



Te Kāwanatanga o Aotearoa
New Zealand Government

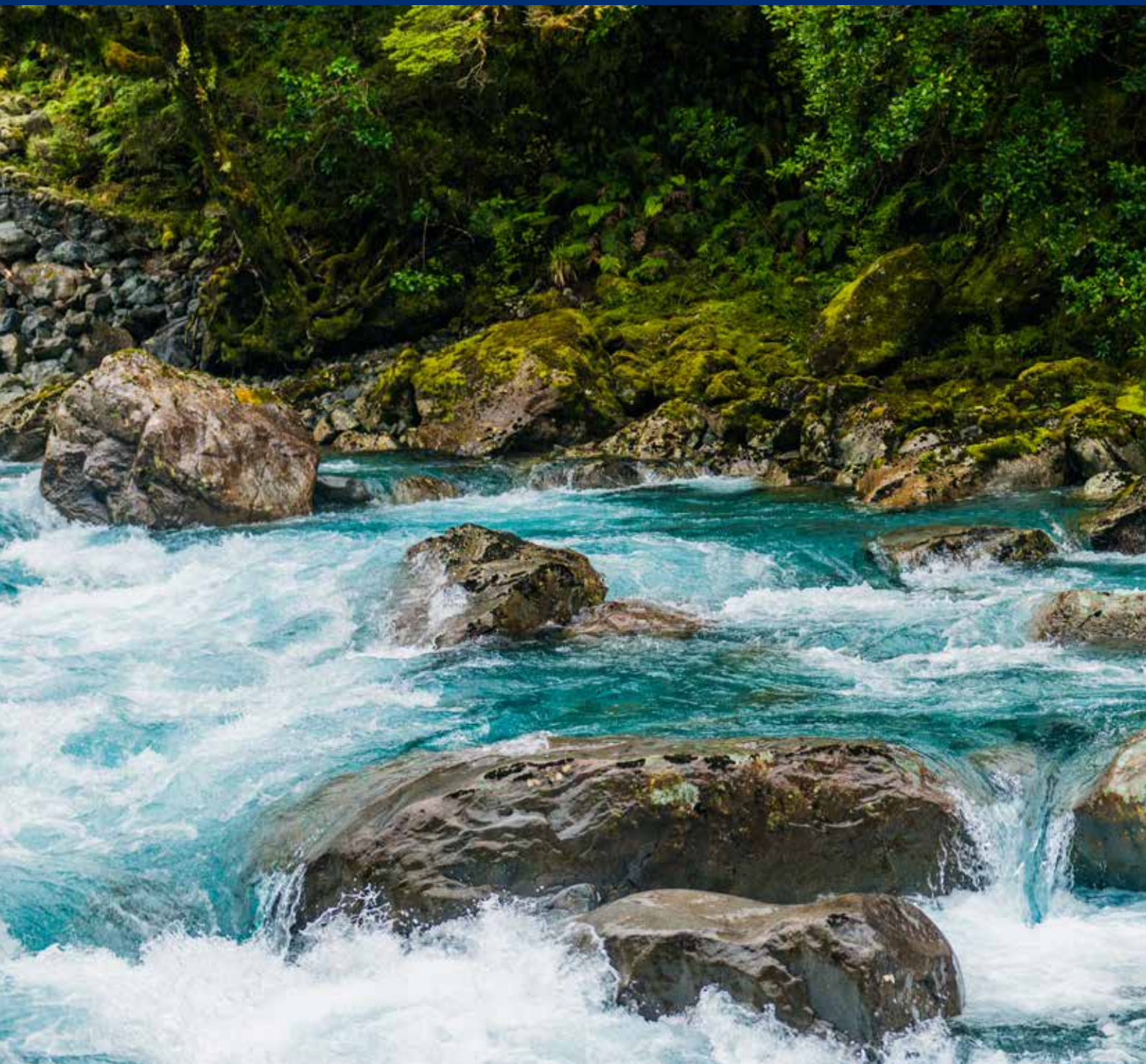


NGĀ POU MANA
TANGATA WHENUA ALLIED HEALTH



Te Awa Tārai

A career development guide for
Allied Health – Hauora Haumi



Citation: Ministry of Health. 2025. *Te Awa Tārai: A career development guide for Allied Health – Hauora Haumi*. Wellington: Ministry of Health.

Developed in partnership by Ngā Pou Mana and the Office of the Chief Allied Health Professions Officer, the Ministry of Health

Published in February 2025 by the Ministry of Health
PO Box 5013, Wellington 6140, New Zealand

ISBN 978-1-991324-19-1 (online)
HP 9020

This document is available at health.govt.nz



This work is licensed under the Creative Commons Attribution 4.0 International licence. In essence, you are free to: share, ie, copy and redistribute the material in any medium or format; adapt, ie, remix, transform and build upon the material. You must give appropriate credit, provide a link to the licence and indicate if changes were made.

He tīmatanga kōrero – Introduction

Like a river, the flow of a career is influenced by the streams that feed it and the obstacles it meets. Te Awa Tārai - The River That Shapes is designed to acknowledge the varied and unconventional paths along which one's career may flow.

In te reo Māori, 'haumi' means 'alliance', 'ally' and 'to join'. 'Haumi' also describes the joints and materials used to combine the various sections of a waka. In some iwi, haumi was the word for an extension added to the front of a waka to increase its length.

Haumi were an essential part of waka, enabling Māori ancestors to sail in both stormy and peaceful conditions. If a waka were to lose its haumi during a journey, it would fall apart and the people within it might be lost. Additionally, if a master carver lacked the foresight to add a haumi to a waka, he might have created something unable to carry the full community, leaving some stranded at shore.

In the context of the health system, we use the te reo phrase 'hauora haumi' to translate the English phrase 'allied health'. Just as haumi were essential to the structure and capability of a waka, so too is allied health to the broader health system. And just as haumi would increase the length and size of a waka to allow it to hold more people, allied health enables the system to serve more communities in ways that work for them. It strengthens our collective waka, holds it together and enables us to journey far and wide as we sail towards pae ora: healthy futures for all.

The allied health, scientific and technical workforce (collectively known as allied health - hauora haumi) is the second largest workforce in Aotearoa New Zealand (George and Webster 2021). It is composed of a diverse group of professionals with skills and knowledge in prevention, diagnosis, treatment and management of a wide variety of conditions and injuries. Allied health professionals - kaimahi hauora haumi work across different settings and sectors to support the health and wellness of all New Zealanders.

The Pae Ora Act 2022 reinforces the health system's commitment to fulfilling Te Tiriti obligations and delivering equitable outcomes for Māori and priority populations. The presence of racism in the health system and its impact on health outcomes within Aotearoa has been well evidenced and researched. The hauora haumi workforce has a significant and underutilised role to play in achieving equitable health outcomes and healthy futures for all New Zealanders. Therefore, there is a need for a national career development guide which:

- reflects and honours Te Tiriti o Waitangi
- prioritises pro-equity and anti-racism praxis
- actively promotes the career development of tāngata whenua and other underrepresented groups within the hauora haumi workforce, including our Pasifika, Rainbow and Whaikaha whānau
- values cultural safety, expertise and lived experiences alongside personal, professional and collective growth in fostering culturally safe working environments
- recognises the value of Te Ao Māori and mātauranga Māori
- informs decision making in health systems at local, regional and national levels.

This reimagined framework acknowledges the rightful place of mātauranga Māori alongside Western knowledge systems. It appreciates the benefits of Western knowledge, while recognising the potential for positive change mātauranga Māori affords our system.

Career development is often conceptualised as a linear progression. In reality, this is rarely the case. Like a great river on which our waka sails, career progression often takes a winding path, which both shapes and is shaped by its environment. Like a river, the flow of a career is influenced by the streams that feed it and the obstacles it meets. Te Awa Tārai – The River That Shapes (Te Awa Tārai) is designed to acknowledge the varied and unconventional paths along which hauora haumi careers may flow.

