



Aotearoa New Zealand
Association of Social Workers
Te Rōpū Tauwhiro i Aotearoa

PROFESSIONAL DEVELOPMENT SURVEY

JUNE 2022

Professional Development Survey Summary

605

responses

47%

don't have enough time for professional development

75%

will recommend ANZASW professional development to another social worker



50%

satisfied ANZASW meets their professional learning needs



85%

will recommend ANZASW to another social worker

247

have attended an ANZASW professional development event in the last 12 months

Our strengths in professional development

- Varied
- Accessible
- Relevant
- Consistent
- Structured

Learning areas for prioritisation

- Bicultural/kaupapa Māori social work
- Health and wellbeing
- Mental Health and Addictions
- Legislation and policies
- Ethical practice
- Trauma
- Supervision

How social workers are learning

- Reading journal articles or books (69%)
- Online learning module (66%)
- Webinars (59%)
- Face-to-face seminar/workshop (56%)

Barriers to attending

- Can't attend at scheduled time (65%)
- Insufficient time (47%)
- Unable to afford (45%)

OUR ACTION PLAN

Following analysis of the survey results, we have developed an action plan, grouped into two key areas.

PROFESSIONAL DEVELOPMENT SCHEDULING

- Source training opportunities in the identified priority learning areas of:
 - Bicultural and kaupapa Māori social work practice
 - Health and wellbeing
 - Mental health and addictions
 - Legislation and policies affecting social work practice
 - Ethical practice
 - Trauma
 - Supervision
- Trial different session times, including morning, afternoon, and evening sessions.
- Follow up with members who responded indicating they could present a professional development event.
- Enable face-to-face professional development as the COVID protection framework allows.
- Review the lead-in time for professional development events.

EXTEND THE USE OF EDUCATIONAL TECHNOLOGY

- Promote publications (such as recommended reading) and enable members to connect over reading recommendations.
- Trial a Quality Assurance Framework to support presenters to raise the quality of professional development and the level of satisfaction amongst members.
- Continue to enhance the quality of e-notices.
- Explore our use of educational technology to enable the development and offering of online learning modules.

RESULTS

INTRODUCTION

This report is a summary of information gathered in the ANZASW Professional Development survey conducted between 8th and 25th March 2022. All ANZASW members were invited to participate, with 605 responses being collected (approximately 17% of our membership).

The purpose of the survey was to identify members' current professional development needs and to understand the way in which they engage with the Association to plan appropriate professional development and engagement activities.

Participants

Approximately 3600 ANZASW members were invited to participate in the survey. 605 responses were collected, a response rate of approximately 17%. Most respondents worked for an NGO or Oranga Tamariki, were aged 50 years plus and had over 10 years of social work experience

Approximately 33% of respondents worked for an NGO (including health providers), 22% worked for Oranga Tamariki, 17% worked for a DHB and 13% were in private practice (see Figure 1). Compared with our current member statistics, the survey sample contained proportionately more NGO employees (approximately 23% of all members), proportionately fewer Oranga Tamariki employees (approximately 34% of all members) about the same representation of DHB social workers (16% of all members) and almost double the numbers of members in private practice (7% of all members).

Figure 1: Where are you employed?

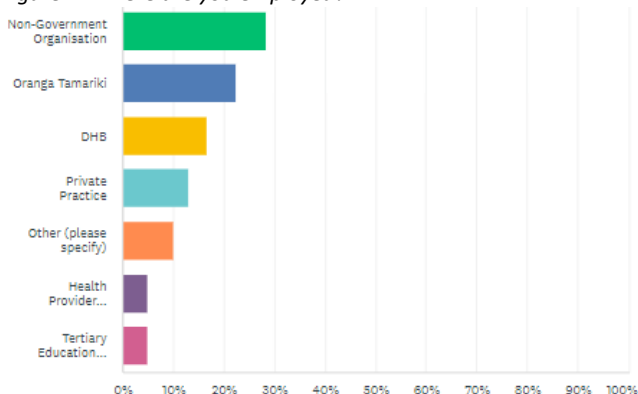
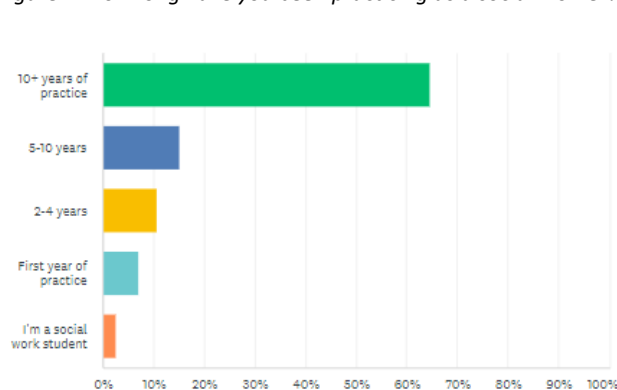


Figure 2: How long have you been practicing as a social worker?



