ➤ Promote quality improvement methodologies and culture within organisations and services | <ul style="list-style-type: none"> ➤ Number and mix of examples of best practice and innovation shared through the Whāriki network and online platforms ➤ Evidence of use of best practice ➤ Active research on best practice is identified | 2 |

| Action | Next steps | Success indicators | Stage |
|---|---|--|-------|
| <p>1.6 Define and develop outcome measures that are relevant to the CPSLE workforce and that describe what efficacy, safety, and quality mean in CPSLE work.</p> | <ul style="list-style-type: none"> ➤ Identify existing processes and outcome measures relevant to CPSLE workforce ➤ Develop outcome measures with the advisory group and CPSLE leaders ➤ Seek feedback on outcome measures from wider sector ➤ Implement and test outcome measures | <ul style="list-style-type: none"> ➤ Outcome measures developed ➤ Outcome measures implemented ➤ Collection and analysis of data ➤ Sharing of data | 4 |
| <p>1.7 Grow research and evaluation capacity and capability in the CPSLE workforce to support both evidence-based practice and practice-based evidence.</p> | <ul style="list-style-type: none"> ➤ Identify partners and develop partnerships to progress CPSLE research and evaluation ➤ Identify evidence gaps ➤ Advocate for research and evaluation projects developed and led by people with lived experience that address evidence gaps ➤ Share information and knowledge about research and evaluation practice via a range of methods including a community of practice ➤ Identify sources of financial support for CPSLE research ➤ Develop a CPSLE-led evaluation framework | <ul style="list-style-type: none"> ➤ Number and mix of partnerships developed ➤ Number and mix of research and evaluation projects supported ➤ Growth in research led by CPSLE researchers ➤ Feedback on use of CPSLE-led evaluation framework | 3 |

Goal 2: Grow our workforce

Goal two aims to support sustainable investment and development of the CPSLE workforce, with a particular focus on improving the collection and use of information to understand workforce needs. This goal focuses on increasing current roles as well as new roles emerging across the health and social sectors, and ensuring we recognise and grow diversity across the workforce. Actions under this goal include developing strong partnerships to improve information collection and increasing investment in the CPSLE workforce and services.

The outcomes sought under this goal are:

- › investment in the CPSLE workforce increases and is used to support a sustainable and skilled workforce, and the development of CPSLE-led services
- › relevant information is collected and used to understand the needs of the CPSLE workforce to guide investment and workforce development.

The key actions to achieve this goal are outlined below.

| Action | Next steps | Success indicators | Stage |
|--|---|--|-------|
| <p>2.1 Partner with workforce development organisations to develop the collection and use of workforce data to understand the current size and skill mix of the CPSLE workforce. Use this information to plan for future development needs.</p> | <ul style="list-style-type: none"> ➤ Develop partnerships ➤ Complete stocktake of existing data ➤ Identify what information to collect ➤ Consult with CPSLE stakeholders to ascertain approach to collecting data ➤ Collect relevant data and information ➤ Analyse data to understand the current size and skill mix of the workforce to plan for future development | <ul style="list-style-type: none"> ➤ Stocktake of existing data ➤ Collection of identified data ➤ Analysis of data ➤ Dissemination of report ➤ Evidence of use of data | 3 |
| <p>2.2 Partner with commissioners, planners and funders to increase investment for all mental health and addiction organisations to increase the CPSLE workforce.</p> | <ul style="list-style-type: none"> ➤ Develop partnerships with relevant parties ➤ Develop resources to support business cases (such as case studies, business case templates) ➤ Identify funding available | <ul style="list-style-type: none"> ➤ Number and mix of partners ➤ Funding baseline identified ➤ Increase in investment in CPSLE workforce (and baseline data) ➤ Business cases presented to access funding ➤ Level of funding secured ➤ Funding implementation framework | 3 |

| Action | Next steps | Success indicators | Stage |
|---|---|--|-------|
| <p>2.3 Partner with commissioners, planners and funders to increase funding for developing and sustaining CPSLE-run and CPSLE-led organisations.</p> | <ul style="list-style-type: none"> ➤ Identify relevant partners ➤ Develop partnerships ➤ Build case for investment in developing and sustaining CPSLE organisations (such as business case templates, case studies) ➤ Identify funding available both current and in following financial years ➤ Support implementation of increased investment ➤ Support the development of a CPSLE-led service evaluation framework | <ul style="list-style-type: none"> ➤ Number and mix of partners ➤ Identification of increased investment in CPSLE-run and CPSLE-led organisations (and baseline data) ➤ Number of CPSLE-led evaluations completed | 3 |
| <p>2.4 Develop partnerships to collaboratively develop scopes of practice for CPSLE workforce roles.</p> | <ul style="list-style-type: none"> ➤ Identify partners ➤ Develop partnerships ➤ Complete international literature review of similar scopes of practice ➤ Collaboratively develop scopes of practice for the CPSLE workforce | <ul style="list-style-type: none"> ➤ Scopes of practice for CPSLE workforce roles developed | 2 |

| Action | Next steps | Success indicators | Stage |
|---|---|---|----------|
| <p>2.5 Create scholarships and grants that increase pathways into the CPSLE workforce and grow its diversity and leadership potential.</p> | <ul style="list-style-type: none"> ➤ Identify partners ➤ Develop partnerships, including with education/training providers ➤ Identify pathways into the workforce and training needs ➤ Secure funding for grants and scholarships ➤ Collaboratively develop scholarships and grants that respond to needs that will grow the diversity and leadership of the workforce ➤ Establish scholarship/grants selection process | <ul style="list-style-type: none"> ➤ Number of scholarships and/or grants awarded ➤ Measures of diversity of scholarship/grant recipients ➤ Scholarship uptake numbers ➤ Feedback from recipients | <p>4</p> |

Goal 3: Develop skills and workplaces

Goal three seeks to develop the skills of the CPSLE workforce and the organisations they work within. The CPSLE workforce will make the most impact when working in environments where their roles are understood, supported, and enabled to work in ways aligned with their values. Actions under this goal include promoting the competencies to provide guidance on expected standards of practice, developing resources for the CPSLE workforce and employers, and promoting pay equity and fair, supportive working conditions.