Te Awa Tārai acts as a guide through which individual professionals, educators, industries and organisations can recognise, value and invest in necessary skills for current and emerging hauora haumi career opportunities. This purposefully includes acknowledgement of cultural intelligence and expertise, lived experiences and mātauranga Māori, to safeguard the delivery of equitable, effective, safe and sustainable health services in Aotearoa.

Te Awa Tārai acknowledges the true diversity of the skill sets and career pathways which exist across hauora haumi professions. It provides support and guidance to allow people and organisations to best utilise, engage with and sustain this critical and highly skilled workforce, in order to achieve the aims of the Pae Ora Act.

This guidance document describes six broad development streams and identifies progressive development stages – riverbanks – for each stream. It accommodates the numerous existing career pathways available to kaimahi hauora haumi while allowing for emerging careers and pathways to be developed.



Te Whakapapa – Background

The Pae Ora Act 2022 provides a platform to recognise allied health - hauora haumi career development pathways which are as varied as the professions represented under the banner of allied health - hauora haumi. With a focus on achieving equity in health outcomes (in particular, for Māori) and improving access to a broader range of health services which are designed around people's needs, the Pae Ora Act represents an opportunity for the health and disability system to benefit from the full potential of the skills, knowledge and attributes of kaimahi hauora haumi. For kaimahi hauora haumi, this may include opportunities to use the breadth of their knowledge, skills and experience in new settings or new models of service delivery, or by working in roles which have not previously existed or which have traditionally been held by other professions.

Within the context of Aotearoa, kaimahi hauora haumi are person- and whānau-centred in their approach to delivering care, with a tendency to look beyond a diagnosis or condition, maintaining a focus on empowerment and independence. They challenge traditional biomedical approaches to health care and look beyond boundaries and across traditional care pathways for opportunities to innovate and provide 'whole-of-system' service models (Tofi 2022; George and Webster 2021).

Evidence highlights the significant contribution that kaimahi hauora haumi Māori – Māori allied health professionals make to the wellness of Aotearoa's communities through cultural knowledge and practice drawn from mātauranga Māori (Tofi 2022; Barnett 2015). Despite this, career progression experiences for tāngata whenua kaimahi are affected by cultural devaluation, isolation and racism. Therefore, this career development guide strives to uplift and honour cultural intelligence, indigenous knowledge and lived experience.

This career development guide aims to recognise the expertise, experience and indigenous knowledge of kaimahi hauora haumi. Te Awa Tārai promotes a collective view to help guide professionals and organisations in targeting growth and development opportunities which benefit us all: whānau, communities, organisations and individuals.

Within service delivery settings, career development is often influenced by career frameworks which have been closely linked to industrial pay scales and qualification levels (South Island Alliance and New Zealand Public Service Association 2020; NHS Education for Scotland 2021). Many existing frameworks, therefore, suggest a linear pathway for career progression which is not necessarily reflective of the growth and development that occurs over the course of hauora haumi careers. Progression through career frameworks and industrial pay scales tends to focus on operational responsibility, and/or clinical or technical expertise. This may exclude other skills which are valuable and essential to the delivery of sustainable health services. Moreover, existing hauora haumi career frameworks within Aotearoa are written to be applied to a particular setting, profession or group of professions. This prevents their broad application across the health and disability system.

Te Awa Tārai has been created as an applicable, strengths-based tool to develop a hauora haumi workforce that is affirmed and equipped to meet population health needs and lead services across the health and disability system. It offers guidance to kaimahi and to the organisations they work for, to help them realise their potential to achieve pae ora.

Te ū ki te Tiriti o Waitangi – Commitment to Te Tiriti o Waitangi

Within Aotearoa it is acknowledged that people experience avoidable, unfair and unjust disparities in health outcomes (Ministry of Health nd). Kaimahi hauora haumi are committed to fulfilling their obligations to Te Tiriti o Waitangi to realise the intended outcomes of Pae Tū: Hauora Māori Strategy (Minister of Health 2023) and improve outcomes for all New Zealanders. Te Awa Tārai therefore seeks to uphold the principles of Te Tiriti through the development of the hauora haumi workforce in the following ways.

Tino rangatiratanga

All identifiable Māori hauora haumi groups are key participants in establishing this career framework, its continued development and ongoing iterations. The Office of the Chief Allied Health Professions Officer and Ngā Pou Mana will work in continuous partnership with these groups to address the design and delivery of Te Awa Tārai.

Equity

Te Awa Tārai is applicable across public and private sector service providers. It recognises, values and supports individuals' development of the knowledge and proficiency required to deliver services which achieve equitable health outcomes for Māori, and challenge spaces and services which are not.

Active protection

Te Awa Tārai supports the development of knowledge and skills which are underpinned by mātauranga Māori, to lead and develop services that improve health outcomes for Māori.

Options

The hauora haumi workforce strives to deliver preventative, diagnostic and rehabilitative services to meet the needs and aspirations of whānau and hāpori Māori. Te Awa Tārai focuses on supporting both formal and informal career development pathways, to ensure that the workforce is equipped with the right skills and knowledge to deliver models of care which are culturally safe and enhance mana.

Partnership

Kaimahi hauora haumi are inherently collaborative and take a predominantly holistic view to whānau-focused service delivery. Te Awa Tārai offers guidance for the development of the hauora haumi workforce to support authentic, reciprocal partnership in co-design, implementation delivery, governance and monitoring of health and disability services.

Ngā hua e hiahia ana – Intended outcomes

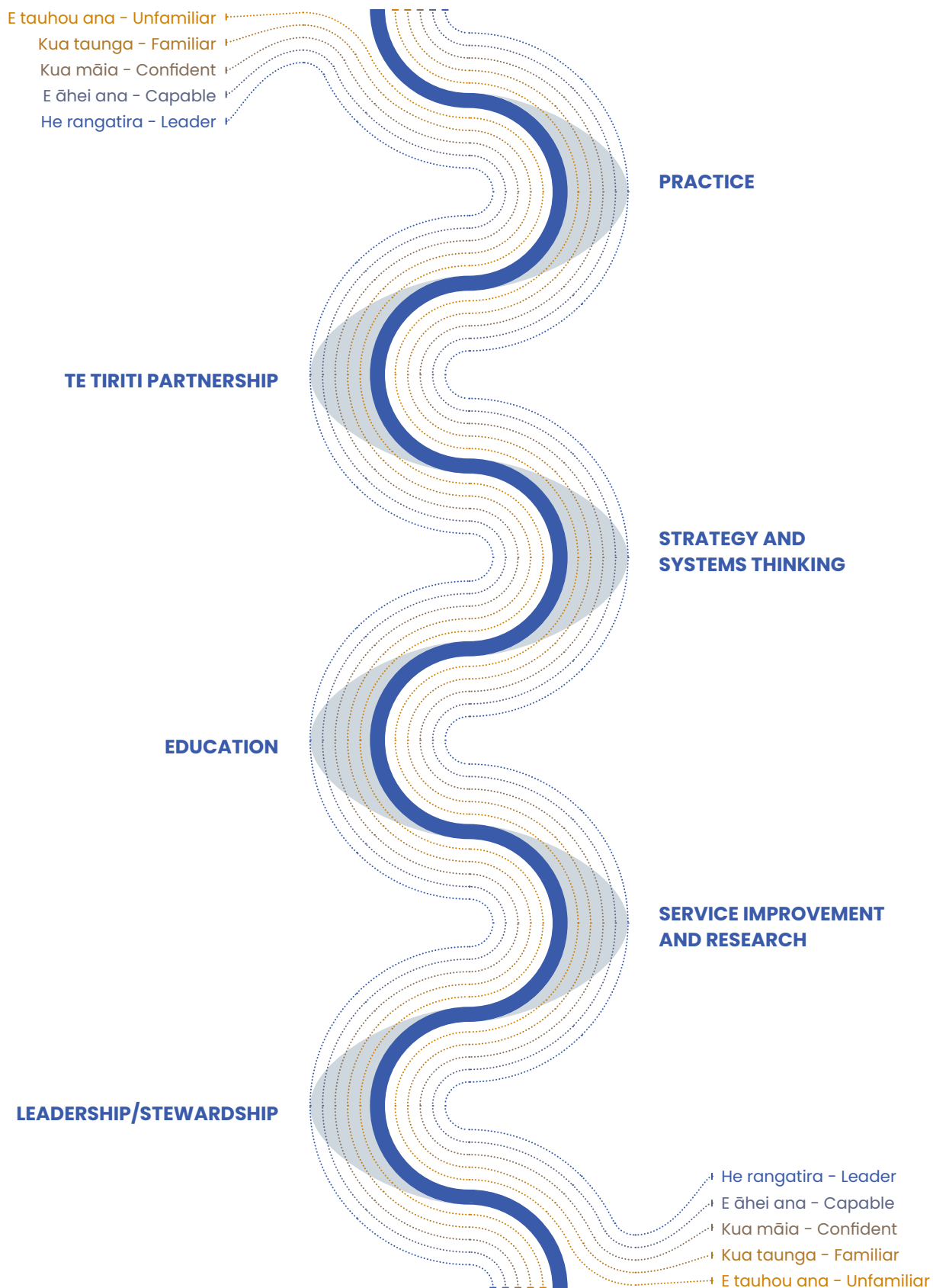
Four intended outcomes underpin Te Awa Tārai. These provide foundations for investment in career progression opportunities for kaimahi hauora haumi.

