



Summary of feedback and options on the ANZASW Draft Supervision Strategy

INTRODUCTION

This document summarises feedback on the Aotearoa New Zealand Association of Social Workers (ANZASW) draft Supervision Strategy. This Strategy will replace the ANZASW Supervision Policy (2016) by setting a wider strategic direction for improving supervision practice across the social work profession.

The Strategy has been drafted via the contributions of ANZASW members, through workshops and a survey in 2022, and the establishment of a reference group consisting of social work practitioners, supervisors, managers, academics, and advisors. Initial drafts were tested with this reference group and key sector partners in early 2023. Finally, feedback on the draft Strategy was collected from the broader sector (outlined further below).

ENGAGEMENT PROCESS

Sector-wide feedback was sought from June – August 2023. We emailed ANZASW members and stakeholders, introducing the draft Strategy, inviting them to provide feedback and encouraging the distribution of our email to their wider networks. A dedicated webpage was created which provided several feedback options and included a PDF of the draft Strategy and background documents.

Our engagement approaches included hosting online feedback discussions, a survey, hui with sector stakeholders, and an information session. We had 188 social workers¹ attend online engagement discussions or our information webinar. 79 responses were received via the online survey. All up, some 3000 individual pieces of feedback on the strategy were received and analysed.

A further 12 emails were received with detailed feedback from members and collaboratives such as the Council of Social Work Educators Aotearoa New Zealand (CSWEANZ) and the Social Work Action Network (SWAN).

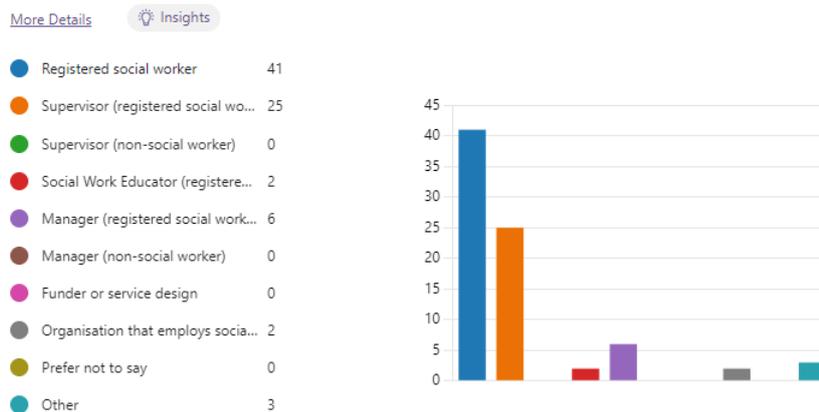
We also invited key stakeholders (for example Oranga Tamariki, Te Aka Whai Ora, CSWEANZ, Social Workers Registration Board) to engage with us and provide feedback, which occurred throughout the process.

Most respondents were Registered Social Workers; however, we also had a high proportion of social workers who are practising as supervisors complete the survey and participate in feedback sessions. We engaged Social Work managers, educators and non-Social Work Managers. A breakdown of respondents for the survey can be found below.

¹ This number is approximate, as we placed no limits on people attending multiple sessions, so there may be double counts.

Figure 1: Supervision Strategy Survey – respondent role category

4. What is your relationship to the social work sector?



OVERVIEW OF FEEDBACK

Overall, feedback on the draft Strategy was positive. There was a sense from respondents that an approach which aims to influence the system at all levels (social workers, supervisors and organisations/funders) is overdue. Many conveyed a sense of hope that the Strategy will work towards sustainable improvement of supervision across the sector.

Agreement Ratings of Proposed Policy Options

The survey provided insight into ‘agreement ratings’ for the significant changes proposed within the strategy. This is used as an indicator of whether there is consensus around the proposed shifts and provides a rough guide as to attitudes around changes.

Respondents scored each proposed change between 1- strongly disagree and 5 – strongly agree. For all eight proposed policy changes, agreement was relatively high, ranging between 3.98 (for ‘training’) and 4.61 (for separation of line management). A table of agreement ratings for each setting can be found below and commentary on these variations is within Table 2. Although there were high rates of agreement across the settings, the comments revealed variations in how respondents felt the policy settings should be administered.

Table 1: Survey agreement scores for proposed policy options

Proposed change	Agreement Rating (average rating out of 5)
Minimum frequency for social work supervision	4.53
Separation of line management	4.61
Supervision Agreements	4.44
Auditing of supervision	4.25
CPD requirements for supervisors	4.28
Supervision of supervisors	4.38
4 years minimum practice experience	4.18
Training requirement of 40 hours	3.93

Themes and patterns

Feedback (from the survey and engagement hui) was also organised thematically, to identify any emergent patterns which may not be expected or were not considered during strategy development. Most themes which emerged were already a primary focus of the strategy, however, interprofessional supervision, which had been discounted as out of scope during strategy development, emerged as an unexpectedly common theme which needs to be included.

One interesting finding was the difference in perception between some managers and employers around the success of their current supervision approaches. For example, 89% of survey responders rated 'high or very high agreement' with the separation of line management from supervision, but we received strong feedback from some managers who disagreed, stating that they successfully navigated this dual role within their organisation. This view was not shared by some of their employees who, during the course of providing feedback, identified their organisation and expressed a vastly different perspective.

Concerns about the separation of line management and training requirements were predominantly related to financial concerns, not necessarily in relation to the impact on supervision practice.

