

PENDIDIKAN PEKERJAAN SOSIAL DI SELANDIA BARU

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PEMBUKA

Selandia Baru atau New Zealand dalam Bahasa penduduk asli Maori disebut Aotearoa yang berarti 'tanah berawan putih yang berarak panjang' (land of the long white cloud). Bila dipetakan secara sederhana, Selandia Baru memiliki dua pulau yang mirip Pulau Jawa dan Sumatera. Namun, jumlah penduduk total di kedua pulau tersebut sangat lebih sedikit dibandingkan Jawa maupun Sumatera. Saat ini, penduduk Selandia Baru diperkirakan belum mencapai lima juta orang. Industri utama negeri ini bertumpu pada pertanian modern dan *dairy product* seperti daging, susu, dan keju. Karenanya, jangan heran jika jumlah sapi dan kambingnya jauh melampaui jumlah penduduknya, sekitar 50 juta dan 80 juta secara berturutan.

Meskipun jumlah universitas di Selandia Baru masih kurang dari 10 jari tangan, semua universitasnya telah *go-international*. Bukan saja karena banyak dari dosen dan mahasiswanya datang dari seantero penjuru dunia, melainkan pula sistem pendidikan, riset dan 'pengabdian masyarakatnya' telah berorientasi untuk memenuhi kebutuhan, meminjam istilah MacLuhan, 'kampung global' (global village). Selandia Baru memiliki tujuh universitas: Auckland University yang berada di kota terbesar Auckland, Massey University di kota kecil Palmerston North, Victoria University terletak di jantung Ibu Kota Wellington, Waikato University di Hamilton, Otago University di Dunedin, Canterbury University di Chirchurch dan Lincoln University di kota kecil Lincoln dekat Chirchurch. Empat universitas yang disebut pertama berada di pulau utara dan tiga yang terakhir di pulau selatan. Auckland University, Massey

University dan Victoria University merupakan universitas terbesar. Ketiganya menyelenggarakan pendidikan pekerjaan sosial.

Tulisan ini membahas sistem pendidikan pekerjaan sosial di Selandia Baru yang mencakup sejarah singkat, isu-isu kontemporer, model pendidikan dan kurikulum. Lensa teropong akan difokuskan ke Massey University, tempat penulis pernah belajar, meskipun sejarah dan kejadian-kejadian penting didasari perkembangan pendidikan di seluruh negeri ini.

SEJARAH SINGKAT

While social work may be heir to its own history, it is the child of contemporary politics (Harris, 1997: 28). Di Selandia Baru, sejarah pendidikan pekerjaan sosial berjalan seiring dengan perkembangan pekerjaan sosial sebagai sebuah profesi yang tengah mendefinisikan dirinya sendiri. Situasi politik, ekonomi dan sosial sangat menentukan wajah pekerjaan sosial di Selandia Baru. Sebagaimana dinyatakan Harris, pekerjaan sosial memiliki sejarahnya sendiri. Tetapi, pekerjaan sosial di Selandia Baru, seperti juga di negara-negara lain, merupakan 'anak' dari politik kontemporer (modern).

Pendidikan pekerjaan sosial di Selandia Baru dimulai sejak tahun 1949. Ini tidak berarti bahwa tidak ada pekerjaan sosial sebelum itu, melainkan karena belum ada pendidikan pekerjaan sosial profesional di negeri ini sebelum tahun 1949. Secara ringkas, perjalanan pendidikan pekerjaan sosial di Selandia Baru dapat di bagi menjadi tiga babak: antara tahun 1949-1972; antara tahun 1973 – 1986 dan antara tahun 1987 – 2006 (lihat Nash dan Munford, 2004).

Periode 1949 - 1972

Program dan kurikulum: sejak tahun 1947, terdapat satu program pascasarjana dengan kurikulum berdasarkan model Inggris yang memfokuskan pada casework/administrasi sosial. Pekerjaan sosial menjadi sebuah disiplin akademis dan terapan di Victoria University.

Standar kompetensi: etika pelayanan publik mengakui otonomi profesional dan diasumsikan bahwa pekerja sosial yang menjadi pegawai negeri dianggap kompeten.