Almost two-thirds of respondents had over 10 years of social work experience, about a quarter had 2-10 years' experience and students and those in their first year of practice made up just under 10% of respondents (see Figure 2).

About half of all respondents were aged 51-70 and a further 28% of respondents were in the 41-50 age bracket (see Table 1).

Table 1: Please choose your age group

Age bracket (years)	Responses (%)	Responses (#)
30 and under	5%	33
31-40	12%	71
41-50	28%	170
51-60	31%	190
61-70	20%	120
70+	3%	17
Prefer not to say	1%	4

PRIORITISED AREAS OF LEARNING

Respondents were asked to choose their prioritised learning area(s) for the year ahead from a list of 18 topic areas and could choose all topics that applied. The areas prioritised by most respondents were *Bicultural social work practice*, *Kaupapa Māori social work practice*, *Health and Wellbeing*, *Mental Health and Addictions*, *Legislation and policies affecting social work practice* and *Ethical practice*. Each of these topics was identified as a priority learning area by over 200 respondents (see Table 2).

Table 2: For the year ahead, choose the area(s) of learning you would like to prioritise

Prioritised learning area (1-9)	Responses (#)	Prioritised learning area (10-18)	Responses (#)
Bicultural social work practice	51% (272)	Care and protection	23% (122)
Kaupapa Māori social work practice	47% (255)	Community development	20% (108)
Health and wellbeing	43% (229)	Elder abuse/care of older people	19% (103)
Mental Health and addictions	42% (226)	Housing	18% (99)
Legislation/policies affecting practice	42% (224)	Pasifica social work	18% (96)
Ethical practice	38% (202)	Disability	17% (93)
Leadership/management	33% (178)	Refugees/migrants	17% (92)
Children and families/whānau	31% (169)	Youth work	10% (53)
Sexual abuse/assault	26% (141)	Social work in schools	6% (34)

There were 133 open text responses to the option '*Other learning area*'; learning in '*trauma/wellbeing*' was the main theme identified with '*supervision*' as a secondary theme.

LEARNING PREFERENCES

Participants were asked about their recent experiences of professional development and their learning activity preferences. Reading journal articles and books was the main professional development activity identified by respondents, followed closely by online learning modules and webinars (see table 3). Just over half of respondents had attended a face-to-face presentation in the last 12 months and just under half had accessed mentor or peer support in the same timeframe. Planning material to present to others accounted for a third of respondents' professional development with research comprising about a quarter of respondents.

Table 3: What professional learning experiences have you participated in over the last 12 months? Choose all that apply.

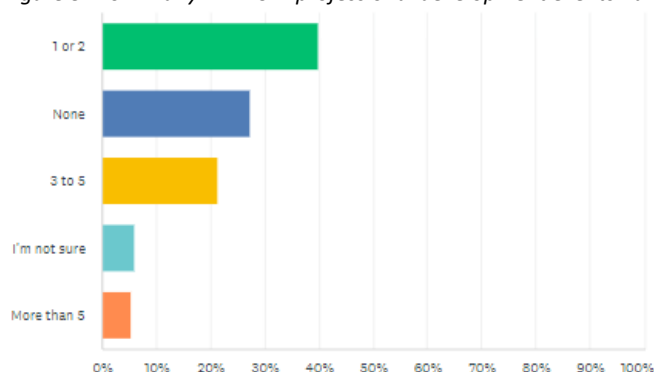
Professional learning experience	Responses %	Responses #
Reading journal articles/books	69%	376
Online learning module	66%	360
Webinar	59%	324
Face to face presentation/workshop/seminar	56%	306
Mentor/peer support	47%	255
Podcasts and other audio/video resources	46%	249
Conference/symposium/hui	43%	233
Recording of an online professional development event	34%	185
Planning and presenting a lecture/course/seminar/workshop/webinar	33%	182
Research	24%	132

48 respondents added comments to the option '*Other*' and the main theme related to tertiary study. Participants were asked to identify their favourite professional learning activity in the last 12 months; 497 responses were collected. The main theme was online learning such as a module, webinar or podcast. Other themes emerging were 'in-person' events and supervision, incorporating mentoring, coaching, peer support and kaitiakitanga. About a quarter of all responses in this section related to professional development in a broad range of topics from te ao Māori development through to autism and union training.

ENGAGEMENT IN ANZASW PROFESSIONAL DEVELOPMENT

In terms of the level of engagement of survey participants, about two thirds of respondents had attended 1 or more ANZASW professional development events in the last 12 months. Over a quarter of respondents hadn't attended any events (see Figure 3).