- **Kia toitū – Sustain** – Allied health – hauora haumi provides a lifelong career path, entailing numerous progression pathways. Kaimahi are supported and culturally safe in their workplaces irrespective of where they work.
- **Kia tūhonoa – Engage** – Kaimahi hauora haumi are actively supported to pursue fulfilling and rewarding career pathways, with an understanding that this is a key enabler to retaining and sustaining the workforce.
- **Kia whanake – Evolve** – Individuals, educators, industries and organisations understand the need to grow skill sets and invest in current and emerging hauora haumi career opportunities, to safeguard the delivery of equitable, effective, sustainable and collectively aligned health services in Aotearoa, orientated to the needs and aspirations of the communities they serve.
- **Kia tutuki – Achieve** – The hauora haumi workforce is uniquely positioned to achieve pae ora because of their inherently innovative, rehabilitative, holistic and whole-of-system approach. These skills are vital to the provision of accessible services which deliver equitable outcomes across the population.



Navigating Te Awa Tārai

Figure 1: Te Awa Tārai



Ngā Manga Tārai | The streams that shape

Te Awa Tārai identifies six development manga | streams for kaimahi hauora haumi which provide broad guidance for career growth while supporting the aims of the Pae Ora Act:

- **Te Manga Tikanga – Practice** – the delivery of culturally safe direct and indirect care that facilitates the achievement of pae ora through the application of pro-equity, anti-racist practice alongside clinical or technical skills and knowledge
- **Te Manga Tiriti – Te Tiriti Partnership** – understanding and applying Te Tiriti o Waitangi through professional practice. Inherent in this is understanding one's relationship to Te Tiriti as either tāngata whenua or tāngata Tiriti. This stream acknowledges that Te Tiriti provides an important foundation and enabler for achieving equity through the delivery of culturally safe services which are framed by te ao Māori, honouring tikanga, ritenga and mātauranga Māori
- **Te Manga Rautaki – Strategic and Systems Thinking** – driving change focused on pae ora, implementing innovation, developing policy, establishing direction and creating action plans for a service, profession, organisation, community or sector
- **Te Manga Ako – Education** – the provision of instruction and teaching which builds awareness, understanding, knowledge and wisdom. Raising the confidence and capability of health professionals, whānau who access health services and students in professional or academic settings
- **Te Manga Rangahau – Service Improvement and Research** – undertaking systematic investigation to increase knowledge, create the ability to monitor and measure progress, establish an evidence base, drive improvement in service delivery, increase equity in health outcomes and implement research through practice, policy or further research
- **Te Manga Kaitiaki – Stewardship** – shaping the provision of equitable health services through governance and operational leadership. Providing advocacy, subject matter expertise, management of service delivery, human resource, finances/funding and projects both within and beyond the allied health – hauora haumi context.

Opportunities for development occur within each of the manga | streams, which serve as indicators of the focus points of the role or roles a person might hold throughout their hauora haumi career journey. The streams can be seen as feeding into the river – te awa, as Figure 1 shows.

Ngā Tāhuna o te whakataupu – The riverbanks of growth

Te Awa Tārai has identified five riverbanks of growth which act as indicators of progress through each development stream:

- **E tauhou ana – Unfamiliar** – acquiring foundational knowledge or qualifications
- **Kua taunga – Familiar** – initial practical experience and consolidation of skills and knowledge
- **Kua māia – Confident** – operating independently while building a greater depth of knowledge and experience
- **E āhei ana – Capable** – highly developed knowledge and skills in a specified area
- **He rangatira – Leader** – an influential guide in a specified area, recognised by peers as holding exceptional knowledge and skills.

The intention of the riverbanks is to guide kaimahi hauora haumi in setting and pursuing professional development objectives within and across career development streams, while also supporting organisations to evaluate how they support development opportunities for kaimahi hauora haumi. Graphically (see Figure 1), the riverbanks are presented as parallel arcs which travel along each development stream toward the river – te awa.

The development streams in combination with the riverbanks of growth reflect the current state and development focus for future roles. These elements can be used to support career progression dialogue between kaimahi hauora haumi and managers.



Moving through and across Ngā manga tārai

In diverging from traditional perspectives of linear career progression, Te Awa Tārai aims to facilitate a more fluid approach to skill acquisition, expertise development and leadership. This guide is intentionally explorative, rather than linear or sequential. It encourages us to embrace opportunity and lean into discomfort. The development of a fulfilling, lifelong career involves a combined approach of seeking specific roles, experiences and responsibilities while maintaining awareness of potential future directions, to allow for the acceptance of spontaneous growth opportunities.

The term 'career progression' is inclusive of a wide spectrum of activities, including growing skills and experience, critical self-reflection, maintaining awareness of and implementing best practice, taking on different roles across development streams and developing transferable skills across a wide range of settings.

This section outlines broad categories of activities which facilitate growth and career progression to help hauora haumi – allied health professionals to identify opportunities and actions which will support their development goals. Each is supported by practical examples.

SHAPING RIVERBANKS – PURSUING AREAS OF INTEREST OR EMERGING TRENDS

Reflect on the areas of your service or field that you find most interesting, or areas where you can see that technology or practice is evolving or could change in the future.

- Consider how you feel about this change and how you would like to contribute to it.
- Consider what benefits this change might bring to others, to the wider system and to yourself.

For example, emerging evidence may suggest there is a benefit in implementing new patient pathways and models of care.

- Reflect on how you might influence the uptake of new models of care or service provision within your professional setting. This may require you to provide education and training for peers and service users, request new or additional resourcing or update policies and procedures.
- Reflect on which career domains you may need to work across to achieve your objectives.

RIVER GUIDES: TUAKANA–TEINA AND MENTORING RELATIONSHIPS

The word 'tuakana' refers to an older sibling, and 'teina' to a younger sibling. Tuakana-teina is a Māori concept that looks at how people exist in relation to each other. In te ao Māori, traditionally, the mana and social positioning of a person was closely aligned to their whakapapa connections and linked to their knowledge and experience (Winitana 2012). The tuakana-teina relationship between parties is underpinned by whānau and whanaungatanga (Winitana 2012). Tuakana-teina relationships are innately reciprocal, involving the sharing of knowledge and expertise across the parties involved. This relationship emphasises learning and support, and recognises that roles can adapt over the course of the relationship. While the concept of tuakana-teina is grounded in mātauranga Māori, and embodied in te ao Māori through whanaungatanga (relationships), hononga (connection) and aroha (kindness/care), the values it embodies are universally applicable.