Pengaruh Maori, pengembangan masyarakat, dan isu jender: pengakuan formal terhadap isu Maori dan kelompok kurang beruntung (termasuk wanita) masih jarang ditemukan pada kurikulum.

Arah perkembangan pendidikan pekerjaan sosial: periode tradisional dan statis. Hanya sedikit mahasiswa, sedikit permintaan dari perusahaan, dan para lulusan cenderung menduduki posisi manajerial. Para pekerja sosial memiliki kesamaan kepentingan mengenai profesionalisme, Asosiasi Pekerja Sosial Selandia Baru (NZASW – The New Zealand Association of Social Workers) dibentuk.

Periode 1973 – 1986

Program dan kurikulum: pendidikan setingkat universitas terus bermunculan di awal periode ini, antara lain program Bachelor of Social Work di Massey University. Pada akhir periode ini, satu program pekerjaan sosial profesional kemudian berdiri di Auckland Teacher College (sebelum jadi universitas, metamorfosa Auckland University mirip IKIP Bandung yang kemudian menjadi UPI).

Standar kompetensi: standar kompetensi bagi pekerja sosial mulai diperkenalkan oleh sektor kesehatan dan kemudian oleh Dewan Pelatihan Pekerjaan Sosial Selandia Baru (The New Zealand Social Work Training Council – NZSWTC). Manajemen pelayanan sosial umumnya dipegang oleh pekerja sosial.

Pengaruh Maori, pengembangan masyarakat, dan isu gender: laporan Departmen Kesejahteraan Sosial mengenai perspektif Maori dipublikasikan. Wanita dan kelompok-kelompok kemasyarakatan berjuang untuk memperoleh pengakuan dan sumber-sumber dalam pendidikan pekerjaan sosial.

Arah perkembangan pendidikan pekerjaan sosial: NZSWTC menetapkan standar minimum untuk akreditasi. Sektor kesehatan mulai tertarik mempekerjakan pekerja sosial qualified. Pekerjaan sosial profesional semakin terkonsolidasi, tetapi kecenderungan ini ditentang oleh kelompok-kelompok radikal yang memandang bahwa pekerjaan sosial semakin elitis dan otoriter.

Periode 1987 - 2006

Program dan kurikulum: program pendidikan *multi-level* dan *part-time* dalam bidang pekerjaan sosial komunitas bermunculan di beberapa politeknik dan universitas.

Standar kompetensi: New Zealand Qualification Authority (NZQA) dan kurikulum berbasis kompetensi semakin kuat. Pendekatan manajemen (seperti efisiensi, Total Quality Management, consumer satisfaction) mulai diperkenalkan sebagai basis kompetensi.

Pengaruh Maori, pengembangan masyarakat, dan isu jender: Maori dan kelompok-kelompok kemasyarakatan memperoleh pengakuan dalam sistem pendidikan pekerjaan sosial.

Arah perkembangan pendidikan pekerjaan sosial: New Zealand Council for Education and Training in the Social Services – NZCETSS) mempublikasikan standar dan pedoman baru untuk akreditasi yang secara universal diterima. Pendidikan pekerjaan sosial dalam berbagai tingkatan memperoleh pengakuan.

ISU-ISU KONTEMPORER

Seperti di tempat kelahirannya, Inggris, pekerjaan sosial di Selandia Baru sangat dekat dengan negara. Ini terutama dikarenakan *'government departments such as education, health and social welfare are part of the state sector.'* (Nash dan Munford, 2004: 28). Pendidikan pekerjaan sosial juga tumbuh sejalan dengan meningkatnya kebutuhan akan pegawai negeri yang memiliki keahlian profesional pekerjaan sosial. Sebagai contoh, tahun 1972 Departemen Kesejahteraan Sosial dibentuk untuk menjalankan administrasi, koordinasi dan mengembangkan kebijakan dan pelayanan kesejahteraan sosial yang lebih efektif. Satu tahun kemudian, NZSWTC didirikan untuk memberi masukan kepada Menteri Kesejahteraan Sosial mengenai pelatihan-pelatihan pekerjaan sosial.