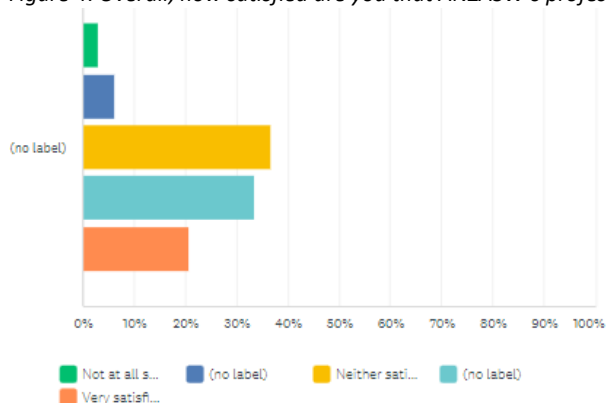
Figure 3: How many ANZASW professional development events have you attended in the last 12 months?



SATISFACTION WITH ANZASW PROFESSIONAL DEVELOPMENT

Approximately 54% of respondents reported they were either satisfied or very satisfied that ANZASW professional development activity was meeting their learning needs (see Figure 4). Over a third reported feeling neither satisfied nor dissatisfied and just under 10% reported dissatisfaction.

Figure 4: Overall, how satisfied are you that ANZASW's professional development offering meets your learning needs?



435 participants commented on what they like about ANZASW professional development opportunities (see Table 4). Most comments related to ANZASW professional development activities being varied, accessible, relevant, consistent, and structured.

Table 4: What do you like about ANZASW professional development opportunities?

Response theme	Responses #
Varied/accessible	153
Relevant/consistent/structured	99
Online options	63
Opportunity to connect	23
Free	18
Send reminders	14
Enhances professional identity	10
Peer-led	9
Bicultural practice/cultural development	3

383 participants commented on where ANZASW can improve, with approximately half of these comments indicating satisfaction with the work of ANZASW.

- *“Very impressed with ANZASW’s revamp”*
- *“I really value your PD thank you”*
- *“I think a good range of topics are provided”*

Main themes emerging in other comments were requests for more frequent professional development opportunities and to include morning, afternoon, or evening sessions:

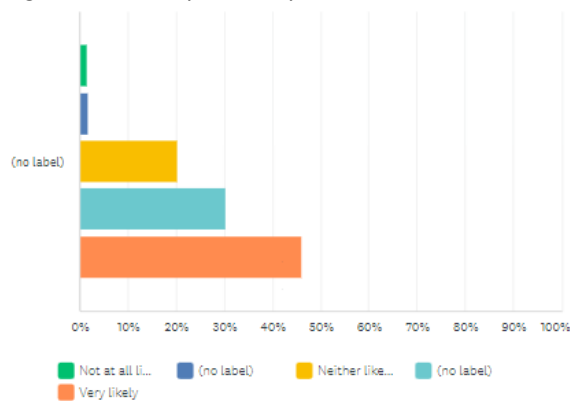
- *Having more opportunities and range if possible*
- *Offer more symposiums out of work time*
- *More evening opportunities*

17 comments related to the ANZASW fee or to making professional development more affordable:

- *Provide discounts on professional training (e.g. multi-day workshops)*
- *Cheaper option for fees because my organization is not paying for my renewal of membership this year it will be coming out of my own pocket.*
- *Lower fees for non government agencies and individuals*

Over three quarters of respondents were likely or very likely to recommend ANZASW professional development events to another social worker (see Figure 5).

Figure 5: How likely is it that you would recommend ANZASW professional development events to another social worker?



332 further comments were added to the section on ANZASW professional development and approximately a quarter were an endorsement of the Association:

- *It is very helpful to have regular updates on the upcoming professional development events relevant for social workers; please keep up this part of work :)*
- *Really good value for money and great that its part of our membership*
- *It’s important for me to know that I have an association I feel connected to when I need support for my practice that would help validate my learning, past, present & future*
- *Really appreciate the time and effort the ANZASW team spend on trying to create a broad range of topics*

BARRIERS AND ENABLERS TO ATTENDING PROFESSIONAL DEVELOPMENT EVENTS

Participants were asked about the barriers to attending professional learning events (see Table 5). The main reason that respondents cannot attend professional development events is that they're 'unable to attend at the scheduled times'. 'Insufficient time' and 'unable to afford' were options each chosen by just under half of all respondents.

Table 5: What gets in the way of attending professional learning events? Choose all that apply.

