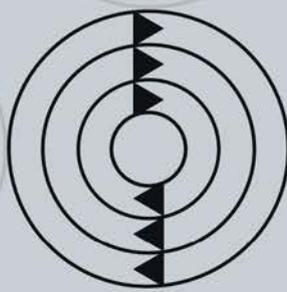


# toolkit



## **Social Workers in Schools**

Te Hunga  
Tauwhiro  
i te Kura

version 1  
2018

## ACKNOWLEDGEMENTS

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# CONTENTS

## INDUCTION

### GETTING STARTED

WELCOME TO THE SOCIAL WORKERS IN SCHOOLS (SWIS) SERVICE .....	1
WHERE SWIS HAS COME FROM? .....	1
WHAT IS SWIS? .....	1
WHY WAS THE INDUCTION PROGRAMME DEVELOPED? .....	2
WHAT IS THE INDUCTION PROGRAMME? .....	3
BUILDING RELATIONSHIPS IS KEY TO THE SWIS INDUCTION .....	4
HOW THE INDUCTION PROGRAMME WORKS .....	5
BEGINNING CASEWORK .....	5
A TYPICAL PROGRAMME .....	6

### WORKING WITH PROVIDERS

INTRODUCTION .....	1
RESOURCES .....	2
SWIS GUIDING DOCUMENTS .....	2
SWIS PHILOSOPHY AND PRINCIPLES .....	3
KEY SWIS PLAYERS .....	4
YOUR ROLE AS A SWIS SOCIAL WORKER .....	5
KEY RESPONSIBILITIES .....	5
THINGS TO FOCUS ON .....	5
WHY YOUR ROLE IS IMPORTANT .....	5
THE SWIS SOCIAL WORK PROCESS: INTRODUCTION .....	7
THE SWIS SOCIAL WORK PROCESS: REFERRALS .....	7
CONSENT, CONSULTATION, AND FEEDBACK .....	9
INITIAL ASSESSMENT .....	10
THE SWIS SOCIAL WORK PROCESS: THE STRENGTHS AND NEEDS ASSESSMENT .....	11
THE SWIS SOCIAL WORK PROCESS: DEVELOPING AND IMPLEMENTING THE PLAN .....	12
THE SWIS SOCIAL WORK PROCESS: CASE CLOSURE .....	13
RECORDING .....	14

REPORTING.....	14
SIMPLE SCENARIOS .....	15
REFLECTION POINT.....	17
PROFESSIONAL SUPERVISION .....	19
YOUR PROFESSIONAL SUPERVISOR .....	19
YOUR FIRST PROFESSIONAL SUPERVISION MEETING .....	20
<b>WORKING WITH SCHOOLS</b>	
INTRODUCTION .....	1
RESOURCES.....	2
PREPARING FOR EACH SCHOOL/KURA VISIT.....	2
THE SCHOOL/KURA AND EDUCATION SYSTEM .....	3
KEY PEOPLE IN THE SCHOOL/KURA .....	4
GO ON A TOUR OF THE SCHOOL/KURA .....	5
HEALTH AND SAFETY .....	6
GETTING TO KNOW YOUR SCHOOL/KURA IN DETAIL.....	7
REGULAR EVENTS AND THE SCHOOL/KURA CALENDAR .....	7
ACCESS AND MAIL .....	9
EMERGENCY CONTACT DETAILS .....	11
MEET THE SCHOOL/KURA LIAISON PERSON .....	12
ARRANGE A REGULAR CATCH-UP TIME .....	12
SCHOOL/KURA CHARTER, POLICY, AND PROCESSES.....	13
MEET THE CHILDREN .....	14
SUPPORT PEOPLE AND PROGRAMMES: RESOURCE TEACHER: LEARNING AND BEHAVIOUR.....	14
SUPPORT PEOPLE AND PROGRAMMES: PUBLIC HEALTH NURSES .....	16
SUPPORT PEOPLE AND PROGRAMMES: OTHERS.....	17
SCENARIOS .....	18
REFLECTION POINT.....	19
PROFESSIONAL SUPERVISION .....	20
<b>WORKING WITH COMMUNITIES</b>	
INTRODUCTION .....	1

