

Workforce Concurrent Sessions Notes - Residential

How do we create passion in the Workforce?

- Sharing with others the activates that they love – sharing those experiences
- Respectful – treating well
- Finding person strength and allowing them to concentrate their time on that
- Checking in with staff and supporting them
- Show appreciation and make staff feel valued. Acknowledged for work
- Employ young people – young people hiring young people
- Sense of purpose, unique, experience – Working on ground, build connection, rapport

Growing Future Leaders

- Coaching and mentorship
- Internally recruiting
- Extend Mentoring
- Entry level positions / succession plans
- Intentional

Training

- Professional bodies delivering specialist disability focused training
- Mentorship programme
- Leadership training for disabled people to become sector leaders
- Bringing providers together who might have some specialist training developed
- Disability specific training for support workforce
- Larger community awareness around disability sector
- More disabled people to be involved in delivering training
- More on-the-job training options need to be explored
- Training around dual diagnosis

Retention

- Individual wellness budget
- Process to access additional sick leave
- Professional development hours – 1 hour per week, per person
- Have a break on us “chocolate, coffee”
- Small and big things to recognise staff – regular
- Employee of the week
- Good quality, meaningful 1:1's (one on ones) with staff

Culture & Passion in the Workforce / Mahi

- Support works to be a registered profession
- Awareness of career opportunities (Expos)
- Pay Equity!
- Specific training tools reliant on cultural aspects for people
- Community engagement officers
- Whanau engagement and knowledge sharing.

Early Childhood Education – Building Capacity / understanding with a supportive approach

- Early intervention
- What does the school system cater for?
- What does mainstream work like? EGC principle
- Teachers are not being trained adequately
- Support across all areas – principal down
- There is a lack of development / understanding then staff are stretched
- Community collaboration – organisations
- This allows greater understanding of what's available and natural support
- General understanding of EGL principles / people first
- Understanding of a holistic approach and actual leadership
- What type of diploma is available? Education?

Keeping Staff Engaged

- Stay fresh - opportunities for development
- High level of trust
- Build on strengths. Opportunities for staff to use these
- Identify common interest
- Ownership of projects
- Stay small (know people) connection
- Access to good training
- Relationships open communication, confident to share ideas
- Importance of relationships
- Explore and understand and respect values (where people are coming from)

Sharing Ideas

- Are we brave enough and mature enough, stop competing and collaborate on workforce exaltation and development
- Develop specialty to contribute in a different way
- Two examples of sharing learnings and collective campaigns
- Have a collective voice
- Share costs
- \$ campaign spend, lift profile of correct pathway
- Make visible the sector opportunities
- Dashboard of services & need “community noticeboard” & able to be connected to where the need is

Working Collaboratively for training

- Sharing with other providers
- Incentives for staff to recommend other people
- Integration barrier to employment as may have NZQA levels but not the skills to match

How do we mobilize support worker to articulate their worth and demand respect (\$ + mana)

- What is the role of union?

- If they are “Old School” – how do we shift that so it is a lively attractive job? Sway with other organisations on modeling
- Ask them – (rank them up)
- Be able to articulate value of the work
- Teach them to articulate the skills they needed
- Mentoring

Support worker Input

- Listening
- Proactive
- Managing – floor
- It is hard to manage something when you are not in it
- Process to be heard by management
- Honesty & transparency
- How to let support workers know they are being heard
- Communication is oxygen for an organisation
- Structures and process – who needs to know on what basis?

Qualifications means a pay rise – doesn’t necessarily lead to good practice? (Legislated structure – why do people want to get a qualification?)

- Can we refine the structure for us?
- Let’s make it easy – pay verses competence
- Make it straightforward for people to get the pay rise and focus on the practice that is needed
- Clear on the hygiene barriers
- Building peoples passion
- Where do you start, how do we deepen passion for the work
- Strong relationship
- Shared understanding – together, efficiency
- Making a difference – mirror for our staff (family / whanau / person themselves)
- Personal development
- Sense of belonging
- Other ways of reward
- Connected to
- To feed the passion
- Fund harder together
- Create culture of excellence
- What is the involvement of the people we support
- Other funding sources
- Customers, families, colleagues
- Create a pathway – purpose
- What are we saying
- Where are we saying it
- How are we saying it

Employing for culture – heart

- Teaching internationally
- Develop through education “health and wellbeing certificate”

- Free
- Encouraged
- Employ those with no experience or preconceived ideas
- Train for heart and culture relevant for your team
- Transparency & expectations of culture
 - In advertisement
 - In interview
 - Ongoing in job
 - Staff meetings
 - Staff training
 - Personally (targeted at behaviors)
- Build culture and communication with social experiences within team (outside of job)
- Communicate and model with consistency from top down
- Whanau expectation and commitment to culture (before enrolling their loved one) – keeps the trust honest.