The outcomes sought under this goal are to:

- › develop and provide resources to support the CPSLE workforce to understand their roles, and to create supportive safe workplaces
- › support organisations to understand CPSLE workforce roles and needs, and to support them and optimise their impact.

The key actions to achieve this goal are outlined below.

| Action | Next steps | Success indicators | Stage |
|---|--|---|-------|
| <p>3.1 Develop a guide describing the CPSLE workforce that can be used by managers, employers, commissioners and contractors to inform them around this workforce, roles and unique qualities and includes how organisations can support staff and culture to work alongside them.</p> | <ul style="list-style-type: none"> ➤ Utilise existing guides for the CPSLE workforce (such as the <i>Guide for Managers and Employers</i>) to provide a foundation document to use in the development of a guide for the CPSLE workforce ➤ Obtain feedback from CPSLE workforce and wider sector to develop resource ➤ Share resource on an online platform, or through a network such as Whāriki | <ul style="list-style-type: none"> ➤ Resources published ➤ Evidence of resources used by the sector ➤ Feedback on use of resources | 1 |
| <p>3.2 Promote existing competencies for the mental health and addiction CPSLE workforce to provide guidance on expected standards of practice.</p> | <ul style="list-style-type: none"> ➤ Promote competencies for the CPSLE workforce ➤ Determine process for reviewing competencies in the future ➤ Online assessment tool updated | <ul style="list-style-type: none"> ➤ Evidence of competencies used by the sector ➤ Process established to review and update competencies every 3 years ➤ Online assessment tool utilised | 1 |

| Action | Next steps | Success indicators | Stage |
|---|---|--|-------|
| <p>3.3 Develop resources about the CPSLE workforce for people who access services and whānau, so they can make informed choices about the types of services they access.</p> | <ul style="list-style-type: none"> ➤ Collaboratively develop resources with input from people accessing services and whānau | <ul style="list-style-type: none"> ➤ Development of resources for people accessing services and whānau that describe the CPSLE workforce ➤ Publication and distribution of resources | 1 |
| <p>3.4 Develop guides for the CPSLE workforce on supervision, coaching and mentoring.</p> | <ul style="list-style-type: none"> ➤ Develop partnerships with workforce development organisations and other interested partners ➤ Identify similar supervision resources through international literature review ➤ Collaboratively develop CPSLE supervision coaching and mentoring guides ➤ Build supervision, coaching and mentoring capacity within the CPSLE workforce ➤ Ensure guides are reviewed and updated regularly | <ul style="list-style-type: none"> ➤ Publication of CPSLE supervision, coaching and mentoring guides. ➤ Number of CPSLE trainings available and utilised ➤ Feedback from sector on use of resources | 2 |

| Action | Next steps | Success indicators | Stage |
|---|---|---|-------|
| 3.5 Develop training and professional development activities to upskill the CPSLE workforce. | <ul style="list-style-type: none"> ➤ Develop partnerships ➤ Training needs analysis ➤ Training stocktake ➤ Support the development of required training and other activities ➤ Link with Whāriki knowledge exchange network | <ul style="list-style-type: none"> ➤ Training gaps identified and prioritised ➤ Training and professional development activities available to meet needs ➤ Uptake of training and professional development activities | 2 |
| 3.6 Develop guidance for funders and employers to promote pay equity and fair, supportive working conditions | <ul style="list-style-type: none"> ➤ Engage with employers, relevant unions and professional and regulatory bodies ➤ Develop resources for employers on pay equity, job-sizing and fair working conditions including provision for training and supervision | <ul style="list-style-type: none"> ➤ Resources developed and disseminated ➤ Record of advocacy and advice provided ➤ Evidence of advice being used ➤ Use of recommended pay scales ➤ Feedback from sector about contracts providing access to CPSLE supervision and ongoing professional development | 3 |

| Action | Next steps | Success indicators | Stage |
|---|--|---|-------|
| <p>3.7 Support the development of career pathways, accessible training and qualifications that meet the needs of the CPSLE workforce.</p> | <ul style="list-style-type: none"> ➤ Develop relevant partnerships ➤ Identify career pathways and training needs of the CPSLE workforce ➤ Identify training available ➤ Pipeline analysis to understand the evolution of the CPSLE workforce and its needs ➤ Support development of career pathways, qualifications and training that meet the needs of the CPSLE workforce within the foundational CPSLE values, competencies and structures ➤ Establish processes so that these are delivered in ways that meet diverse learning needs | <ul style="list-style-type: none"> ➤ Identification of career pathway and training needs ➤ Development of career pathways, qualifications and training ➤ Audit to ensure accessibility for diverse learning needs ➤ Number and mix of people successfully completing qualifications | 4 |
| <p>3.8 Work collaboratively with employers and workforce to design CPSLE leadership development opportunities, and recruitment and retention activities.</p> | <ul style="list-style-type: none"> ➤ Develop relevant partnerships ➤ Identify CPSLE leadership development opportunities in partnership with employers ➤ Develop resources on best practice for recruitment and retention of CPSLE roles | <ul style="list-style-type: none"> ➤ Provision of guidance to employers ➤ Number of CPSLE workforce with career plans ➤ Career frameworks developed and published | 4 |