The primary themes which emerged were:

- A need to better promote inclusivity with the language used.
- Review the use of Māori kupu and te ao Māori concepts to ensure clarity of interpretation as they relate to supervision.
- Support interprofessional supervision as a valuable option for some social workers.
- Ensure equity is evident throughout and not just at the beginning.
- Allow for more flexibility of supervision arrangements, particularly for supervisors.
- Agreement with the direction, but resourcing concerns.
- Clarify responsibilities and obligations and ensure that supervision processes remain supervisee-led.
- Concerns regarding confidentiality and privacy when involving organisations during contracting and auditing.
- The need for more detail around aspects such as training and experience.

Analysis of Change Requests

A detailed analysis of all feedback and change requests was then completed. From the approximate 3000 pieces of feedback received, analysis determined whether requests were consistent with the intent and direction of the strategy, and the values and vision of ANZASW. Some feedback was omitted at this point as it did not meet this threshold.

The remaining feedback was then organised and condensed resulting in 40 substantial change requests (see Table 2 below). Various options in response to these change requests were then developed and reviewed for feasibility and consistency with the vision and purpose of the strategy.

SUMMARY AND ANALYSIS OF CHANGE REQUESTS

Table 2: Summary of analysis and options for change requests

Feedback Section: Background/ development			
Change request	Commentary	Options	Outcome
<p>1. Explicitly acknowledge the origins and history of this mahi.</p>	<p>In 2021 a working group, led by the previous ANZASW CPD coordinator reviewed the existing ANZASW Supervision Policy² and recommended substantive changes. This project revisits this work, instead taking a policy development approach and wider ‘systems view’ of social work supervision. This ensures that some recommendations for which there were reservations have been explored fully and cross-sector views gathered. This does not negate the efforts of this previous mahi, and the commitment from the group involved in this work. All previously involved were invited to contribute to this mahi by applying to the reference group or being part of workshops, surveys etc. Many took up this offer, however, some did not for various reasons. We have communicated our appreciation during workshops and information sessions which explain the whakapapa of this mahi, however this feedback suggests we need to be more explicit in our appreciation.</p>	<p>1. No change – in the acknowledgement section this is intended.</p> <p>2. Amend the acknowledgement section to specifically mention this previous working group and their contribution to this mahi.</p>	<p>Amend: Simple change to appendix 2: strategy development process to make this acknowledgement explicit and clear.</p>

² ANZASW. (2016) *ANZASW Supervision Policy*. Retrieved from: <https://www.anzasw.nz/public/150/files/Publications/Archive/ANZASW-Supervision-Policy-2016.pdf>

Section: Commitment to Te Tiriti o Waitangi

Change request	Commentary	Options	Outcome
<p>2. Clarify which source document we are using for Te Tiriti o Waitangi.</p>	<p>ANZASW recognises Te Tiriti o Waitangi (Te Reo text) as binding. As per the international convention of ‘contra proferentem’ in relation to contract law, Te Tiriti o Waitangi (Māori text) is given preference as it was drafted by the English. Te Tiriti (Māori text) upholds certain rights for Tangata Whenua not recognised in the Treaty of Waitangi (English text). We reference Te Tiriti in our Code of Ethics and remain consistent in this approach for the Supervision Strategy. As we have stated Te Tiriti o Waitangi here, we are referring to the Māori text and honouring the promises made to Tangata Whenua therein.</p>	<ol style="list-style-type: none"> 1. No change- an assumption that social workers should hold this base level of understanding around Te Tiriti o Waitangi. 2. Provide a footnote or in-paragraph clarification as an opportunity to educate and further Te Tiriti-based practice. 	<p>Amend: Clarifying paragraph added on page 3.</p>
<p>3. A separate strategy for Tangata Whenua which includes a Kaupapa Māori model (by Māori for Māori) that is not transferred over to fit Pākehā boxes. Te Tiriti needs to be led by Tangata Whenua, not conveyed like this in a document.</p>	<p>We wholly support the notion of a by Māori for Māori strategy which would be consistent with Tangata Whenua self-determining their supervision approaches and needs. However, ANZASW, as a Tiriti based organisation, operates from this basis. If a separate strategy is something our Tangata Whenua membership, or TWSWA feels is appropriate, we would support this. We have through our development process engaged and incorporated feedback from Tangata Whenua members to determine what supervision means for them, and how their needs can be met in this space, weaving Te Ao Māori frameworks and concepts, as chosen by them, within the strategy. In relation to leaving Te Tiriti to be led by Tangata Whenua, we must also acknowledge the responsibility Tangata Tiriti has in enacting and honouring Te Tiriti through mahi such as this.</p>	<ol style="list-style-type: none"> 1. No change. 2. Support separate Tangata Whenua supervision strategy. <p>Risks: There remains a question as to who would carry out this mahi. Having two separate strategies also risks misalignment and would challenge the coordination of resources to achieve the intended purpose.</p>	<p>No change.</p>