A mentor is a person who holds knowledge and experience and provides support and advice to someone who is less experienced or seeking to grow. Mentors provide psychosocial support, including role modelling, and they support for growth that includes working on skill development for the mentee (Kram 1983).

A mentor or tuakana may be an existing colleague, may work outside of your organisation or could come from a different sector altogether. Mentoring relationships or tuakana-teina relationships may arise organically, or they could be the result of a structured leadership programme.

A tuakana or mentor could be a senior or more experienced colleague within your team, a younger colleague with different skill sets, or a peer at the same level who takes an interest in your development and helps you to reach your potential. A tuakana or mentor can cultivate spaces to reflect and grow, facilitate connections or opportunities and, when needed, challenge your own perspectives.

Some examples of tuakana-teina and mentoring relationships are:

- a mentoring arrangement with peers from within or outside of your profession and organisation
- a mentoring arrangement with a manager or more experienced colleague
- regular cup-of-tea dates with kaumatua
- discussions with a peer or colleague who possesses/demonstrates skills and knowledge which you would like to develop
- a formal arrangement made through a development programme
- informal, ad-hoc or opportunistic arrangements with a colleague or manager
- formal coaching arranged by you or by your employer.

Seek out and invest time in these relationships. Effective mentors and tuakana are people who support you to:

- develop your career objectives
- grow your knowledge and skills
- reflect and learn from your experience
- identify your leadership style
- expand your professional networks
- challenge your perspectives
- identify strengths and work on focus areas
- take on new and unexpected opportunities
- pursue your development goals through training, education and experience.

Reflection:

- Who would you reach out to and why?
- How do they represent the growth you are seeking?
- As you grow, how will you support and mentor others?
- If you hold experience in your field, do you champion and support the development of others, regardless of where they are in their development journey?
- Why is specific cultural support or culturally supportive supervision/coaching/mentoring important? Do your colleagues/teammates have access to appropriate support?

FLOW THROUGH NEW ENVIRONMENTS

Widening your perspective through a change of role or working environment can be a catalyst to career progression. You may also have the opportunity to take on responsibilities outside of your work environment or role; for example, by volunteering or joining a professional association committee. Altering your experiences can help clarify or reinforce why you do what you do, and it can also provide insights which lead to change or growth.

Examples of varying or expanding your role or work environment include:

- taking on voluntary roles where your professional insights are valued or where you have personal interest
- picking up a new task or responsibility in your team
- taking on an education or research role (eg, guest lecturing at a local university)
- speaking to and learning about another person's role in your workplace
- undertaking a fixed-term secondment within or outside of your organisation
- spending time with kaupapa Māori, Pasifika, Rainbow or Whaikaha services
- managing a project relevant to your experience within or outside of your service
- taking a similar role in a different organisation.

Reflection:

- What career-applicable lessons have you learned from non-work areas or experiences?
- What new skills or knowledge might you gain from taking on a new role or working in a new environment?
- How can a change in environment or role help you meet the needs of your community and work toward your career aspirations?

SHIFTING CURRENTS – DIRECTING YOUR CAREER PATH THROUGH KNOWLEDGE

Developing skills to support movement through and across development streams may require you to undertake further training, formal or informal. Training may result in certification of competencies or formal diplomas or degrees. Consider the types of skills that may be useful in developing your abilities or closing knowledge gaps. You may need further technical skills within your professional area – or perhaps you require qualifications in more general areas, such as business, policy or law. You may also benefit from developing teaching and education skills, strengthening your understanding of Te Tiriti o Waitangi or training in quality improvement methodology.

Further training or education may include:

- postgraduate qualifications within your area of expertise, or in a more generalised field, such as business, health care leadership or informatics
- gaining a new skill or becoming certified to undertake a new task in your current workplace
- earning a certificate or qualification in te reo Māori
- leadership or quality improvement training programmes offered by your own organisation or by other organisations, such as Health Quality & Safety Commission – Te Tāhū Hauora
- learning about your own whakapapa
- earning your master's degree or pursuing a PhD
- learning about and connecting with local iwi and histories in the area you live and work in
- undertaking a scholarship or fellowship, such as the Fulbright Scholarship¹ or the Harkness Fellowship²
- Whānau Ora navigator training³
- watching or listening to Māori, Pasifika, or other groups' news outlets to gain awareness of and insight into matters important to those communities.

Reflection:

- How will learning this contribute to the growth of my profession?
- How will learning this contribute to the wellbeing of my community?
- How will learning this contribute to pae ora?
- How will learning this contribute to my growth journey?

1 For more information visit the Fulbright New Zealand website: fulbright.org.nz

2 For more information visit the Harkness – Fellowships Trust website: harkness.org.nz

3 For more information visit the Whānau Ora Training – Te Tihi website: tetihi.org.nz/te-tuahiwi/pikihia-te-poutama-workforce-advancement/whanau-ora-training

EMBRACE THE RAPIDS – SAY YES TO OPPORTUNITY

Leaning into discomfort is often a key element of professional growth and career progression. These opportunities may be planned or completely unexpected. When kaimahi hauora haumi embrace opportunity, they can gain experience across career domains as well as advancing their experience within a particular domain. Often these opportunities bring awareness of new career possibilities, which build on a foundation of knowledge and skills.

Practical examples of embracing opportunity may include:

- accepting a request from a senior leader to provide interim leadership to a team or service outside of your own
- taking on a training opportunity that will broaden your knowledge beyond your clinical/technical area of practice
- managing a project or workstream within or beyond your service
- taking a secondment outside of your team, organisation or sector
- being the first allied health professional – hauora haumi to hold a role that is traditionally linked to another profession (eg, clinical director, service manager, chief officer or director)
- saying yes to hosting student placement opportunities
- engaging in or leading service reviews and improvement projects
- standing to say your mihimihi
- developing new services, models of care or leadership development programs.

Reflection:

- Is anything causing you to hesitate to take on an opportunity? How could you address this, or who could support you to address it?
- How might taking on this opportunity allow you to serve your community in new ways?
- Will a new opportunity offer you a chance to grow your confidence and capability in a new development stream?
- How do you create opportunities for others to grow and learn?

Moving across ngā manga tārai

Movement across development streams can be fluid or structured and can occur at any career stage. A kaimahi hauora haumi may shift their focus to a new domain or integrate other streams into their existing role. Working across streams is common when people initially transition from the Practice stream – Te Manga Tikanga. Examples at this stage in a person's career may include roles such as practitioner/researcher, practitioner/educator and practitioner/manager.

Although movement between career streams may initially involve a sideways shift or even moving to a lower riverbank of growth, progress through the new stream may occur more rapidly, due to the knowledge and skills that a kaimahi hauora haumi already possesses from their prior experiences, work and non-work related.

Kaimahi hauora haumi may move in and out of the Practice stream – Te Manga Tikanga throughout the course of their career. In some cases, regulatory requirements will guide practitioners with maintaining clinical and technical competency as their career path evolves.

Appendices within this document contain practical tools to support the use of Te Awa Tārai, as follows:

- Appendix 1 is a career planning tool.
- Appendix 2 gives examples of development activities for each of the development streams.
- Appendix 3 is a self-assessment tool for organisations.