Sebuah inisiatif penting terjadi tahun 1975 ketika sebuah pendidikan pekerjaan sosial dibuka di Department of Sociology, Massey University, Palmerston North. Presiden pertama Asosiasi Pekerja Sosial Selandia Baru (The New Zealand Association of Social Workers) yang dibentuk tahun 1964, Merv Hancock, menjabat sebagai ketua jurusan pekerjaan sosial di universitas ini. Sebagaimana dicatat Nash dan Munford (2004: 25):

It introduced an innovative undergraduate Bachelor of Social Work degree course for school leavers and provided an opportunity for the department of a diverse range of programmes, including part-time and distance education, to accommodate all kinds of students. It challenged much of the taken for granted 'wisdom' around social work education in Aotearoa New Zealand.

Kurikulumnya dikembangkan secara cermat melalui konsultasi dengan para pemimpin Maori dan NZSWTC. Adalah Hancock yang kemudian mendesak untuk melakukan reviu terhadap NZSWTC yang dianggapnya mulai kehilangan arah dan dukungan. Hancock mengajukan sebuah dewan baru dengan kriteria keanggotaan baru. Ia mengusulkan bahwa agar dewan pendidikan dan pelatihan pekerjaan sosial

mendapat dukungan yang lebih luas, dewan tersebut harus inklusif dan melibatkan semua yang bekerja dalam pelayanan sosial (Nash dan Munford, 2004:25).

Pada akhir tahun 1980an, sektor pemerintahan di Selandia Baru mengalami perubahan. Peranan negara dalam memberikan pelayanan langsung semakin dikurangi. Motivasi ekonomi menjadi pendorong utama reformasi ini. Sejalan dengan minimalisasi peran pelayanan sosial negara terjadi residualisasi dalam sistem pemberian pelayanan sosial di Selandia Baru. Semakin banyaknya pekerja sosial yang bekerja di sektor swasta juga semakin memperkuat pengaruh manajemen terhadap pendidikan pekerjaan sosial yang menekankan pentingnya kompetensi, akuntabilitas dan kepuasan konsumen. Selain itu, kuatnya desakan untuk menghormati Treaty of Waitangi membuat pendidikan pekerjaan sosial di Selandia Baru harus menghargai budaya Maori dan model-model praktek yang berbasis kearifan lokal. Treaty of Waitangi adalah naskah perjanjian damai dan pembagian kekuasaan yang ditandatangani petinggi Inggris dan kepala suku Maori pada tahun 1840. Naskah ini merupakan dokumen yang menjamin hak-hak Maori dan memiliki pengaruh penting terhadap pekerjaan sosial di Selandia Baru.

Asosiasi profesi dan pendidikan pekerjaan sosial memiliki kaitan erat. Motif pribadi untuk memperoleh pengakuan atas keahliannya, di satu pihak, dan tuntutan masyarakat guna meningkatkan kualitas pelayanan terhadap konsumennya, di pihak lain, mendorong para pekerja sosial untuk berjuang mencapai status profesionalnya. Selain memiliki NZASW sejak tahun 1964 dan NZSWTC yang didirikan tahun 1973, Selandia Baru juga memiliki *Te Kaiawhina Ahumahi* (the social work Industry Training Organisation - ITO), dibentuk tahun 1995, sebuah lembaga yang bertanggungjawab mengembangkan kualifikasi pekerjaan sosial dalam beberapa tingkatan profesional. Lembaga ini memberi akreditasi terhadap pendidikan pekerjaan sosial di lembaga pelatihan swasta dan politeknik, tetapi tidak untuk tingkat universitas. NZASW, NZSWTC dan ITO sangat mempengaruhi kurikulum pendidikan pekerjaan sosial di Selandia Baru sehingga memiliki standar kualifikasi, meskipun tidak menuntut keseragaman (Nash dan Munford, 2004: 27).