<p>4. Need to weave/braid te ao Māori frameworks better throughout the strategy. Starts out well but loses the ‘thread’ further on.</p>	<p>This is a really helpful insight, it may be to do with the format/structure of the document which explains and builds on frameworks and concepts at the front-end, then whittles down to specific actions and policy settings further on. It is in this process that the earlier frameworks may have become invisible at points. This needs to be reviewed so the integrity of these frameworks can be maintained throughout.</p>	<ol style="list-style-type: none"> 1. No change 2. Review document for framework threads throughout and strengthen areas such as aims and actions. 	<p>Amend: Reformat aims on pages 14,15 and 17 to ensure these are strongly identifying and including equity actions for Tangata Whenua. Clearly articulate the origins of the Pā Harakeke framework.</p>
<p>5. Clarify what equity for Māori is in supervision</p>	<p>This exact question has been proposed and discussed by the Tangata Whenua reference group during the development of this strategy. Their responses related to having a choice over their supervisor, which meets Tangata Whenua’s needs around cultural fit, however having enough Tangata Whenua supervisors is essential to meeting this need. Our actions have highlighted this priority around workforce capacity building. Also, we heard that having kaupapa Māori frameworks and supervision practices equally accepted and valued as Western models is important to achieving equity for Tangata Whenua. We hope that the framing of the strategy which normalises te ao Māori concepts and frameworks goes some way to achieving this.</p>	<ol style="list-style-type: none"> 1. No change- feedback from Tangata Whenua reference group was that this is evident. 2. Review and re-format aims to ensure that priorities for achieving equity for Tangata Whenua is explicit. 	<p>Amend: Reformat aims on pages 14,15 and 17 to ensure these are strongly identifying and including equity actions for Tangata Whenua.</p>
<p>6. Include within purposes that supervision is a place to reflect on Te Tiriti o Waitangi-based practice.</p>	<p>The wording of the first purpose reads: “Ensure social work practice and supervision is grounded in Te Tiriti o Waitangi...”, we feel that this already explicitly states that one of the purposes of supervision is to reflect on Te Tiriti-based practice. Perhaps it is the wording of this which leads to a different interpretation, however, it is purposely wide-reaching in language, to keep the purposes concise.</p>	<ol style="list-style-type: none"> 1. No change 2. Add an additional explicit purpose, separating this out from the current link with cultural humility. 	<p>No change.</p>

<p>7. Include context as to why priority should be Māori/Pasifika supervisors.</p>	<p>Social workers likely already carry some baseline understanding around the need for equity for Māori and Pasifika, and articulating this in-depth may create a more cumbersome document. However, perhaps there is not a common understanding around shortages of Māori and Pasifika supervisors compared to practitioner ratios and this context may be helpful to not only provide context as to the equity focus, but as a tool for general awareness raising of this issue.</p>	<ol style="list-style-type: none"> 1. No change 2. Check the wording of 'Awhi Rito' section (pg. 16) and amend if this context has not been provided. 	<p>Amend: Add a sentence to describe this issue and the needed priority action on pg. 16</p>
<p>8. Cultural supervision needs to be supported.</p>	<p>Cultural supervision was discussed at length within our workshops and reference group hui during the strategy development process. From these discussions, it became apparent that there are two common definitions of cultural supervision, depending on the positioning of the person requesting it. The first is generally the positioning of tauwiwi, who see cultural supervision as an 'add-on' to professional supervision; a place where you learn about how to work with clients of another culture based on the supervisor's lived experience. The second positioning was explained as seeking a supervisory relationship with someone from your own culture to reflect and explore practice whilst remaining grounded in shared cultural understandings, value bases and worldviews, without having to educate a supervisor about these differences. Our definition of social work supervision inherently supports this second definition of cultural supervision, but not as a distinct, stand-alone form. In our view, all social work supervision should be cultural supervision, meeting the specific cultural needs of supervisees. This is achieved through choice of a supervisor and the availability of more supervisors from all cultural backgrounds and diverse groups.</p>	<ol style="list-style-type: none"> 1. No change- this is discussed in the policy options paper. 2. Add footnote or in-paragraph explanation to provide a consensus stance as to what is meant by the term 'cultural supervision'. 	<p>Amend: Paragraph addition on pg. 9</p>
<p>9. Feedback identified gaps around reference to decolonising approaches within the strategy.</p>	<p>This is indeed a gap which is important and may go some way towards improving the language and mitigating the</p>	<ol style="list-style-type: none"> 1. No change 	<p>Amend: Purpose 1 on page 7.</p>

	'separatist' claims made in some feedback. This best fits within amendments made to purpose 1.	2. Amend purpose 1 to include decolonising approaches	
Section: Pasifika			
Change request	Commentary	Options	Outcome
10. Acknowledge the dynamic nature of Pasifika concepts used.	The Pasifika reference group informed the inclusion of Pasifika concepts on page 7, noting that the acknowledgement of the diverse cultures included within the term "Pasifika" needs particular attention and that there are various interpretations of vā, but the consensus around the use of this term as a reference to a relational space. Perhaps this does not adequately capture the dynamic nature of vā as a concept and so the wording can be revisited to ensure this is emphasised.	1. No change 2. Minor amendment to wording page 7 to include the dynamic nature of talanoa and vā.	Amend: Minor amendment on pg. 7.
11. Include a vā model and a core framework	There is a need to consider why a vā model may be preferred over other Pasifika models. This may need exploration with our Pasifika reference group, as to whether the inclusion of a vā model, beyond the current discussion of vā is necessary for the purpose of this strategy. There is an argument that a vā model demonstrates inclusion for Pasifika, however, there is also the question of what point of difference it offers from the te ao Māori relational models used and how the application to supervision specifically has been evidenced. Our Pasifika reference group felt that concepts rather than frameworks better captured the fact there is not a consensus model for Pasifika in the supervision space and there is a sense that freedom to use their own Pasifika models is important. This feedback deviates from this view.	1. No change – explanation on pg 7 considered adequate. 2. Amend frameworks and include Vā model alongside te ao Māori frameworks. Risks: Including an additional model would make the document significantly longer, and it may become confusing for readers, as the additional framework is unlikely to offer additional understanding to existing relational concepts included.	No change.

