

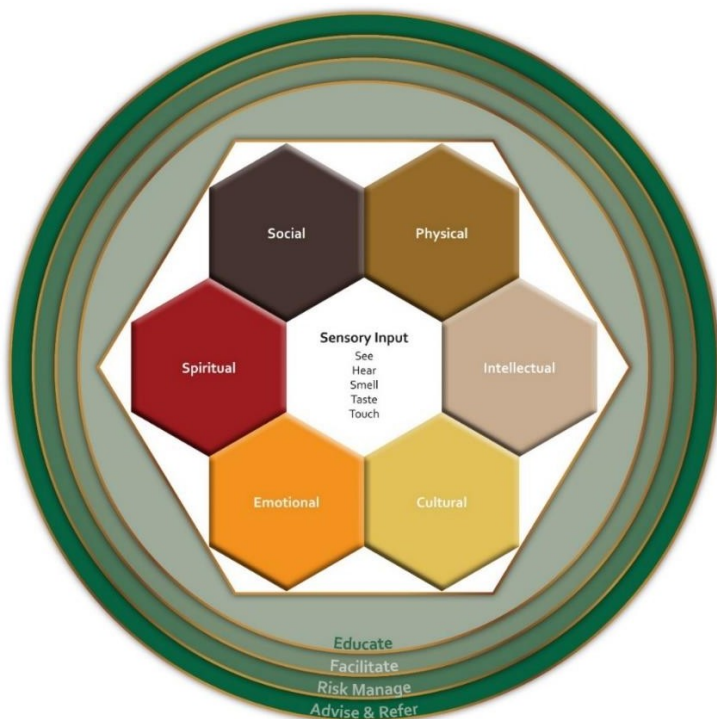


NEW ZEALAND
CURRICULUM DESIGN INSTITUTE

Te Wānanga Hoahoa Mātauranga Aotearoa

Universal Well-being Facilitator Practice Guidelines (UWFPG)

Universal Well-being Model (UWM) underpins professional facilitator practice guidelines have been developed to support the practice of Professional Well-being Facilitators. Below the Universal Well-being Model is shown with four interactive experience practice areas set out; they are: Educate, Facilitate, Risk Manage, Advise and Refer.



Professional Well-being Facilitators & Leaders

A Professional Well-being Facilitator's practice objective is to empower those they work with to optimise their well-being through educating, facilitating, risk management, advice and referral practices. Their practice is underpinned by aligned humanistic education, social sciences, health sciences, and psychological philosophies, theories, research and practice. Key knowledge, skills and characteristics of these Facilitators include: professional, communication, person and collective centred ethnic and culturally responsive facilitation, UWM, UWET and UW Enhancement planning, monitoring, risk management, advice giving, referral, and reporting. Professional Well-being Leaders may also attain advanced cross organisational communication, planning, community systems, change management, whānau and group evaluation, leadership and research capabilities to engage, and empower those they work with. Professional Well-being Facilitators will undertake ongoing supervised practice to ensure maintenance of professional boundaries, professional and ethical conduct standards.

Professional Well-being Facilitator Practice Guidelines

Educate – Well-being Facilitators will research and provide evidence-based knowledge, skills, and awareness of beliefs, values, and the attitudes they hold and about how to enhance their own and others holistic and integrated well-being

Facilitate – They are capable of creating powerful interactive learning experiences when needed to support the acquisition of well-being understandings and effective implementation of well-being enhancement planning.

Manage Risk– Facilitators will identify holistic well-being risks for themselves and those they work, fully informing them of options to remove, mitigate, manage and minimise such risks if they occur.

Advice & Referrals – Well-being Facilitators use professional advice giving practices and make referrals to other skilled people or services when it is in the best interests of clients.



Professional Well-being Education Opportunities

The following programmes have been designed to qualify and accredit Well-being professionals and to equip them to professional provide the Well-being Evaluation Tool, Report, support Well-being Enhancement Planning with diverse youth, individuals, families, whānau, teams.

Certificate in Facilitation (Wellbeing or Pastoral Care)

Includes accreditation requirements to administer the Universal Wellbeing Evaluation Tool, support well-being Enhancement Planning for individuals.

Certificate in Management (Wellbeing or Pastoral Care)

Includes accreditation requirements to administer the Universal Wellbeing Evaluation Tool, support well-being Enhancement Planning for groups and organisations.

Certificate in Leadership (Well-being or Pastoral Care)

All Professional Well-being Facilitators will also employ current best practices in relation to: Professional and Ethical Conduct, Professional Boundaries, Reflective Practice, Evaluation, Inclusion, Diversity, Equity, Cultural Responsiveness and Empathetic Communication.

Professional Well-being Facilitators to retain currency also:

- i) Belong to a 'Community of Practice'
- ii) Undertake 'Supervision' over time
- iii) Undertake **Annual Certification Refresher** courses or **Conference** to continue emotional and cultural intelligences, critical, higher, associative, creative thinking and other practice capabilities.

For more Information Email: admin@nzcdi.ac.nz