COMPLETING THIS MODULE.....	1
YOUR COMMUNITY NETWORK.....	2
MEET KEY PEOPLE IN YOUR COMMUNITY NETWORK.....	4
PROMOTING SWIS.....	5
HOME VISITS – PREPARING FOR A VISIT .....	6
HOME VISITS – IDENTIFYING HAZARDS AND RISKS .....	7
GROUP PROGRAMMES.....	8
SCENARIO.....	9
REFLECTION POINT.....	10
PROFESSIONAL SUPERVISION .....	12
<b>PROCESS</b>	
<b>INTRODUCTION</b>	
HOW TO USE THIS CHAPTER .....	1
OUR SWIS SOCIAL WORK.....	1
LEGISLATION, POLICY AND GUIDELINES.....	2
<b>STEP 1. RECEIVE REFERRAL</b>	
STEP 1. RECEIVE REFERRAL AND COMPLETE INITIAL ASSESSMENT .....	1
KEY POINTS .....	1
REFERRALS.....	2
THE PROCESS.....	3
RECEIVE THE REFERRAL .....	3
CONTACT WITH PARENT/GUARDIAN & OBTAINING SIGNED CONSENT.....	3
SAFETY CONCERNS.....	4
COLLECT AND RECORD THE INFORMATION FOR INITIAL ASSESSMENT .....	5
DECIDE WHETHER TO TAKE FURTHER ACTION .....	5
NO FURTHER ACTION .....	5
APPENDIX 1 .....	6
APPENDIX 2 .....	7
<b>STEP 2. THE STRENGTHS AND NEEDS ASSESSMENT</b>	
STEP 2. THE STRENGTHS AND NEEDS ASSESSMENT.....	1

KEY POINTS .....	1
THE PROCESS.....	2
PREPARE FOR THE STRENGTHS AND NEEDS ASSESSMENT.....	2
ARRANGE TO MEET WITH CHILD AND THE FAMILY/WHĀNAU .....	2
UNDERTAKING THE ASSESSMENT .....	3
A. CHILD FOCUSED.....	4
B. FAMILY/WHĀNAU FOCUSED.....	5
C. ADDITIONAL INFORMATION FROM OTHER INDIVIDUALS OR AGENCIES.....	5
ANALYSE THE INFORMATION: SEVEN AREAS.....	6
DETERMINE INTERVENTION GOALS.....	6
APPENDIX 1 .....	7
APPENDIX 2 .....	8
<b>STEP 3. DEVELOPING AND IMPLEMENTING THE PLAN</b>	
STEP 3. DEVELOPING AND IMPLEMENTING THE PLAN; REVIEWING AND ASSESSING PLAN PROGRESS .....	1
KEY POINTS .....	1
THE PROCESS.....	2
DEVELOP A PLAN.....	2
DEVELOPING THE PLAN(S).....	2
SMART .....	3
RECORDING THE PLAN.....	3
IMPLEMENT THE PLAN .....	4
MONITOR, REVIEW AND ASSESS.....	4
A. SERVICE CONTINUED AND/OR ADDITIONAL PLAN REQUIRED .....	5
B. PLAN BREAKDOWN.....	6
C. SERVICE DELIVERY REDUCTION .....	6
D. PLANNING AHEAD .....	6
APPENDIX 1 .....	8
APPENDIX 2 .....	8
<b>STEP 4. CASE CLOSURE</b>	
STEP 4. CASE CLOSURE .....	1