<p>12. Sense that Pasifika perspective was not as strong as Tangata Whenua in this strategy and could be strengthened.</p>	<p>This feedback leads to the question of what we are trying to achieve. The relationship between Tangata Tiriti and Tangata Whenua is different hence why frameworks etc are Kaupapa Māori rather than Pasifika. However, we have also heard clearly from our Pasifika reference group that Pasifika frameworks in the supervision space are still emerging, are diverse as per the diverse nature of Pasifika nations and are often not written down. Our reference group suggested that requiring structured written frameworks that represent Pasifika ways of supervision risks colonising this relationship. Our reference group clearly articulated that the concept of vā felt the most appropriate way to frame supervision from a Pasifika perspective and this has been included on page 7. There is a need to ensure that actions which aim for equity for Pasifika in this space are linked to the narrative and clearly demonstrate a commitment to the aspirations of Pasifika for supervision.</p>	<ol style="list-style-type: none"> 1. No change 2. Review and make minor amendments to aims – strengthen link from Pasifika aspirations (i.e. capacity building and support for Pasifika supervisors) and aims. 	<p>Amend: Amend aims and strengthen link to Pasifika aspirations.</p>
<p>13. Need to promote supervision as a career pathway for Pasifika social workers.</p>	<p>There was a strong view from our reference group that support for Pasifika leadership and growth into supervisory practice is needed. There was a sense that this needs to be led by Pasifika social work leaders, however ensuring that this aim is included in the strategy would support this. It has been mentioned in actions, but this could be reviewed to make it explicit and measurable.</p>	<ol style="list-style-type: none"> 1. No change 2. Amend SW 1 to reference both Pasifika and Tangata Whenua. 	<p>Amend: SW1 on pg. 15</p>
<p>Section: What is social work supervision</p>			
<p>Change request</p>	<p>Commentary</p>	<p>Options</p>	<p>Outcome</p>
<p>14. Supervision should not be viewed as a career pathway</p>	<p>This view does not align with the intent of this strategy nor the direction we are trying to head in professionalising this mahi. No evidence has been offered with this view therefore it's difficult to prioritise this perspective over that of academics and educators</p>	<ol style="list-style-type: none"> 1. No change 2. Amend significant components of this strategy to align with 	<p>No change.</p>

	<p>working and researching in the field who have provided evidence of professional supervision as a distinct and stand-alone set of skills. Therefore, according to this perspective, supervision can be a viable career pathway for social workers. If we maintain a view that supervision is not a career pathway, the unintended consequences may be:</p> <ul style="list-style-type: none"> • Social workers with no interest in the growth of colleagues and supervision may continue to be ‘promoted up’ into such roles. • Improved quality of supervision across the board may be difficult to achieve as there is no clear pathway to becoming a supervisor or growing this skill set if it is seen as an enviable extension to practice rather than a specific career choice. • Support and resources to grow the supervisory workforce will be more difficult to access without a clear career pathway and rationale. 	<p>view that supervision is not a career pathway.</p>
<p>15. Remove the requirement for social workers to only be supervised by other social workers and allow for interprofessional supervision.</p>	<p>There seems to be very clear support for interprofessional supervision. We initially moved away from this as when reviewing the evidence and speaking directly to our academic reference group. Interprofessional supervision was conveyed as effective once social workers have attained a sense of professional identity, but it is difficult to ascertain exactly when this may occur. However, in consideration of this further feedback, some additional evidence provided and conversations with educators who teach post-graduation interprofessional supervision it is appropriate to consider amending this description. We agree with the view that supervision is an acquired set of skills. Requiring a social work background will not automatically ensure supervision is a safe space for reflection and instead suggests it is a forum for caseload oversight and advice, a view that we are trying to actively avoid within this</p>	<ol style="list-style-type: none"> 1. No change- require all social workers to be supervised by social workers. 2. Amend description of social work supervision on page 8 and allow: <ol style="list-style-type: none"> a. Interprofessional supervision supported after attainment of full registration. b. Interprofessional supervision allowed provided <p>Amend: pg. 7 and 8 to validate interprofessional supervision but recommend provisionally registered social workers receive supervision from social workers (mix of option a) and b) and promote at least one source of support with a social worker.</p>

	<p>strategy. However, there is agreement that it is wise to promote at least one relationship within the Pā Harakeke model as being a social work relationship, whether this is line management, collegial, peer or other support. Evidence does suggest that newly qualified social workers would more effectively be supervised by social workers, given their development needs around solidifying professional identity at this stage of their career. In consideration, there is an argument to require provisionally registered social workers to receive supervision from a registered social worker. A consequence of amending this setting will be that supervisors who are not social workers fall outside of the remit of this strategy, however, if social workers have active choice of their supervisor then they may enforce 'self-regulation' of these standards as they become the sector norm. An option could be to insist that social workers who seek interprofessional supervision have supervisors who hold post-grad quals in professional supervision, however, this would produce a stark difference in standards between supervisors internal to and external to the social work profession which is problematic and inequitable.</p>	<p>otteam.support available from a social worker (i.e. line manager or working as part of a social work team</p> <p>c. Interprofessional supported if supervisor has post-grad quals in supervision</p>
<p>16. Include principles of social work supervision</p>	<p>This is an approach which has been taken previously around supervision policy and the transfer of these previous principles was considered as part of the development process. However, it was found that within the context of the wider frameworks used, including reference to Ngā Tikanga Matatika/ Code of Ethics, and use of the purposes, these principles became redundant, and their inclusion would confuse rather than clarify and create a more cumbersome strategy. Many of these principles relate to regulatory functions (i.e. Principle 4.2 of the previous policy is that all practising social workers are required to participate in regular supervision) which</p>	<p>1. No change No change</p> <p>2. Include Principles of Supervision – further consultation would be required to determine what these should be.</p>

are already enforced by SWRB registration requirements. The logic flow from frameworks to purposes to aims to approaches encapsulates what is needed to achieve a paradigm shift around supervision without the need for additional principles.