Sebagaimana dicatat Lawrence (1976), pendidikan pekerjaan sosial di Selandia Baru relatif sama dengan di Australia. Namun demikian, para pekerja sosial Australia menetapkan kontrol yang lebih ketat terhadap kriteria dengan mana seseorang menyebut dirinya sebagai pekerja sosial dengan kualifikasi profesional. Sementara itu, Selandia Baru menerapkan pendekatan egalitarian dan inklusif (Nash dan Munford, 2004). Sebagai ilustrasi, Professor McCreary, salah seorang anggota NZASW menentang kebijakan yang menolak para praktisi di bidang kesejahteraan sosial sebagai anggota NZASW. Alasannya, mereka mempraktekkan pekerjaan sosial, meskipun tidak berlatarbelakang pendidikan pekerjaan sosial (Nash dan

Hancock, 2004: 27). Debat mengenai standar kompetensi dan profesionalisme pekerjaan sosial dengan baik diberikan secara ringkas oleh Ehrenreich, 1985: 230):

To the extent that professionalism represents a real effort to maintain competence and high ethical standards – a commitment to client needs even when they conflict with agency rules, a commitment to openness and collegiality, a commitment to the goal of social justice, which is at the core of social work's reason for its existence – it needs no defence. But if professionalism does not measure up to, or conflicts with, these standards, it should be discarded without regret.

Seperti akan didiskusikan di bawah ini, model pendidikan pekerjaan sosial tingkat pascasarjana di Massey University, menganut pendekatan inklusif, artinya ia menerima sarjana lulusan pendidikan pekerjaan sosial, maupun lulusan ilmu sosial yang serumpun. Ini terlihat jelas pada prasyarat mahasiswa (entry requirements) yang akan mendaftar di program ini.

MODEL PENDIDIKAN PASCASARJANA PEKERJAAN SOSIAL DI MASSEY UNIVERSITY

Pendidikan pekerjaan sosial tingkat pascasarjana di Massey University diselenggarakan hingga program doktoral. Sesuai dengan tujuan workshop ini, yakni menemukan model pendidikan spesialis-1 pekerjaan sosial, pembahasan akan difokuskan pada tingkat magister saja. Ada dua program magister pekerjaan sosial yang diselenggarakan di Massey University, yaitu Program Master of Social Work (MSW) dan Master of Social Work Applied (MSW Applied).

Master of Social Work

Program MSW diperuntukkan bagi mahasiswa yang ingin memiliki gelar pascasarjana yang mengkhususkan pada teori dan praktek pekerjaan sosial. Kurikulum MSW terdiri dari 200 poin (semacam SKS) mata kuliah berbasis penelitian lanjutan (advanced research) bagi mahasiswa yang memiliki latar belakang atau bekerja dalam bidang pelayanan sosial dan ingin mengembangkan 'an area of specialism'. Seperti dinyatakan dalam Buku Panduan *Massey University, Master of Social Work* (2006:1), *entry requirements* (persyaratan masuk) bagi program ini adalah:

A Bachelor of Social Work, or a Bachelor degree in a relevant area, and have professional experience in the social services.

Mata kuliah yang ditawarkan bisa dilihat di lampiran.

Master of Social Work (applied)

Program yang relatif baru ini diselenggarakan untuk memungkinkan mahasiswa memperoleh kualifikasi profesional dalam bidang pekerjaan sosial setingkat master. Semakin banyaknya lulusan ilmu sosial yang ingin memperoleh kualifikasi profesional di bidang pekerjaan sosial merupakan pendorong utama diselenggarakannya program ini. Persyaratan masuknya adalah (Massey University, 2006:2):

An appropriate Bachelor's degree which should include relevant papers in the fields of human development, social research and New Zealand Society.

Sejak awal berdirinya tahun 1995, perbedaan antara program MSW dan MSW Applied telah cukup jelas (Massey University-Socieal Science, *Postgraduate Courses and Research* terbitan tahun 1996, halaman 5):

The MSW (Applied) option is appropriate for those who wish to study for a professional qualification in social work while the MSW is appropriate for candidates who have completed a professional undergraduate qualification in social work. Students follow a prescribed course of study and undertake a research project.

Pada tahun 1995, program MSW applied diberikan hanya di Kampus Albany (dekat Auckland). Pada tahun 1996, diselenggarakan baik di kampus Albany maupun Palmerston North. Di Albany, program ini diselenggarakan secara *full-time* selama 2 tahun atau maksimum 4 tahun secara *part-time*. Di Palmerston North, program ini hanya diselenggarakan secara *part-time*. Seperti pada program MSW, jumlah poin (SKS) MSW applied juga sebesar 200 poin. Namun, jumlah mata kuliahnya lebih sedikit, karena bobot 'kredit'nya lebih besar dan menekankan pentingnya praktikum. Ada 7 mata kuliah wajib dengan bobot 25 poin dan 2 kali praktikum dengan bobot masing-masing 12,5 poin. Struktur program di bawah ini memperjelas perbedaan keduanya (lihat lampiran):

Programme Structure, MSW: 200 points normally consisting of 100 points of papers and a thesis to the value of 100 points or papers to a value of 125 points plus a thesis to a value of 75 points.