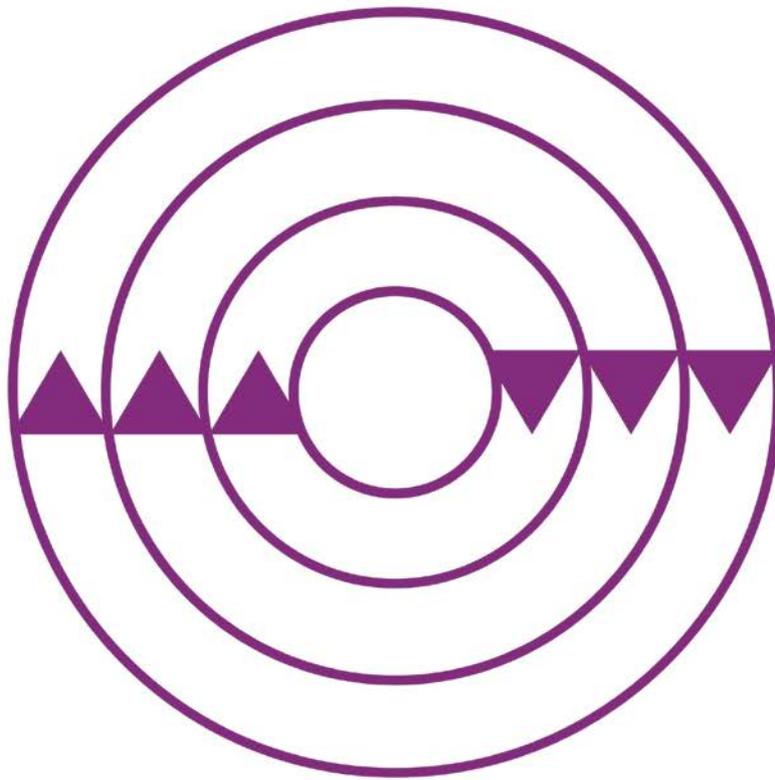
KEY POINTS .....	1
THE PROCESS.....	2
CLOSING THE CASE .....	2
PREPARING FOR CLOSURE .....	2
EXITING.....	3
TRANSFERS.....	3
CHILDREN IN CARE OF ORANGA TAMARIKI.....	3
IF FUTURE NEED ARISES.....	3
APPENDIX 1 .....	4
APPENDIX 2 .....	5
<b>GROUP PROGRAMMES</b>	
INTRODUCTION .....	1
OBJECTIVES OF GROUP PROGRAMMES.....	1
RANGE OF GROUP PROGRAMMES .....	2
SPECIFIC TYPES OF PROGRAMMES.....	3
OVERVIEW OF THE PROCESS.....	4
INITIAL NEEDS ANALYSIS.....	4
PLANNING AND RESOURCING.....	4
DESIGNING A NEW PROGRAMME.....	6
IMPLEMENTATION .....	7
EVALUATION OF PROGRAMMES .....	8
CONSIDERATIONS AROUND CHILDREN'S PARTICIPATION AND GROUP SETTING DYNAMICS.....	10
APPENDICES .....	11
APPENDIX 1. RESOURCE PROPOSAL CHECKLIST.....	12
APPENDIX 2. EVALUATION FORM FOR CHILDREN – EXAMPLE FOR CHILDREN AGED 5-10 .....	13
APPENDIX 3. EVALUATION FORM FOR CHILDREN – EXAMPLE FOR CHILDREN 10-12 .....	15
APPENDIX 4. EVALUATION AREAS – EXAMPLE .....	16
APPENDIX 5. REVIEW OF OVERALL PROCESS CHECKLIST .....	22
<b>COMPETENCY FRAMEWORK</b>	
INTRODUCTION .....	1