Section: Purposes

Change request	Commentary	Options	Outcome
17. Concerns around the interpretation of Tuakana-teina within the description of supervision and that this could be misconstrued as a paternalistic relationship.	This feedback was reasonably common, and although the intention of tuakana-teina when including it in the strategy is to accentuate the role of 'ako' - this does not appear to have translated well given these interpretations. There is also concern raised that by using tuakana-teina as a description for supervision, we are unintentionally colonising this concept and term. This is an important reflection and not something we want to be implicit in. This was also something pointed out in reference to 'kaitiakitanga', that by using it in the supervision descriptor this term may be colonised. The description as a precursor to the list of purposes does not lose its intent by removing reference to tuakana-teina and kaitikitanga, therefore this may be the best approach to avoid colonising this concept and misinterpretation of it as a paternalistic relationship rather than a reciprocal one.	<ol style="list-style-type: none"> 1. No change 2. Remove tuakana-teina and kaitiakitanga as referenced in the social work supervision description and expand explanation of tuakana-teina as a concept relevant to supervision. 	Amend: Remove references on pg. 8 and add commentary on pg. 12.
18. Review language for purposes as it promotes the division of cultures/ language implies 'othering' and separatism/ racist language	We received several pieces of feedback which raised issues around how Purpose 1 is worded. The words 'separatist, divisive, racist and othering' were used to describe their interpretation of identifying Tangata Whenua and Pasifika specifically within this purpose. Those who provided this feedback identified themselves as Pākehā, European or 'prefer not to say' which is an important insight into their positioning, or choice not to disclose their positioning in providing this feedback.	<ol style="list-style-type: none"> 1. No change 2. Review language used in purpose 1 to ensure 'othering' is avoided. 	Amend: Purpose 1 on pg. 8 to be re-worded.

	Language is important to this strategy, and we do not want to trigger feelings of separatism however there remains a need to balance this with our Te Tiriti obligations to prioritise visibility and equity for Tangata Whenua. There is a need to review the language used for this purpose to see if division can be actively avoided whilst still maintaining full visibility for Tangata Whenua, Pasifika and the diversity of cultures in Aotearoa New Zealand throughout this strategy.		
19. Stronger focus on continuing education within purposes	Purpose 5 speaks to this, perhaps the language is not strong enough to make this clear in intent around ongoing learning, i.e., professional development. This purpose could be reviewed with this lens and language strengthened if needed.	<ol style="list-style-type: none"> 1. No change 2. Strengthen language and include explicit reference to professional development within purpose 5. 	Amend: purpose 5 on pg. 8
20. Client outcomes need to be more explicit, miss collective notions of supervision	A focus on client outcomes is intended within purpose 2, but feedback suggests that the language is not sufficiently clear or strong enough to convey this. The clarity of this language should be reviewed, however, a balance with strengths-based language also needs to be sought as this was the original intent of the wording. In relation to the fact that the purposes miss collective notions of supervision, this is purposeful as collective notions of supervision fall outside of the scope of supervision as a one-to-one supervision partnership (this is explained in the FAQ section).	<ol style="list-style-type: none"> 1. No change 2. Review language and clarify so that focus on client outcomes is clear. 	Amend: purpose 2 for language clarity on pg. 8
21. Have wellbeing as first purpose to prioritise it.	The order of these purposes is intentional, to make the commitment to Te Tiriti highly visible. The order in relation to client outcomes and well-being could be reviewed to see if these need to be reordered- however, it is likely that there is a myriad of different opinions as to priority. Despite being in list form, we have not conveyed that one is more important than another and	<ol style="list-style-type: none"> 1. No change 2. Amend ordering of purposes to convey 'importance'. 	No change

	perhaps reiteration of this could be included in the narrative for this section.		
22. Add advocacy as a purpose of supervision – currently missing	Several pieces of feedback identified that advocacy seems to be missing from the purposes, however, in this feedback, advocacy is defined in several different ways. Some described it as the supervisor advocating on behalf of the social worker to their organisation, social workers advocating on behalf of clients, others described a wider application of social justice, and supporting social workers to consider and advocate for organisations to be responsive to their clients. Social justice is included within purpose 3, however, adding the words ‘advocate for...’ may strengthen this intent. There remains a question about whether the purpose of supervision includes advocating on behalf of the worker or whether this is outside of the bounds of this relationship and is instead a safe forum to build self-advocacy skills.	<ol style="list-style-type: none"> 1. No change 2. Review to see whether the inclusion of the term ‘advocacy’ in purpose 3 would better articulate advocacy as a function of supervision. 	Amend: add ‘advocacy’ term to purpose 3 as: “Support and uphold ethical social work best practice, advocating for clients and system change which integrates human rights and social justice, through critically reflective conversations.”
23. Purposes seem focused on NGO sector, need to include casework to capture and mitigate risk.	This feedback appears to confuse the purpose and function of supervision with that of line management. As per our explanation on pg. 12, line managers hold the primary responsibility for oversight of casework and risk mitigation. Casework may be discussed in supervision, but usually in relation to reflection on ethics or practice in decision-making or professional development needs that a case has uncovered rather than day-to-day risk mitigation.	<ol style="list-style-type: none"> 1. No change 2. Add a purpose around reflecting on casework to capture and mitigate risk. 	No change
24. Purposes should reflect core competencies	This appears to be a formatting and terminology difference, we argue that these purposes do in fact reflect the core competencies, however articulating them in this form, specifically related to supervision is a helpful application of the core competencies in supervision. If supervision did achieve all the purposes as listed here, all 10 core competencies would be demonstrated.	<ol style="list-style-type: none"> 1. No change 2. Re-word all purposes to clearly reflect core competencies 	No change