Programme Structure, MSW (Applied): 200 points consisting of seven 25-point compulsory papers and two 12.5-point fieldwork placement.

PENUTUP

Sistem pendidikan spesialis pekerjaan sosial patut menengok model yang diterapkan di Selandia Baru. Di Massey University, baik program MSW maupun MSW applied, keduanya dinyatakan sebagai program pendidikan spesialisasi pekerjaan sosial. Namun demikian, melihat isi kurikulum dan bobot poin (SKS), pendidikan spesialis-1 pekerjaan sosial di STKS Bandung bisa lebih merapat pada program MSW applied. Berkaca pada Massey University, pendidikan pascasarjana pekerjaan sosial yang bersifat inklusif ternyata bukan hal *absurd*. Tentu saja, dalam menentukan pendekatan inklusif atau eksklusif ini, kita bisa memilih jalan mana yang cocok dengan kondisi Indonesia. Yang jelas, jalan yang kita pilih harus memperhatikan secara cermat bukan saja harapan ideal, melainkan pula kenyataan real. Pertanyaannya bukan saja terfokus pada 'apakah kita akan memasarkan apa yang bisa kita produksi', melainkan pula, dan ini yang lebih penting, 'apakah kita akan memproduksi apa yang bisa kita pasarkan'. Harap dicatat, makna 'pasar' di sini tidak perlu didefinisikan secara sempit sebagai hal yang berbau komersial saja. Dalam konteks perkembangan dan kontribusi praktek pekerjaan sosial, sukma 'pasar' menunjuk pada kebutuhan dan kepuasan masyarakat – penentu utama eksistensi pekerjaan sosial.

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MASSEY UNIVERSITY, NEW ZEALAND

Master of Social Work (MSW) (2006)

The MSW is a 200-point advanced research qualification for students who have a background in the social services and wish to develop an area of specialism.

Entry requirements

A Bachelor of Social Work, or a Bachelors degree in a relevant area, and have professional experience in the social services.

Programme structure

200 points normally consisting of 100 points of papers and a thesis to the value of 100 points or papers to a value of 125 points, plus a thesis to a value of 75 points.

Honours

Students who complete within two years of first enrolling for full-time study or within five years of first enrolling for part-time study may be eligible for Honours.

Papers

- [144.725](#) Public Policy Development in Local Government
- [179.702](#) Advanced Research Methods
- [179.704](#) Social Policy Studies
- [179.720](#) Spirituality and Social Work
- [179.721](#) Social Work and its Development in New Zealand
- [179.722](#) Social Work with Migrants, Refugees and Asylum Seekers
- [179.723](#) Social Work and Older People
- [179.761](#) Current Issues and Theories in Social Service Practice
- [179.763](#) Clinical Practice
- [179.765](#) Comparative Social Policy
- [179.767](#) Management in the Social Services
- [179.768](#) Maori Society and the Social Services
- [179.769](#) Women and the Social Services
- [179.770](#) Community Development
- [179.771](#) Child Welfare
- [179.772](#) Family Practice
- [179.773](#) Disability Studies
- [179.774](#) Special Topic
- [179.775](#) Inequality and Poverty
- [179.776](#) Women and Work
- [179.777](#) Disability, Consumer Rights and Advocacy
- [179.778](#) Mental Health and Social Work
- [179.783](#) Maori Development and the Social Services
- [179.816](#) Thesis (Part I) (12.5 poin)
- [179.817](#) Thesis (Part II) (12.5 poin)
- [179.898](#) Thesis
- [179.899](#) Thesis

Papers offered at **Auckland (Albany)** in 2006: [144.725](#), [179.702](#), [179.761](#), [179.774](#), [179.778](#), [179.783](#), [179.816](#), [179.817](#), [179.898](#), [179.899](#)

Papers offered at **Palmerston North** in 2006: [179.702](#), [179.704](#), [179.720](#), [179.722](#), [179.723](#), [179.761](#), [179.773](#),

[179.774](#), [179.777](#), [179.783](#), [179.816](#), [179.817](#), [179.898](#),
[179.899](#)

Master of Social Work (Applied) (MSW Applied) (2006)

The MSW (Applied) is a 200-point programme designed for social work practitioners who have completed a degree and now wish to complete a professional social work qualification.