SWIS COMPETENCIES AT A GLANCE.....	1
QUESTIONS AND ANSWERS.....	1
WHAT ARE THE COMPETENCIES?.....	1
HOW ARE COMPETENCIES DIFFERENT FROM A JOB DESCRIPTION?.....	2
HOW DO COMPETENCIES RELATE TO THE SOCIAL WORKERS IN SCHOOLS SERVICE SPECIFICATIONS?.....	2
HOW DO THE SERVICE SPECIFICATIONS, JOB DESCRIPTION AND COMPETENCIES FIT TOGETHER? .....	2
WHY DO THE COMPETENCIES NOT INCLUDE ANY DETAIL ON FORMAL QUALIFICATIONS?.....	3
HOW WILL THE COMPETENCIES BE USED? .....	3
HOW CAN PEOPLE BE MEASURED AGAINST THE COMPETENCIES?.....	3
WHY 17 COMPETENCIES AND THE THREE LEVELS FOR EACH? .....	4
ARE PEOPLE EXPECTED TO HAVE ALL THE COMPETENCIES BEFORE THEY CAN DO THE JOB? .....	4
HOW DO THE COMPETENCIES LINK TO TRAINING? .....	4
THE 17 SWIS COMPETENCIES.....	4
WORKING WITH CHILDREN/FAMILY/ WHĀNAU.....	4
PROGRAMME WORK .....	5
NETWORKING /COMMUNITY SUPPORT.....	6
PERSONAL AND PROFESSIONAL MANAGEMENT.....	7
APPENDIX 1: WORKING WITH CHILDREN/ FAMILY/ WHĀNAU.....	8
APPENDIX 2: PROGRAMME WORK.....	12
APPENDIX 3: NETWORKING/COMMUNITY SUPPORT.....	15
APPENDIX 4: PERSONAL AND PROFESSIONAL MANAGEMENT .....	18

# induction

CHAPTER

**1**



**getting  
started**



## WELCOME TO THE SOCIAL WORKERS IN SCHOOLS (SWIS) SERVICE

As a SWiS social worker, you will play a significant role in the lives of children in a number of primary, intermediate, composite and Kura Kaupapa Māori schools throughout New Zealand. You will also have a positive impact on the lives of their families/whānau.

You will be working for your employer in partnership with schools/kura and the local community to enhance the lives of the children who have been referred to you as a SWiS social worker.

By intervening early, SWiS social workers are able to work with children, their families/whānau and schools/kura, to help protect vulnerable children and develop plans to improve children's safety, wellbeing and educational goals.

The SWiS service is in line with the Oranga Tamariki Act of 1989 by working with the community to advance the well-being of children, young persons, and their families, while having appropriate regard to the needs, values, and beliefs of particular cultural and ethnic groups.

### Where SWiS has come from?

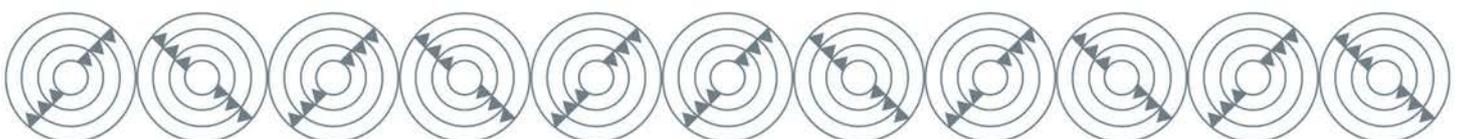
Child, Youth and Family (CYF) took up the implementation of the SWiS service in 1999. It was set up with the aim of ensuring a coordinated and integrated approach to service delivery for children and their families/whānau. After the initial success of the pilot, the government committed to implementing the service in 2000 with a further allocation of 55 full-time-equivalent (FTE) social workers. Over time the service has been expanded, significantly from 2005-2007 and 2012-2013 with the service currently having 273 FTE across the country. SWiS has moved across ministries: from Child, Youth and Family to the Ministry of Social Development, and most recently, in April 2017, it has moved into Oranga Tamariki - Ministry for Children.

### What is SWiS?

Oranga Tamariki contracts with approved social service providers and iwi, who employ professional social workers to deliver the SWiS service within selected schools/kura.

The SWiS service involves the following components:

- Promoting a greater understanding of the SWiS service and the role of the social worker in schools and the community.
- Developing supportive, trusting relationships with children and families/whānau to support change.
- Assessment and intervention planning with goals for change which build on the strengths and resilience of children.
- Advocating for children and their families/whānau to ensure their needs are understood within the school/kura setting linking children



and families/whānau with community or specialist services where needed.