Reason	Responses % (#)
Unable to attend at scheduled times	65% (336)
Insufficient time	47% (241)
Unable to afford	45% (231)
Lack of leadership/management support to attend	18% (91)
Technology problems	12% (63)
Nothing relevant to my learning needs	12% (63)
Nothing gets in the way	10% (53)
I do not need further knowledge and development	1% (4)

165 respondents commented on other things which got in the way of attending professional development and the three main themes were time constraints, the quality and relevance of the training available and health issues, including COVID.

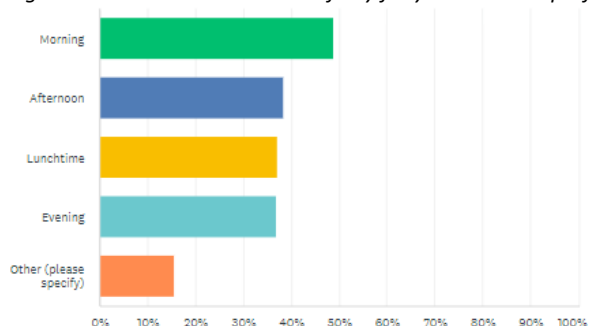
Many people who register to attend a professional development event are not able to attend on the day and participants were asked what type of calendar reminders were used. Ninety per cent of respondents use an electronic calendar, some of whom also use a paper-based diary (see Table 6).

Table 6: We've noticed a lot of people who register for an event aren't able to attend. We'd like to know what reminders for events you use. What type of calendar do you use?

Type of reminder	Responses % (#)
An electronic calendar	56% (301)
Both an electronic calendar and a paper-based diary	34% (182)
A paper-based diary	9% (51)
I don't use a calendar	1% (4)

On the best time of day to attend, the morning was chosen by roughly half of respondents, with the afternoon, lunchtime, and evening options each chosen by just over a third of all respondents (see Figure 6). 84 respondents commented on 'other (please specify)' and well over half of these comments stated no preference or indicated that early notification of upcoming events was the most important factor.

Figure 6: When is the best time of day for you to attend professional development events? Choose all that apply.



122 participants responded to the invitation to develop and deliver a webinar. Just under half of these responses were contact details of people who were either offering to deliver professional development for ANZASW members or recommendations. The topics offered by respondents ranged from supporting individuals with autism, with anxiety, and with trauma through to the administrative aspects of social work.

ENGAGEMENT WITH ANZASW

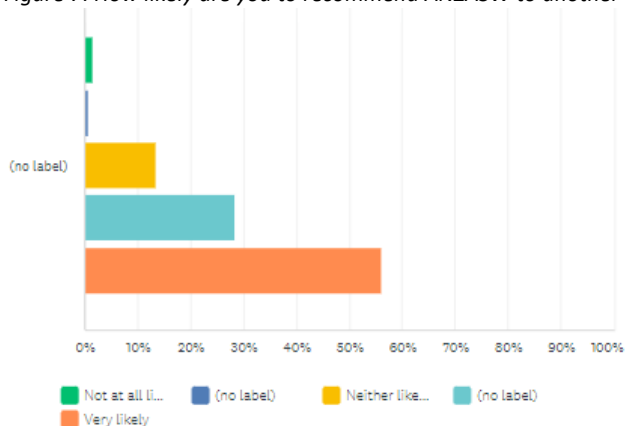
Participants were asked about their engagement with ANZASW in the last 12 months and the most common way in which respondents engaged was by reading the e-notices and visiting the website (see Table 7). Two other common ways for most respondents to engage was by attending an ANZASW professional development event or reading the ANZSW Journal. 43 participants added comments to this section on other ways that they engage with ANZASW, and the most common theme was through either looking for a Supervisor or updating the Supervisor register.

Table 7: In what ways have you engaged with ANZASW in the last 12 months? Choose all that apply.

Prioritised learning area (1-6)	Responses (#)	Prioritised learning area (7-12)	Responses (#)
Read the e-notice	399	Participated in advertised research	97
Visited the ANZASW website	386	Online Community Group activity	70
Attended ANZASW PD event	247	Attended a local ranch/rōpū/event	51
Read the ANZSW Journal	226	New Graduate Support Programme	45
Interacted with a social media post	141	Attended Submissions Consultation	39
Attended 'Connecting with ANZASW'	124	Attended Kawhe catch up	13

On the likelihood of respondents recommending ANZASW to another social worker, almost 85% of them were likely or very likely to do so (see Figure 7).

Figure 7: How likely are you to recommend ANZASW to another social worker?



233 participants had other general comments to add about their membership of ANZASW and the largest group of responses related to appreciation of the ANZASW team's work:

- Easy to renew membership online. This year's certificate looks great.
- Feels good to be part of professional body and have access to ANZASW training, job adverts, and updates.
- Appreciate notices via the email about relevant policy submissions happening. Find the regular emails helpful.
- The new grad programme is an excellent initiative.