Entry requirements

An appropriate Bachelor's degree which should include relevant papers in the fields of human development, social research and New Zealand society.

Programme structure

200 points consisting of seven 25-point compulsory papers and two 12.5-point fieldwork placements.

Honours

Students who complete within two years of first enrolling for full-time study or within five years of first enrolling for part-time study may be eligible for Honours.

Papers

[179.781](#) Social and Community Work Theory and Practice I

[179.782](#) Social Policy Analysis

[179.783](#) Maori Development and the Social Services

[179.784](#) Social and Community Work Theory and Practice II

[179.789](#) Field Work Practice I (12.5)

[179.790](#) Field Work Practice II (12.5)

[179.791](#) Applied Research in Social Policy and Social Services

[179.792](#) Management in the Social Services
[179.799](#) Research Project

Papers offered at **Auckland (Albany)** in 2005: [179.781](#),
[179.782](#), [179.783](#), [179.784](#), [179.789](#), [179.790](#), [179.791](#),
[179.792](#), [179.799](#)

Papers offered at **Palmerston North** in 2005: [179.781](#),
[179.782](#), [179.783](#), [179.784](#), [179.789](#), [179.790](#), [179.791](#),
[179.792](#), [179.799](#)

School of Sociology, Social Policy and Social Work

Welcome!

The School of Sociology, Social Policy and Social Work offers programmes in:

Social Policy

Social Work

Sociology

Women's Studies

Disability Studies

Police Studies

at its Palmerston North and Wellington campuses and extramurally.

The School also offers the largest range of University-based courses in social policy and social work in New Zealand.

Social and community workers help to bring about solutions to individual and social difficulties and encourage policy options which provide a more favourable environment in which to live. These activities call for skills based on a thorough knowledge of human development, detailed study of social institutions and policies and a personal capacity to effectively assist others.



Many people take society for granted; Sociologists don't. Sociologists are interested in how our lives are situated both historically and socially. Sociologists see society as made up of complex relationships between groups that can be examined, questioned and explained. Sociology is a discipline that can be applied to all aspects of everyday lives, including for example, work, nationalism, gender, popular culture, the environment and even death?

Women's Studies at Massey University offers a core of interdisciplinary papers that explore a variety of explanations about social and cultural issues affecting women and men. The programme incorporates fourteen disciplinary



areas in the Colleges of Education, Business Studies and Humanities and Social Sciences. Women's Studies is also engaged in the analysis of women's symbolic and cultural construction through cultural media produced by or depicting women.

Police Studies offers a theoretical and practical background to modern policing and its social context and to police administration. It would be especially useful to those working in organisations responsible for the enforcement of criminal justice, whether governmental, non-governmental or private.

The School of Sociology, Social Policy & Social Work operates from two campus sites: Palmerston North and Wellington and offers courses nationwide through extramural (distance) studies.

There are currently over 35 academic and research staff spread across the campus sites.

ANZASW was formed in 1964. As an incorporated society, ANZASW is recognised as the primary body that represents the interests of social workers in Aotearoa New Zealand. It provides a structure for the accountability of social workers to their profession, consumers and the public.

ANZASW is affiliated to the International Federation of Social Workers (IFSW) an international body that draws its membership from over 70 member countries. ANZASW is also a foundation member of the Commonwealth Organisation for Social Workers (COSW). Through these organisations ANZASW has access to a substantial body of international knowledge and experience in the field of social work. ANZASW actively participates in the affairs of the International Federation with one member currently elected to the IFSW executive committee.

In 1990, ANZASW established a set of practice standards for the profession and in 1993, revised its Code of Ethics to take into account the International Code of Ethical Principles adopted by IFSW. These practice standards have formed the basis of the current process by which professional membership of the Association is gained by practitioners through competency assessment, which is renewed every five years. The standards reflect the Association's commitment to high quality professional practice, Te Tiriti O Waitangi and the promotion of bicultural social work practice. ANZASW's work in this area has been internationally recognised and is regarded as a leading national Association in the development of indigenous models of social work practice.