<p>25. Purposes should include supervisors understanding supervisees role and providing tools and resources</p>	<p>Upon consideration of whether this is a purpose of supervision, we disagree. Supervisors have skills in reflection and their role and responsibility is not to have an expert understanding of a supervisee’s role, or provide tools and resources, but to help explore with a social worker their own articulation and promote a deeper understanding of their role and identification of resources to address their development needs.</p>	<p>1. No change 2. Add responsibility for supervisors to understand supervisees' role and provide tools and resources as a purpose.</p>	<p>No change</p>
<p>26. Add navigating political and organisational context and understanding abuses of power.</p>	<p>The purpose of navigating the political and organisation context of practice is intended within purpose 4, however, from this feedback this may not be clearly articulated. The ‘understanding abuses of power’ is deficit-orientated in language which we are trying to avoid in preference for strengths-based language, however, there is perhaps a need to ensure that exploration of power dynamics in relationships and structures is included within purpose 4. This wording could be reviewed and refined to articulate these concepts better.</p>	<p>1. No change 2. Review the wording of purpose 4 to ensure clarity around political and organisational context and exploration of power dynamics.</p>	<p>Amend: Clarify wording of purpose 4 on pg. 8</p>
<p>Section: Key Shifts</p>			
<p>Change request</p>	<p>Commentary</p>	<p>Options</p>	<p>Outcome</p>
<p>27. Clarify how the development of supervisors is to be supported</p>	<p>There is a need to review aims and shifts for clarity, however, from feedback there appears to be an expectation to detail specific actions that will be taken to achieve the aims. This is a separate piece of work which sits at the implementation stage. We have reflected that providing a draft implementation plan as an appendix may be unfairly setting up this expectation at this stage. Consideration is needed as to whether this implementation plan should be removed, and instead, a very clear intention to develop a detailed implementation plan which includes some of the actions</p>	<p>1. No change 2. Remove implementation plan as an appendix and state the intention to develop a 2024 implementation plan.</p>	<p>Amend: remove implementation plan and make clear intent of strategy to set direction, with development of a detailed implementation plan to follow shortly.</p>

	suggested within feedback. There is a role for ANZASW in managing expectations here, as many actions do sit at organisational level and will be dependent on organisational buy-in to operationalise. The implementation plan needs to clearly set out what ANZASW can do and identify gaps which require support and action from others.		
28. Missing mention of clinical social worker and career pathway towards this as an aim/ aspect of supervision	There is contention around what 'clinical' refers to within the Aotearoa New Zealand practice context. This can be used to refer to job roles, tasks and other distinctions. There is no clear agreement at present, and unlike jurisdictions such as the US, 'clinical' social work is not currently a career pathway with attached accreditation which expands the legal scope within certain fields of practice. This issue sits outside of the scope of the supervision strategy, and introducing this debate or even the language of clinical would detract from its intent.	<ol style="list-style-type: none"> 1. No change 2. Refer to clinical social work in the context of supervision 	No change
29. Concerns around funding limitations	A lot of feedback expressed reservations about how such changes would be funded and whether they are achievable from this perspective. This highlights there is a need for clarity around alternative options for supervision arrangements, that we are not exclusively promoting supervision external to an organisation. Also, there is a need to include within the narrative confirmation of what has been included in the pay equity agreement now that these details are clear.	<ol style="list-style-type: none"> 1. No change 2. Provide clarity around what we mean by line management separation and that this does not need to be external supervision. Insert details re: pay equity funding for supervision. 	Amend: clarity around supervision arrangements, pay equity funding details inserted.
30. Concern that social workers who are private practitioners may not be able to afford this level of supervision.	Concerns regarding self-funding supervision were reasonably common from private practitioners. This raised two issues. Firstly, whether private practitioners are currently meeting their monthly supervision requirements as per SWRB expectations. We are not	<ol style="list-style-type: none"> 1. No change 2. Amend regularity requirements for private practitioners 	No change

suggesting changes to the current setting, and we have concerns that these comments may suggest that some don't consider themselves 'practising' and are therefore not complying with current monthly supervision requirements. Secondly, this feedback identified a potential need for support in small business management skills for private practitioners. The cost of supervision should be considered a business overhead and charge-out rates to cover this cost adjusted accordingly, just as they would for other business expenses. This may suggest an education gap for social workers going into private practice around small business management. This sits out of scope of this strategy but is an education need which ANZASW is now cognisant of.

who require supervision to increase affordability.

Section: Recommended Policy Changes

Change request	Commentary	Options	Outcome
<p>31. Frequency- Weekly frequency for provisionally registered is impractical given they would also be receiving weekly line management support during this period.</p>	<p>This feedback raises a very good point in terms of the application of the Pā Harakeke model. If applied consistently, provisionally registered social workers (PRSWs) would not require weekly supervision, as line management and other support should be readily available. The frequency suggested in this original setting may have inadvertently suggested that supervision is the only form of support for PRSWs when they should in fact have a 'system' of support that complements and reinforces each other. Through this lens, a fortnightly expectation for provisionally registered social workers is reasonable, provided they have other support in place (such as weekly line management, supplementary group or peer support). The narrative around this setting should promote these complementary relationships.</p>	<p>1. No change 2. Amend to fortnightly frequency for Provisionally Registered Social Workers, promote use of complementary support within narrative.</p>	<p>Amend this setting to reflect fortnightly frequency for Provisionally Registered Social Workers.</p>
<p>32. Frequency –</p>	<p>Feedback and further engagement and discussion around this issue highlighted that the term 'supervision' in</p>	<p>1. No change</p>	<p>Amend: Remove students from</p>