Glossary

Allied health – An inclusive term for the 40+ allied, scientific and technical professions which provide services to people throughout Aotearoa New Zealand across a wide variety of settings. These professions may be regulated under the Health Practitioners Competence Assurance Act 2003 or self-regulated by a professional body

Anti-racism – A stance of actively opposing and addressing racism in all its forms. Anti-racism accepts the need to redistribute power, privilege, resources and opportunity. It requires people and institutions to examine their power and privilege and acknowledge and address power imbalances. It is an essential enabler of wellbeing and equity, particularly for Māori, Pacific peoples and communities of colour (Ministry of Health 2022)

Institutional racism – Policies, practices and laws that, intentionally or not, exclude and foster the unequal distribution of power and privilege. Institutional racism determines differential access to goods, services and the opportunities of society based on race. It occurs within an institution or system (Ministry of Health 2022)

Hauora haumi – The te reo Māori translation of ‘allied health’ that has been adopted within Manatū Hauora to refer to allied health professions within the context of Aotearoa New Zealand. This phrase is inclusive of all allied health professionals working here

Kaimahi hauora haumi – Allied health professionals

Cultural safety – A concept that encompasses a critical consciousness in which health care professionals and organisations engage in ongoing self-reflection and self-awareness and hold themselves accountable for providing culturally safe care, as defined by patients and communities (Curtis et al 2019). To effectively practise cultural safety, health care professionals must examine themselves and understand how their own culture affects their clinical interactions and service delivery (Ramsden 1993)

Mātauranga Māori – Traditions, values, concepts, philosophies, world views and understandings derived from uniquely Māori cultural perspectives. The term includes customary and contemporary systems of knowledge

References

- Barnett LH. 2015. A Survey of Māori Medical Graduates from Te Whare Wānanga o Otāgo (Thesis, Bachelor of Medical Science with Honours). University of Otago.
- Curtis E, Jones R, Tipene-Leach D, et al. 2019. Why cultural safety rather than cultural competency is required to achieve health equity. *International Journal for Equity in Health* 18: 174.
- George RK, Webster K. 2021. The future of allied health leadership in New Zealand-Aotearoa: A literature review. *Asia Pacific Journal of Health Management* 16(2): 16–27.
- Kram KE. 1983. Phases of the mentor relationship. *Academy of Management Journal* 26(4): 608–25.
- Minister of Health. 2023. *Pae Tū: Hauora Māori Strategy*. Wellington: Ministry of Health.
- Ministry of Health. (nd). Te Tiriti of Waitangi and the health and disability system. URL: <https://www.health.govt.nz/system/files/documents/pages/whakamaui-tiriti-o-waitangi-framework-a3-aug20.pdf> (accessed 1 July 2024).
- Ministry of Health. 2020. *The Guide to He Korowai Oranga – Māori Health Strategy*. Wellington: Ministry of Health.
- Ministry of Health. 2022. *Position Statement and Working Definitions for Racism and Anti-racism in the Aotearoa New Zealand Health System*. Wellington: Ministry of Health.
- NHS Education for Scotland. 2021. *Nursing, Midwifery and Allied health Professions (NHAMP) Development Framework. Career Framework*. Edinburgh: NHS Education for Scotland.
- NHS England. (nd). *Developing allied health leaders: a guide for trust boards and clinicians*. London: NHS England.
- Ramsden I. 1993 Kawa whakaruruhau: cultural safety in nursing education in Aotearoa (New Zealand). *Nursing Praxis in New Zealand* 8(3): 4–10.
- South Island Alliance, New Zealand Public Service Association. 2020. *Allied & Public Health Career Framework – Te Anga Mahi Hauora Haumi me Hauora-a-iwi*. South Island Alliance / Best for people, best for system. Wellington: South Island Alliance and New Zealand Public Service Association.
- Tofi U. 2022. Thriving as Māori & Pasifika allied health professionals in the first 2 years of practice in a DHB setting (Thesis, Master of Health Practice). Auckland University of Technology.
- Winitana M. 2012. Remembering the deeds of Māui: what messages are in the tuakana-teina pedagogy for tertiary educators? *MAI* 1: 29–37.

Appendix 1: Using Te Awa Tārai to visualise your career aspirations

Plotting your career path is an important step as you consider your current and future development goals. You can use this process to support career development conversations with your manager or mentor. These instructions apply to the template below.

Step 1: Locate the primary development stream of your current role (or the combination of your past roles if mapping your career pathway) on te awa | the river.

Step 2: Determine which riverbank of growth you are working within for that stream and draw a dot in the corresponding section of te awa. Repeat steps 1 and 2 for other development streams which are relevant to your current role.

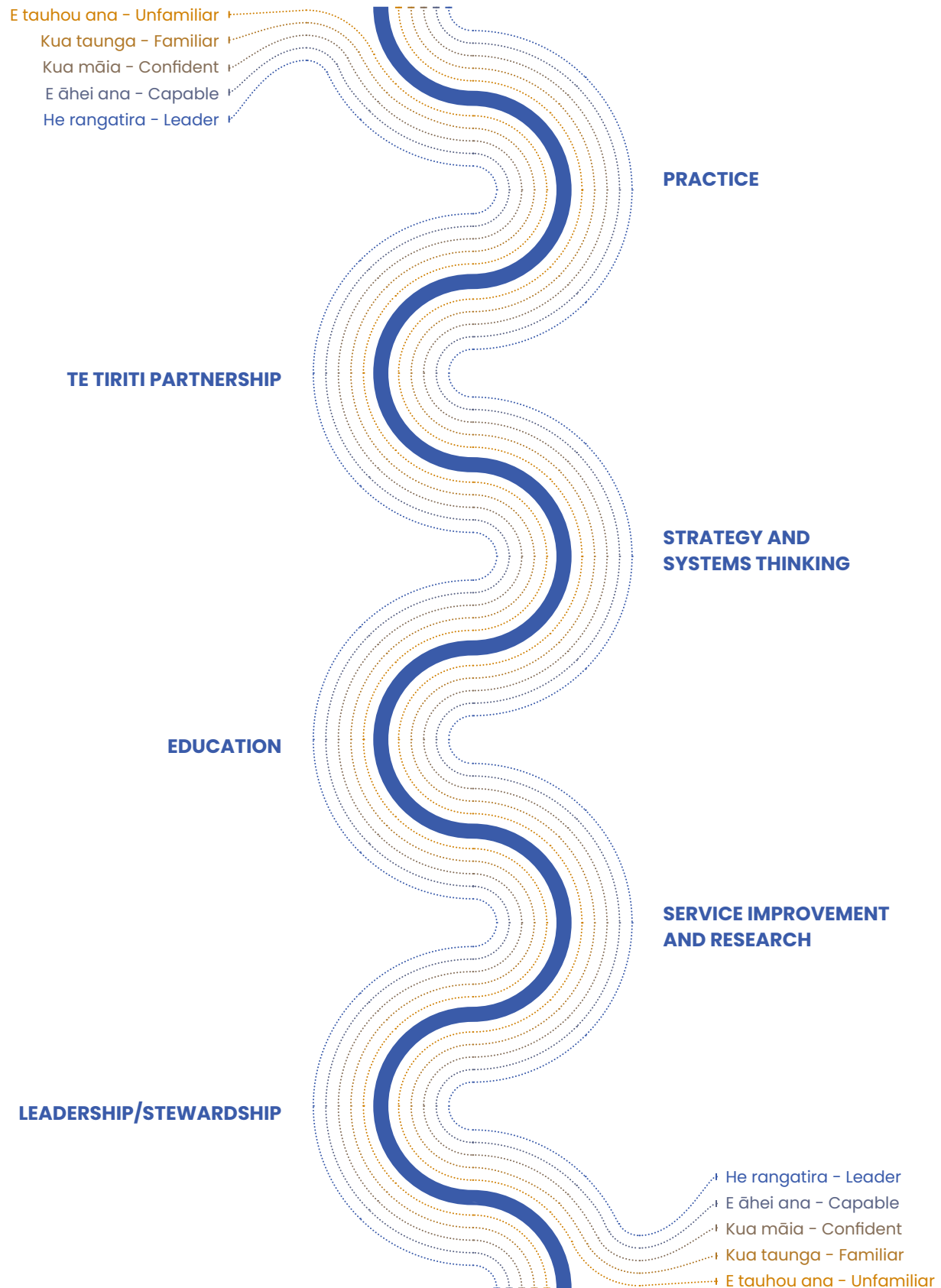
Step 3: Connect each dot to its neighbour by drawing a line between them.