- Working with other professionals, in particular school/kura support services, attendance services, public health nurses, Resource Teacher Learning and Behaviour (RTLB) and Ministry of Education behaviour and special education practitioners to identify, co-work and refer appropriately when specific problems affect a child's wellbeing.
- A close working relationship with Oranga Tamariki to help support information sharing, working together, and providing appropriate coordination support to Children's Teams or other coordination processes when children with complex needs require a multi-agency approach.
- Applying the Paramountcy Principle in the work with children and ensuring reports of concern (notifications) are made appropriately.
- Undertaking a case coordination role where appropriate when there are multiple agencies involved in the support of children and their families/whānau.
- Managing time well, given that often the work is across several schools/kura.
- Demonstrating confidence and skill in group programme planning and facilitation.

SWiS social workers aim to:

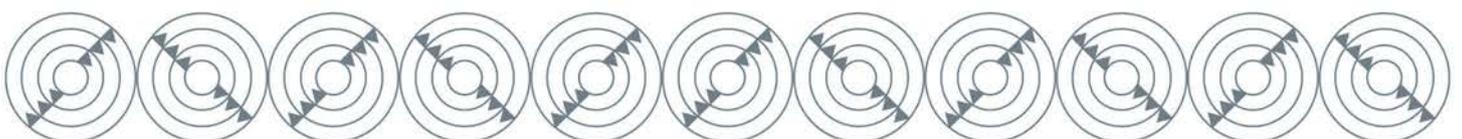
- provide a consistent, quality service for all children and their families/whānau
- contribute effectively to helping children participate actively and achieve in learning
- make a positive difference to the lives of children and families
- increasingly develop cultural competence.

### Why was the induction programme developed?

Feedback from SWiS social workers, SWiS providers, and schools/kura showed that there was a gap in induction training for new social workers. Not all new social workers were receiving a structured induction into their new jobs, due to a lack of supporting induction resources specific to the SWiS service.

We wanted:

- to develop a carefully structured and planned induction programme to help new social workers learn the knowledge and skills necessary for their new role
- a programme that could be done in conjunction with the induction supplied by a new social worker's employer



- an induction that was co-created with providers delivering the service so it draws on existing experience and knowledge and is tailored towards the SWiS service
- everyone, wherever they worked, to have the option of completing the same induction programme
- to provide more support to providers and schools/kura so they would have a better understanding of the SWiS service.

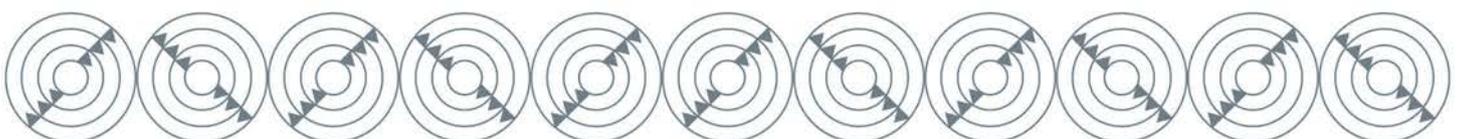
### What is the induction programme?

The SWiS induction programme has been developed to help new social workers get up to speed with the SWiS service as soon as possible, with support from both SWiS providers and schools/kura. A strong induction process leads to efficiency and safety in the new role as a professional social worker.

We have identified the first three weeks as most important in your new role. The SWiS induction is to be completed in conjunction with your employer's induction. The approach your employer takes will have its own unique flavour.

There are three modules – one for each week and each with its own focus:

- Module 1: working with providers
- Module 2: working with schools
- Module 3: working with communities



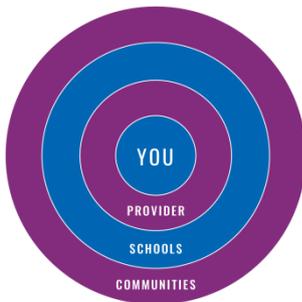
## BUILDING RELATIONSHIPS IS KEY TO THE SWiS INDUCTION

Being a SWiS social worker is about building relationships – with your employer, schools/kura, communities, children and family/whānau. This induction module shows how these relationships build on each other and how the induction process has been structured.

### Working with your provider (module 1)

The first relationship you need to build is with your provider. They are your employer, the hub of your role, your anchor:

- this is where you will get your professional support
- your employer is your link with the government, as they have the contract to deliver the SWiS service
- you'll receive professional supervision – to stay safe
- you are accountable to your employer, that is, you will need to show your employer you are doing your job well and you will have to follow their compliance guidelines (e.g. for health and safety).