<p>Supervision of students is an entirely different function to what we are speaking to and so should be removed from policy recommendations.</p>	<p>relation to students is problematic as field educators hold a unique mix of supervisory and line management responsibilities in tandem. Functions like the oversight and assessment of practice cannot be easily separated from critical reflection and learning in the student field educator role. It creates confusion including student supervision in this section, instead requirements for supervision of students are already set out in SWRB's Programme Recognition Standards (soon to be Education Standards) set out by SWRB. Commentary on the supervision of students could be included within the main text to differentiate this and promote the use of experienced field educators to ensure students are well supported during placement.</p>	<ol style="list-style-type: none"> 2. Remove students from frequency settings and include commentary of this within the main body paragraph. 	<p>frequency setting and add to main paragraph.</p>
<p>33. Supervision Agreements - There was mixed feedback regarding the necessity of supervision agreements, with concerns centred on who holds the power.</p>	<p>Feedback conveyed general agreement that supervision agreements can be a helpful foundation to the supervisory relationship, however many had concerns that the inclusion of organisations in this process would result in power imbalances. Due to this, there is a need to clarify wording to convey that it is supervisee/supervisor-led and not organisation-led. This is likely to improve the acceptability of this setting. Developing guidance for this process is a key implementation activity and reference to this need can be added to this setting.</p>	<ol style="list-style-type: none"> 1. No change 2. Clarify wording of this setting to ensure that power imbalances during the contracting processes are mitigated. 	<p>Amend: Ensure wording articulates that agreements are supervisee/supervisor led. Reference guidance development.</p>
<p>34. Auditing – Not necessary as already covered by existing mechanisms at an organisational level, overly burdensome for individual social workers when compliance is a systemic issue, not an individual one.</p>	<p>The idea of auditing had one of the lowest agreement ratings of all the policy settings, however from reading the qualitative comments this appeared to be due to uncertainty around the operationalisation. Some felt that existing auditing of supervision arrangements by funders that occurs in the NGO and health space is sufficient. From SWRB workforce data, existing auditing is likely to capture approximately 44% of the social work</p>	<ol style="list-style-type: none"> 1. No change. 2. Option (a): Remove the auditing setting in favour of existing mechanisms. 3. Option (b): Remove from setting but include in narrative intention to 	<p>Amend: remove this from a policy setting, however, include within narrative on pg. 20.</p>

	<p>workforce³. There is the question of whether this setting is necessary given the existing mechanisms in place, however, there is concern that for organisations who aren't currently audited on this information, there is a gap. Others felt that placing the burden on individual social workers rather than organisations was unjust and presented the view that this was a systemic issue, not an individual one. This is a valid point, as our supervision survey identified that for the 12% of the social workers who did not access supervision regularly, the most common reason (20% of this group) was organisations not funding it. This setting is also dependent on SWRB operationalising which may not be reasonable as it would come with some resource consideration for SWRB due to additional checks during the CPD audit process. There is a need to explore whether there are alternatives for achieving adequate accountability and whether this audit requirement is proportional given we are essentially trying to capture one large organisation for which there is currently no audit function around supervision.</p>	<p>work with sector to identify alternative accountability mechanisms for supervision (this may include collaborating on this component with SWRB or with social work employers not currently captured within existing auditing around feasible alternatives).</p>
<p>35. CPD requirements for supervisors – The cultural responsiveness element is unnecessary given it is already included in general CPD requirements.</p>	<p>Some feedback suggested that the cultural element of this setting is unnecessary, or that it should remain only as a requirement for tauwiwi. Literature suggests that a core component missing in current supervision is cultural responsiveness across the board. However, this gap could be resolved by requiring cultural responsiveness in supervisory practice as part of initial training and then leaving this CPD requirement more general. We disagree that it is only tauwiwi that cultural responsiveness is applicable to, as cultural responsiveness does not only speak to the Tangata Whenua/tauwiwi relationship, but responsiveness to all cultures and diverse groups which is</p>	<p>1. No change- this requirement aligns well with existing SWRB CPD requirements. 2. Maintain CPD requirement, however, omit cultural responsiveness requirement and ensure this is a feature of core</p> <p>No change</p>

³ This figure is taken from the SWRB 2022 Workforce Survey, registration information states 44% of social workers are employed by NGOs who are subject to organisational auditing of supervision arrangements via Social Services Accreditation.

	<p>a professional development need relevant to all. Additionally, there was considerable concern that there is not enough training available to meet this requirement yearly. Within the wide scope of CPD as defined by SWRB, we think that this setting is achievable, although there is possibly a need to develop an education plan in support of supervisors as part of the implementation of this strategy.</p>	<p>supervision training instead.</p>	
<p>36. Supervision of supervisors- Need to be flexible in approach, allowing for peer and group arrangements to meet this.</p>	<p>Feedback ranged from views that we should not prescribe what supervisors talk about in their own supervision, to requirements for supervisors should be no different to practising social workers. This setting has raised some interesting perceptions about the role and function of supervision for supervisors. There does not appear to be a widespread, shared understanding that supervision is a stand-alone practice area/career which requires support and a safe space, just like frontline roles, to reflect, grow and improve in practice. However, the framing of supervision arrangements here as individual only was challenged. Some raised that communities of learning, peer and group support between supervisors is an effective way to reflect, grow and improve supervisory practice.</p>	<ol style="list-style-type: none"> 1. No change 2. Amend to allow for flexibility around supervision arrangements for supervisors to include group, peer, communities of learning etc. 	<p>Amend: allow for flexibility in arrangements for supervisors.</p>
<p>37. Supervisors have 4 years of practice experience - The 4 years minimum social work experience requirement is arbitrary and does not align with the view that supervision is an acquired, stand-alone skill and career pathway.</p>	<p>This setting gathered some very diverse views ranging from 3 to 9 years of experience required. There was a lot of support for 5 years as a minimum. Conversely, those who supported structured training for supervisors queried the arbitrary nature of this 4-year setting and the social work-specific practice requirement given the view that supervision practice is a stand-alone, acquired skill. There were also queries around whether this is full-time equivalent and would therefore be longer for part-time and whether prior experience such as indigenous or Kaupapa Māori knowledge would be included. The intent of the experience requirement is about exposure to</p>	<ol style="list-style-type: none"> 1. No change 2. Reduce experience requirement to 2 years once fully registered and link this to training requirement. 	<p>Amend: Reduce experience requirement to 2 years once fully registered AND initial training in supervision to begin supervising. Link with choice of supervisor.</p>