The Association presently consists of 13 Branches and 7 Roopu Maori and is managed by an elected National Executive Committee, National Council and several Standing Committees including: Tangata

Whenua Takawaenga O Aotearoa (the national Maori caucus); the Board of Competency; Course Approvals Board; Ethics and Judicial Committees; Education and Training Committee, Professional Standards Committee and Publications Committee. ANZASW has its National Office in Dunedin and employs a full-time Executive Officer and three part-time administration staff. The National Council is accountable to the membership of the Association through an Annual General Meeting.

ANZASW has a busy schedule of work-in-progress.

AIM

- (a) To promote an indigenous identity for social work in Aotearoa New Zealand and to assist people to obtain services adequate to their needs.
- (b) To ensure that social work in Aotearoa New Zealand is conducted in accordance with the articles contained in Te Tiriti O Waitangi.
- (c) To advocate for full social justice in Aotearoa New Zealand and address oppression on the grounds of race, gender, disability, sexual orientation, economic status and age.
- (d) To promote and maintain, for its members, formal qualifications in social work, and such other professional or educational awards deemed appropriate.
- (e) To provide and promote a system of competency assessment in social work for all members of the Association.
- (f) To ensure the continuing development of professional standards, satisfactory conditions of employment, and to protect the interests and public standing of its members.
- (g) To promote a forum for social workers to discuss matters of common concern.
- (h) To encourage and promote research on all matters relating to social work.
- (i) To publish such journals, monographs, directories, or other publications as the National Council shall, from time to time, decide.
- (j) To co-operate wherever possible with kindred organisations.
- (k) To form affiliations with such other National and International social work organisations as may be determined by the membership of the Association.

- (l) To ensure the maintenance of appropriate professional and ethical standards and conduct of members by the formation of an Ethics Committee and a Judicial Committee.
- (m) To mediate, and/or adjudicate in disputes and/or complaints between members, and between members and the public.
- (n) To discipline members in appropriate circumstances, following due inquiry by its Judicial Committee.

The TEN PRACTICE STANDARDS

Competence is about standards or levels of performance. The standards that follow have been drawn from the objects of ANZASW and include value statements, specific skills and knowledge that can be observed and demonstrated. The standards form the basis of the competency assessment undertaken by Provisional members to achieve Full membership status within ANZASW and the five-yearly recertification of Full members.

1. The social worker adheres to the Code of Ethics and the Objects of the Aotearoa New Zealand Association of Social Workers.
2. The social worker demonstrates a commitment to practicing social work in accordance with the Bi-cultural Code of Practice and an understanding of Te Tiriti O Waitangi.
3. The social worker establishes an appropriate and purposeful working relationship with clients, taking into account individual differences and the cultural and social context.
4. The social worker acts to secure the client's participation in the working relationship.
5. The social worker's practice assists clients to gain control over her/his own circumstances.
6. In working with clients the social worker is aware of and uses her/his personal attributes appropriately.
7. The social worker has knowledge about social work methods and social policy, social services, resources and opportunities and acts to ensure access for clients.
8. The social worker only works where systems of accountability are in place in respect of her/his agency, clients and the social work profession.
9. The social worker constantly works to make the organisation and systems, which are part of the social work effort, responsive to the needs of those who use them.
10. The social worker uses membership of the Aotearoa New Zealand Association of Social Workers to influence and reinforce competent practice.

COMPLAINTS

Complaints regarding the social work practice of individual members may be made to the Ethics Committee of ANZASW. Complaints about non-members of the Association cannot be investigated. However, suggestions will be given to the complainant regarding where any concerns may be directed.

Complaints need to be made in writing stating times, dates and issues. All relevant correspondence will be shared between the person making the complaint and the person who is the subject of the complaint. A Judicial committee has the right to apply sanctions where complaints against members are upheld. Under ANZASW rules serious breaches of the Code of Ethics or practice standards can lead to penalties or the termination of membership.