Step 4: Now consider the knowledge, skills, capabilities and experience required for the role or career you are aspiring to and repeat steps 1–3 (it may be useful to use a different colour to plot your aspirational path, for easy visual comparison).

Step 5: Note the differences between the two roles or careers. Compare the components of the respective river paths to determine how a transition between the two roles or to the desired careers could be achieved.

This process can be applied to teams as well as individuals. To identify current strengths and development opportunities for a team, complete the process above for each team member on the same river image. Areas with a high degree of overlap reflect team strengths, and areas with little or no plot points reflect opportunities for further development. Consider whether the team's strengths are well aligned with service requirements.

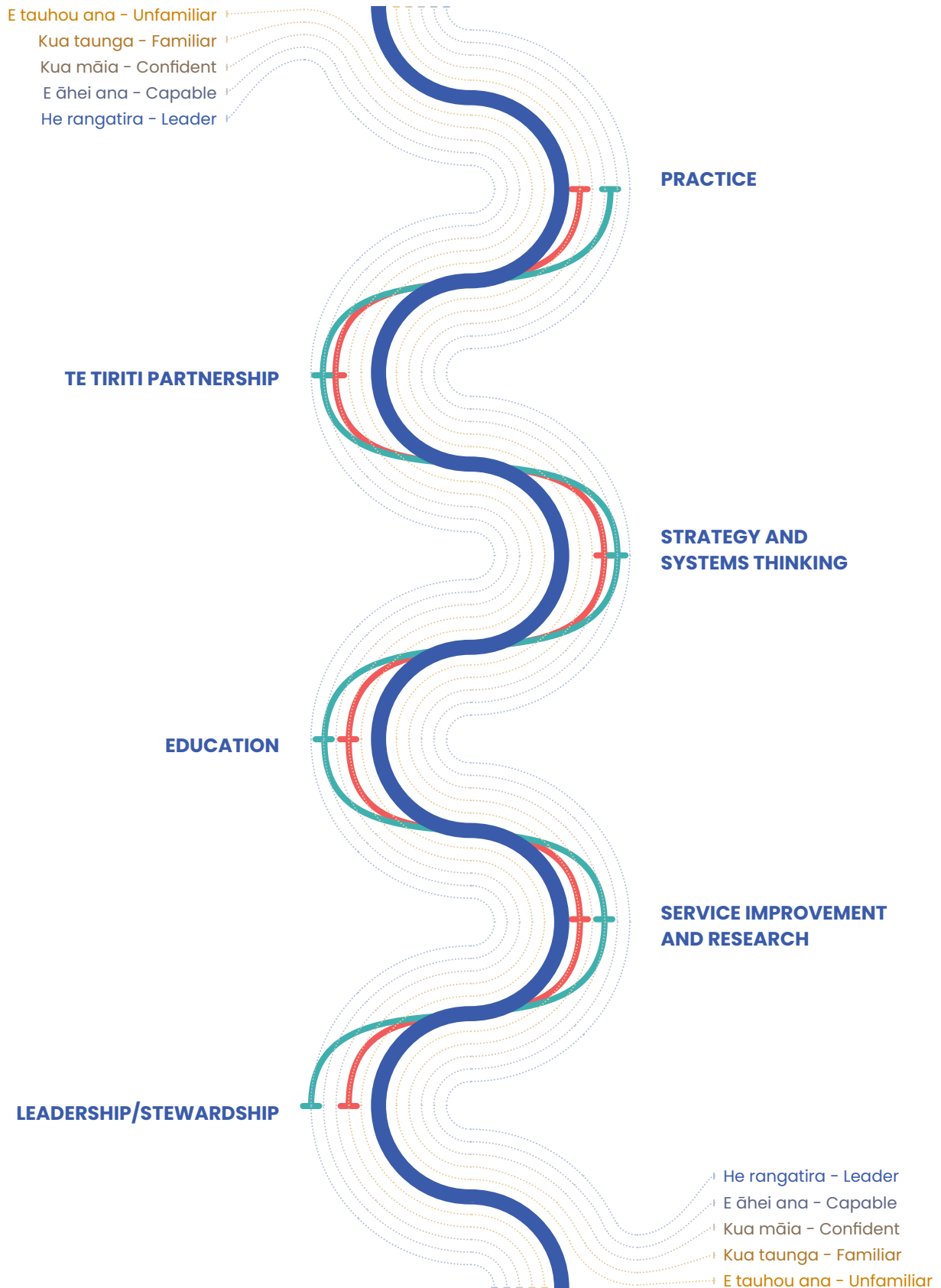
Te Awa Tārai template



Example of Te Awa Tārai template in use

● Current role as a recent graduate clinician

● Aspirational role: clinical educator



Appendix 2: Development activities for Ngā Manga Tārai

These development activities are intended as practical suggestions and guidance to support individuals seeking to grow their capability within and across the development streams. The activities are not prescriptive. While each riverbank of growth acts as a stepping stone to the next riverbank, you may find that you are simultaneously undertaking suggested activities from multiple riverbanks and across multiple development streams.

Te Manga – Stream	Riverbank of growth: Familiar	Riverbank of growth: Confident	Riverbank of growth: Capable	Riverbank of growth: Leader
<p>Te Managa Tikanga – Practice</p> <p>The delivery of culturally safe direct and indirect care that facilitates the achievement of pae ora through the application of pro-equity, anti-racist practice alongside clinical or technical skills and knowledge</p> <p>Resources: Ao Mai te Rā – The Anti-Racism Kaupapa, Ministry of Health New Zealand</p>	<ul style="list-style-type: none"> • Seek opportunities to work with other hauora professionals and teams across a variety of settings to explore diversity in practice and to identify areas of interest • Engage in regular personal and professional development to consolidate and develop skills • Undertake unconscious bias training and consider how your biases affect your practice • Seek out and understand information about institutional racism and its impacts on the health and disability system • Pursue cultural safety, local history and Te Tiriti o Waitangi in practice training 	<ul style="list-style-type: none"> • Research and implement tools to address institutional racism within your service or organisation, such as Ao Mai te Rā – The Anti-Racism Kaupapa, Ministry of Health New Zealand • Participate in service delivery to develop further knowledge and skills in your clinical or technical area of focus • Participate in formal or in-formal training or clinical research to increase evidence-informed practice and awareness of emerging trends • Provide supervision to developing colleagues to support the growth of others and develop education, mentoring and leadership skills 	<ul style="list-style-type: none"> • Seek opportunities to contribute to specialist services in your area of expertise • Provide education and training to colleagues and professionals within and beyond your team/organisation about how to address institutional racism and promote equity and cultural safety within teams and services • Contribute to the education and teaching of students and emerging experts to consolidate your skills as a practice leader • Seek leadership roles on relevant committees or boards that demonstrate emerging expertise (eg, professional associations, health regulatory bodies, operational health service) 	<ul style="list-style-type: none"> • Lead, support and coach your peers to manage caseloads at the most complex or chronic end of the spectrum • Develop opportunities to deliver cutting-edge interventions that achieve equity in health and disability outcomes for Māori • Embed culturally safe practice as standard practice within your team, service, organisation or profession • Pursue a research degree to contribute to the evidence base in your area of practice • Pursue further opportunities towards practice leadership (eg, specialisation or fellowship through accrediting bodies)