social work-specific practice and the development of professional identity as a social worker. Even if a social worker is part-time, their development of professional identity is unlikely to be slower than full-time staff. The underlying issue seems to be about what characteristics social workers feel are necessary to build a trusting supervisory relationship, experience can be interpreted as a proxy for trust and confidence in this instance. However, this suggests that there is an expectation that the supervisor can take on an 'expert- advice-giving' role which is not aligned with the purposes or intent of this supervision strategy and is part of the attitude shift we are trying to achieve. This highlights that this setting and the training setting are no longer mutually exclusive. If we are requiring training for supervisors, then 'x' years' experience becomes less important because training provides the required skills around critical reflection, theories and models which should be the foundation of any supervision approach rather than advice-giving. Post-grad professional supervision programmes require 2 years of 'related experience' in a mentoring, support, or coaching roles, essentially any type of role which involves supporting the professional growth of someone. It would therefore be consistent to reduce this requirement to 2 years' experience, following achievement of full registration, to support the development of a solid professional identity and then require self-directed training before starting to supervise (as further discussed below in the training section). In relation to the experience/trust correlation identified, maintaining choice for social workers will moderate this, as it will be possible to choose a supervisor from a specific practice area with a certain amount of experience if this is something which a social worker believes is important to

	facilitate trust and confidence in the supervisory relationship.		
<p>38. Training – This setting is too imprecise and open to interpretation.</p>	<p>Feedback suggested that this setting was too imprecise and open to interpretation. Fear was conveyed that a social worker could read 40 hours’ worth of articles on supervision and then be considered a proficient supervisor.</p> <p>Accreditation of courses was a popular suggestion to mitigate this risk. However, accreditation was not supported by many Tangata Whenua respondents as there are limited Kaupapa Māori training options for supervision, and this approach could reinforce the unhelpful idea that Western training is the preferred form of learning.</p> <p>Overall clarity on what constitutes ‘training’ was requested, as well as consideration around the wording as some felt it devalued post-grad qualification courses which is not the intent. Literature suggests that effective training should include practice and in-person skills assessment, theories and frameworks, and in the Aotearoa New Zealand context, cultural responsiveness.</p> <p>An unintended consequence was identified in feedback around misalignment with existing post-graduate supervision courses, which require some practice experience as a pre-requisite. If supervisors must train before starting supervisory practice, it could reduce access to post-graduate courses for social workers. Upon engaging further with CSWEANZ around this, a tiered/stepped option has been suggested:</p> <ul style="list-style-type: none"> - 40 hours of training is required (via self-directed professional development) to commence supervision practice, however, structured learning which includes skills-practice, attaining knowledge of theories and frameworks and cultural responsiveness 	<ol style="list-style-type: none"> 1. No change 2. Amend to create a tiered/stepped pathway into supervision through training. 	<p>Amend: Change to a tiered expectation:</p> <p>Social workers wishing to begin practising as a social work supervisor must complete at least 20 hours of learning about supervision. A further 20 hours of learning (of which at least half must be face-to-face) should be completed within 2 years of commencing supervisory practice, and includes:</p> <ul style="list-style-type: none"> • skills-practice, • attaining knowledge of theories and frameworks, and • cultural responsiveness in supervision

should be completed within 2 years of commencing supervisory practice.
Such a setting would allow for course prerequisites to be met and promote progression onto more structured learning which supports the view that supervision is an acquired stand-alone skill set and career-step.

Section: Development Process

Change request	Commentary	Options	Outcome
39. Add details of methodology in the development process	This is a reasonable request to include in the development section. To ensure that the document does not become cumbersome, the narrative would need to be brief rather than an academic article standard. The primary target audience is not academic so this information may only be of interest to a few readers. We have followed a policy development process in drafting this strategy, this does not mirror an academic research process so expectations as to these differences may need to be managed.	<ol style="list-style-type: none"> 1. No change 2. Add to development section the methodologies used in analysis of feedback across the development process. 	Amend: add methodologies used in appendix 2.

Section: Implementation Plan

Change request	Commentary	Options	Outcome
40. More detail on actions or more actions in certain areas, vs the need to reduce the number of actions and make these more specific.	Feedback on the implementation plan in Appendix 1 varied significantly with many suggestions around additions and priorities. These concentrated heavily on professional development and support of supervisors, and more detail on exactly how workforce capacity will be built. There is a need to complete further mahi on this implementation plan once the final strategy settings have been agreed upon. It would therefore make more sense to separate this plan from the strategy and work on this with stakeholders. Focusing on feasibility assessments of what actions ANZASW can achieve within existing resources, or identifying distinct pieces of mahi for which additional resource could be sought through	<ol style="list-style-type: none"> 1. No change 2. Remove implantation plan and replace with 'next steps' section 	Amend: Remove implantation plan and replace with 'implementation' section.

the likes of budget bids by stakeholders. This would ensure the strategy remains truly strategic in approach, and that an accompanying implementation plan can be reviewed annually and remain responsive to changes in the sector.