Processes used to address complaints include making written responses back to complainants, and mediation between parties if appropriate. Formal judicial procedures may eventuate if the substance of the complaint cannot be addressed satisfactorily by using less intrusive means. The process is guided by the Convenor of the Ethics committee, and decisions regarding appropriate sanctions and courses of action relating to complaints are made by the whole committee in conjunction with ANZASW's legal counsel.

Complaints should be addressed to "Convenor of Ethics Committee" and posted directly to the ANZASW National Office. All correspondence regarding a complaint should be marked confidential.

Click [here](#) to download a copy of the Complaints Procedures Brochure.

POLICY STATEMENT ON SUPERVISION ADOPTED AT THE NATIONAL COUNCIL MEETING MAY 1998

Preamble

Social work in Aotearoa New Zealand has become a profession with its own distinctive tradition and perspectives. While overseas countries have contributed much to the development of social work in the last twenty years there has been a growing desire to find an indigenous expression of social work practice. The Association has been in the forefront in New Zealand of a search for a professional identity which puts emphasis on empowerment, partnership and biculturalism. These principles have been embedded in the Code of Ethics adopted in 1993.

The policy commitments that lie within the Code need to be reflected in the practice of members of the Association. The Board of Competency of the Association has set standards for practice which apply regardless of fields of practice. All members of the Association are assessed in relation to these basic standards. Supervision is of fundamental importance for social workers in that it addresses safety and accountability in practice.

Professional Social Work Supervision

Definition:

Supervision is a process in which the supervisor enables, guides and facilitates the social worker(s) in meeting certain organisational, professional and personal objectives. These objectives are: competency, accountable practice, continuing professional development, and education and personal support.

Principles of Supervision

- all social workers require supervision
- the best interest of the client must always come first except where there are threats to safety
- supervision is mandated by agency policy
- supervision is culturally safe and gender appropriate for the participants
- supervision is a shared responsibility
- supervision is based on a negotiated agreement which has provision for conflict resolution
- supervision is regular and uninterrupted
- supervision promotes competent, accountable, and empowered practice
- supervision promotes anti-discriminatory practice
- supervision is based on an understanding of how adults learn
- supervision provides for appropriate consultation when needed in regard to issues related to specialist knowledge, gender, culture, sexual orientation and identity, disability, religion, or age.

Purposes of Supervision

- to ensure the worker is clear about roles and responsibilities
- to encourage the worker to meet the professions objectives
- to encourage quality of service to clients
- to encourage professional development and provide personal support
- to assist in identifying and managing stress
- to consider the resources the worker has available to do their job and discuss issues arising where they are inadequate
- to provide a positive environment within which social work practice can be discussed and reviewed.

Core Supervision and Fields of Social Work

Core social work supervision includes the roles and commitment to the profession and its objectives and knowledge base; however it is acknowledged that specialised supervision is necessary in some instances.

Forms of Supervision

- supervision / consultation within the agency
- supervision / consultation on behalf of the agency by an external supervisor / consultant
- supervision / consultation provided by an external supervisor contracted by the worker

Independent practitioners will have a supervisor/consultant who is either a colleague in a shared practice or one in an external agency/practice.

Supervision can occur on an individual, group or collective (peer interactive) basis.

ANZASW expectations of a Supervisee

- adherence to the NZASW Code of Ethics and Bicultural Code of Practice
- commitment to an explicit contract with supervisor/consultant which is acknowledged by agency, client and other colleagues
- regular participation with a supervisor/consultant in making the interaction one that is goal directed, leading to educational, administrative, personal, and professional development
- is supervised by a member of NZASW.

ANZASW expectations of a Supervisor / Consultant

- adherence to the Code of Ethics and objectives of NZASW and demonstrates a commitment to the standards of practice including the Bicultural Code of Practice
- is a member of NZASW
- is currently receiving supervision
- has at least two years of practice supervision
- has been recognised as a supervisor/consultant by employing agency
- highly desirable to have undertaken training in social work supervision.

ANZASW Expectations

For a member to be assessed as competent it is expected that:

- in the first year of practice the member has a minimum of one hour social work supervision per week
- during the following four years the member will be engaged in fortnightly social work supervision

- fully competent, experienced social workers will still be involved in a supervisory arrangement that occurs at least monthly and which focuses on their work and their accountability; this may be collegial/consultative/peer supervision or individual
- frequency of supervision maybe varied for part-time workers.