Te Manga – Stream	Riverbank of growth: Familiar	Riverbank of growth: Confident	Riverbank of growth: Capable	Riverbank of growth: Leader
<p>Te Manga Tiriti – Te Tiriti Partnership</p> <p>Understanding and applying Te Tiriti o Waitangi through professional practice. Inherent in this is understanding one's relationship to Te Tiriti as either tāngata whenua or tāngata Tiriti. This stream acknowledges that Te Tiriti provides an important foundation and enabler for achieving equity through the delivery of culturally safe services which are framed by <i>te ao Māori</i>, <i>honouring tikanga</i>, <i>ritenga</i> and <i>mātauranga Māori</i> Resources:</p> <p>https://www.tearawhiti.govt.nz/tools-and-resources/public-sector-capability/</p>	<ul style="list-style-type: none"> • Learn about your own whakapapa, history, identity and cultures • Learn about historical and contemporary tāngata whenua narratives where you live and work, from Māori sources • Participate in te reo Māori lessons and incorporate te reo Māori into your everyday interactions • Seek out and understand information about institutional racism, cultural safety, local history, allyship as non-Māori and Te Tiriti and the impacts of these elements on the health and disability system, services and outcomes • Accompany senior colleagues to meetings with Māori teams, organisations, hapū or iwi groups to gain experience working with Māori communities and insights on how the health system could better incorporate te ao Māori perspectives • Develop awareness of the Te Arawhiti Engagement Framework and Guidelines and consider the appropriate levels of engagement with Māori for your service 	<ul style="list-style-type: none"> • Develop your knowledge of and connection to Māori groups with an interest in your subject area • Spend time with Māori teams or organisations via formal or informal arrangements such as a secondment or a mentoring arrangement • Undertake more advanced mātauranga Māori training, such as te reo Māori or tikanga learning • Develop relationships with Māori thought leaders who have an interest in your subject area • Participate in co-design processes or research with Māori for service development and/or improvement 	<ul style="list-style-type: none"> • Co-lead co-design processes alongside Māori for service development or improvement • For tāngata whenua – take up senior health roles (these may be designated Māori health roles or otherwise) in relevant government or organisation departments to inform sector-wide governance, decision making and commissioning • Assess and advise on the efficacy of services for Māori individuals and whanau • Provide practical Te Tiriti guidance to your service or organisation • Use your knowledge and experience to inform decision making within your team/ service/organisation to ensure that Te Tiriti is consistently honoured and upheld 	<ul style="list-style-type: none"> • Advocate for upholding Te Tiriti commitments when reviewing, developing or implementing new policies and processes • Conduct research that contributes to the evidence base related to Te Tiriti in the context of the health and disability system • Lead the embedding of cultural safety praxis • Lead others in understanding what Māori–Crown relationship skills are and why they are important within the context of health • Use your standing as a leader to proactively support/create space for Māori and priority population voices and decision making at leadership levels

Te Manga – Stream	Riverbank of growth: Familiar	Riverbank of growth: Confident	Riverbank of growth: Capable	Riverbank of growth: Leader
<p>Te Manga Rautaki – Strategy and Systems Thinking</p> <p>Driving change focused on pae ora, implementing innovation, developing policy, establishing direction and creating action plans for a service, profession, organisation, community or sector</p>	<ul style="list-style-type: none"> • Contribute to identification of service models and policy development to meet emerging trends and improve equitable health outcomes within an organisation • Seek opportunities such as project roles focused on policy, or service model reviews to expand system understanding • Participate in the development or review of organisational level policies and procedures to develop skills in operational management • Identify and establish mentoring relationships with thought leaders to guide career development • Participate in governance groups (eg, advisory committees) to inform decision making in health care 	<ul style="list-style-type: none"> • Undertake relevant qualifications in, for example, public health, indigenous studies, information technology or law to increase your knowledge relevant to your targeted development stream • Seek opportunities to gain experience working with professional associations, community partners or governmental departments • Participate in delivering education or research which addresses current and emerging needs in the community or system, such as driving health equity, co-designed and data-driven service models or the impact of new technology • Participate in the exploration and approval of new and emerging sources of health information, health care models or consumer engagement • Explore broader hauora haumi roles outside of profession-specific roles 	<ul style="list-style-type: none"> • Seek opportunities to work in relevant government departments, community agencies, professional associations or governing bodies to influence system-wide developments • Identify ongoing personal and professional development activities to build more advanced communication, stakeholder relationships, influence and negotiation skills • Represent the sector in negotiations with key stakeholders in health services, community and government departments to achieve strategic objectives in the system • Seek opportunities outside of your profession or specialist area to learn different perspectives and approaches to strategy and systems thinking • Engage tāngata whenua, underrepresented groups and consumers in consultation to inform decision making and support equitable health outcomes and provoke critical thinking 	<ul style="list-style-type: none"> • Guide others (eg, peers, mentees and managers) in the development of policy and practice guidelines (particularly in difficult or complex policy) • Fill senior roles in relevant government or organisation departments to inform system-wide governance, decision making and resource allocation • Participate in the shaping of regulations and legislation to facilitate flexible and adaptive practice that meets the needs of the sector and the population it serves, especially the most vulnerable • Lead programs and develop regional or national policy to address complex or wicked issues through purposeful engagement with whānau and communities who are most affected by inequitable health outcomes • Lead the development of new and emerging practices or technologies to meet needs across communities

Te Manga – Stream	Riverbank of growth: Familiar	Riverbank of growth: Confident	Riverbank of growth: Capable	Riverbank of growth: Leader
<p>Te Manga Ako – Education</p> <p>The provision of instruction and teaching which builds awareness, understanding, knowledge and wisdom. Raising the confidence and capability of health professionals, whānau who access health services and students in professional or academic settings</p>	<ul style="list-style-type: none"> • Engage in whānau and community education activities to develop instructional and communication skills • Participate in tutorials and other education activities facilitated by experienced educators to observe expert practice • Understand the importance of health literacy in delivering education to different groups and communities • Contribute to professional development programmes to develop skills in planning education to meet learning needs • Attend introductory educator skills training to increase knowledge of instructional, feedback and assessment skills • Gain understanding of critical self-reflection as an education tool 	<ul style="list-style-type: none"> • Deliver patient, whānau and health professional education to develop further knowledge and skills in effective instruction • Seek opportunities to coordinate education activities across services to consolidate skills in planning education to meet learning needs • Act as a supervisor for students to support and coach staff less experienced in student supervision • Attend continual professional development sessions targeted to further advance instruction and education skills • Attend wānanga and undertake training courses, certifications or postgraduate learning in professional education to develop advanced teaching, feedback and assessment skills 	<ul style="list-style-type: none"> • Seek opportunities to lead knowledge management at an organisational level to support sustainable workforce education solutions • Engage in education by teaching or presenting in relevant forums (eg, wānanga, conferences or university courses) to demonstrate expertise • Contribute to educational policy within your organisation or at a broader level to increase your profile as an emerging leader in education • Pursue a research degree to contribute to the evidence base in health or health professional education • Actively engage in different modes and models of learning outside of your practice area, to grow pedagogy and epistemological approaches to education 	<ul style="list-style-type: none"> • Support, supervise and coach others (eg, peers, mentees and managers) • Critically identify knowledge gaps in the system and lead/co-design projects to address them at service and organisational levels • Advise at an organisational or system level to drive decision making about knowledge management and education frameworks to support the workforce • Lead training courses either nationally or internationally to confirm your education expertise • Consciously create space for education opportunities that bring other groups, voices and perspectives in to leadership areas • Contribute to the design of clinical schools, departments or courses to influence the education, pedagogy and graduate profile and practice of the future workforce • Pursue further opportunities towards practice leadership, (eg, specialisation or fellowship through accrediting bodies)

Te Manga – Stream	Riverbank of growth: Familiar	Riverbank of growth: Confident	Riverbank of growth: Capable	Riverbank of growth: Leader
<p>Te Manga Rangahau – Service Improvement and Research</p> <p>Undertaking systematic investigation to increase knowledge, create the ability to monitor and measure progress, establish an evidence base, drive improvement in service delivery, increase equity in health outcomes and implement research through practice, policy or further research</p>	<ul style="list-style-type: none"> • Be research-active by consuming and participating in a range of research activities • Attend introductory research skills training to build on skills developed in entry-level course • Design or co-design service improvement projects to practice application of research skills on a small scale and improve service, equity of outcomes or experiences of service users or deliverers • Seek opportunities for secondments into project management roles in service improvement to build applied service improvement skills • Participate in larger-scale research projects led by research experts in relevant fields to build skills and networks • Take a role as a research assistant to consolidate applied research skills 	<ul style="list-style-type: none"> • Engage in formal quality improvement training such as short courses, certifications or postgraduate coursework • Learn about different research methodologies and designs, such as kaupapa Māori research or Pasifika research approaches, which can support service or practice improvement and equitable health outcomes • Design and lead clinical research or quality improvement projects to examine service-related questions and develop applied research skills • Collaborate with professional researchers to conduct service-based research to gain experience in research translation • Pursue a research degree to develop the skills required to research independently 	<ul style="list-style-type: none"> • Consider doctoral or postdoctoral research opportunities to confirm emerging expertise in research • Participate in collaborative research community groups to build networks and foster new relationships • Seek adjunct or secondment roles within health services, universities or government agencies to develop research relationships • Supervise emerging researchers and proactively support researchers from priority populations • Contribute to an emerging evidence base (eg, generate peer-reviewed publications or conference presentations) • Participate in research translation activities to lead evidence-informed practice 	<ul style="list-style-type: none"> • Lead large clinical trials, sector- and community-level research projects to demonstrate performance at a leadership level • Collaborate in cross-agency/organisation research initiatives to build research networks • Lead research translation by communicating outputs locally, nationally and internationally via community engagement, conferences and publications in relevant journals with high impact • Lead research projects that test emerging theories or challenge established practices to drive system change and support equitable outcomes by informing organisational and sector decision making on resource allocation • Consciously create space for research opportunities that bring other groups, voices and perspectives into leadership areas

Te Manga – Stream	Riverbank of growth: Familiar	Riverbank of growth: Confident	Riverbank of growth: Capable	Riverbank of growth: Leader
<p>Te Manga Kaitiaki – Stewardship</p> <p>Shaping the provision of equitable health services through governance and operational leadership. Providing advocacy, subject matter expertise, management of service delivery, human resource, finances/funding and projects both within and beyond the allied health – hauora haumi context</p>	<ul style="list-style-type: none"> • Observe the leadership skills of others in different contexts to define your own leadership values • Examine your personal and cultural leadership values and how these may be applied in your current setting • Recognise leadership as a journey, not a destination or specific role • Seek opportunities to lead teams or groups (eg, committees or clinical teams) to develop leadership and communication skills • Seek feedback, coaching and mentorship from established leaders to guide career development • Develop understanding of cultural safety in the context of governance and health system management to inform leadership style 	<ul style="list-style-type: none"> • Use practice opportunities to develop further knowledge and skills in effective leadership • Supervise health professionals who practise either in or out of your area of clinical expertise to develop coaching and leadership skills • Attend continual professional development targeted to further advance your collective impact, communication, leadership and health management skills • Use organisational data and performance reports to lead and influence service reviews and practice change initiatives • Engage in training such as wānanga, certifications or postgraduate courses in health system management or business administration to develop knowledge and skills in leadership 	<ul style="list-style-type: none"> • Seek formal mentorship or coaching from other leaders to guide career decision points • Complete postgraduate qualifications in health system leadership, indigenous leadership or business administration to consolidate skills and knowledge • Participate in leadership programmes or fellowships to build on leadership skills and increase professional networks within and across sectors • Seek secondment opportunities to gain experience in different organisations to inform leadership skills • Attend conferences and networking forums to identify emerging trends and opportunities for collaboration across communities and agencies 	<ul style="list-style-type: none"> • Support, supervise and coach people and teams to achieve strategic objectives and outcome targets • Embed culturally safe praxis to lead versatile and high-performing teams to achieve strategic objectives and support retention of staff • Represent relevant communities, organisations or sectors to influence decision making that impacts on service delivery and outcomes • Establish and develop reciprocal relationships with organisational, sector and community leaders • Use your standing as a leader to consciously create leadership opportunities that bring other groups, voices and perspectives into leadership areas

Appendix 3: Self-assessment for organisations

This self-assessment tool for organisations may be useful to organisational, service or team leaders, or to individuals within an organisation, to help them reflect on and assess the supports available for delivering the intended outcomes of Te Awa Tārai.

Te Tiriti o Waitangi and equity

Our organisation demonstrates commitment to:	Fully	Partly	No	Unsure	Current status and areas for development
<ul style="list-style-type: none"> meeting our obligations under Te Tiriti o Waitangi achieving equitable health outcomes for Māori and other underrepresented groups providing safe spaces to deliver and receive care 					
We are a Te Tiriti-focused organisation, and this is reflected in our organisational values, policies and culture					
We are an equity-focused organisation, and we assess both staff representation and experiences as well as patient outcomes					
We are an anti-racist organisation, and we use dedicated tools to address racism and discrimination in all its forms					

Kia toitū – Sustain

Allied health – hauora haumi provides a lifelong career path entailing numerous progression pathways. All kaimahi should be supported and culturally safe in their workplaces, irrespective of where they work.

Our organisation demonstrates the following qualities for our allied health – hauora haumi professionals:	Fully	Partly	No	Unsure	Current status and areas for development
We employ kaimahi hauora haumi at all levels of our organisation					
We involve kaimahi hauora haumi in all levels of decision making					
Our kaimahi hauora haumi hold roles in clinical, non-clinical and traditionally non-allied health – hauora haumi areas across the organisation					
We support access to developmental opportunities and experiences that build capabilities across all development streams, and we provide dedicated support for Māori, Pasifika, Rainbow and Whaikaha kaimahi hauora haumi					
We actively promote the skills and capabilities of kaimahi hauora haumi to the wider organisation					

Kia tūhonoa – Engage

Kaimahi hauora haumi are actively supported to pursue fulfilling and rewarding career pathways, with an understanding that this is a key enabler to retaining and sustaining the workforce.

Our organisation demonstrates the following qualities for our allied health – hauora haumi professionals:	Fully	Partly	No	Unsure	Current status and areas for development
We provide opportunities for clinical, non-clinical and cultural development for all kaimahi hauora haumi and we ensure this includes development opportunities to advance cultural safety, understanding and applying Te Tiriti, anti-racist praxis, mātauranga Māori and authentic engagement capability					
We have robust, inclusive and targeted performance and development processes. We use these to understand the career goals of kaimahi hauora haumi.					
We track progress towards stated career aspirations					
We provide opportunities for shared roles across organisations					
We enable short-term secondments, to enable development and consolidation of new skills					
We support flexible work arrangements that enable creative combinations of roles					

Kia whanake – Evolve

Individuals, educators, industries and organisations understand the need to grow skill sets and invest in current and emerging hauora haumi career opportunities, to safeguard the delivery of equitable, effective, sustainable and collectively aligned health services in Aotearoa, orientated to the needs and aspirations of the communities they serve.

Our organisation demonstrates the following qualities for our allied health – hauora haumi professionals:	Fully	Partly	No	Unsure	Current status and areas for development
We have implemented programmes/ processes that support the development of both traditional and non-traditional kaimahi hauora haumi pathways internally					
We have implemented programmes/ processes that enable development opportunities for kaimahi hauora haumi in collaboration with other organisations (public and private)					
We communicate career options to kaimahi hauora haumi to ensure they are well informed of their growth opportunities and options					

Kia tutuki – Achieve

The hauora haumi workforce is uniquely positioned to achieve pae ora because of their inherently innovative, rehabilitative, holistic and whole-of-system approach. These skills are vital to the provision of accessible services which deliver equitable outcomes across the population.

Our organisation demonstrates the following qualities for our allied health – hauora haumi professionals:	Fully	Partly	No	Unsure	Current status and areas for development
We recognise how the inherent skills of kaimahi hauora haumi (including cultural knowledge and lived experience) can contribute to the delivery of sustainable, high-value health and disability services					
We create and support opportunities for kaimahi hauora haumi to develop their careers across the range of potential development streams					
We involve kaimahi hauora haumi in all levels of governance and decision making					