### Working with schools (module 2)

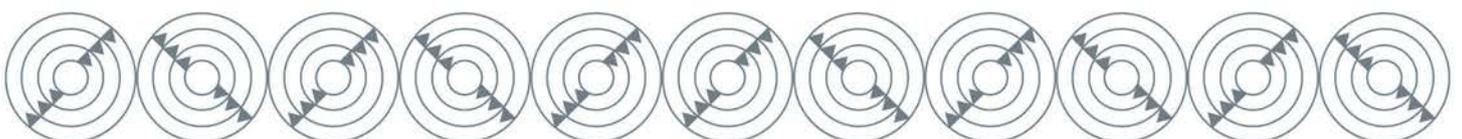
A key part of your role is to work with your selected schools/kura, the children and their families/whānau. You need to do this to be able to do your job effectively:

- you need to build trusting relationships with the leaders and staff of each of your schools/kura
- everyone needs to be clear in their roles – what they are there to do, the referral process and the SWiS social work process
- you need to have a good understanding of the school/kura environment to support schools/kura achieve educational outcomes for their children; you will help reduce barriers to children's learning achievement (some of which are social, hence this social work initiative)
- you will improve relationships between schools/kura and the families/ whānau of the children you work with
- build and maintain a visible presence at each of the schools/kura you work with
- work with the schools/kura to promote the SWiS service to the children and their families/whānau.

### Working with communities (module 3)

The community is a great resource for you to tap into. You need to get to know and work with your local community. For example:

- find resources – the resources are usually out there; you just have to track them down. The Family Services Directory is a good place to start
- make referrals to appropriate agencies
- be a broker, facilitator, advocate, and influencer
- promote the role of the SWiS service
- work in collaboration and cooperation with others.



## HOW THE INDUCTION PROGRAMME WORKS

You need to plan how your induction will run – what needs to be done and when:

- The induction is action based. You'll have chances to complete activities, reflect on your answers, and then discuss them with a colleague or peer.
- The induction can be completed by self-directed study. This means you can complete the tasks independently, in your own time, and at your own pace with support and guidance from your employer.
- If you've already had some experience with social work you may not need to do all the activities in all three modules. Work with your employer and decide which activities are best for you.

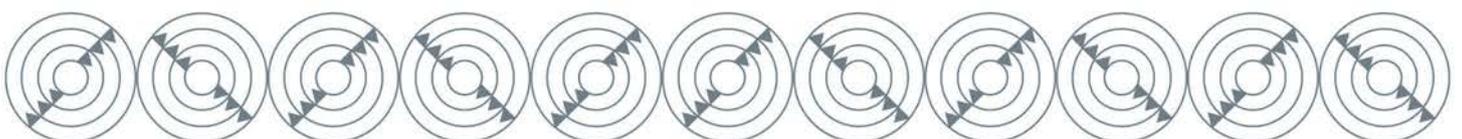
## BEGINNING CASEWORK

It is recommended that you don't start doing casework during the first three weeks of the induction process. This is especially important if you are new to social work.

Feedback from SWiS social workers, SWiS providers, and schools/kura shows that before a SWiS social worker begins casework it is important that:

- the appropriate structure is in place – one that creates an environment where the new social worker has a strong feeling of support from their provider organisation and they feel part of the team
- the new social worker has had a chance to clarify their role and properly understand their responsibilities
- the new social worker understands what strengths-based social work is and how to apply it in their job
- the new social worker understands the safety mechanisms in place and when and how to access them
- familiarity with your organisation's case management system
- the new social worker is set up in the SDQscore website and has an understanding of how to apply SDQ in practice.

Ideally, casework can be introduced in the later stages of your induction, when you and your employer believe it is appropriate. If you need to start handling casework in your first three weeks, it should be done in a closely supervised/coordinated way. You should have a colleague supporting and guiding you, and you should not be sent out alone into the field.



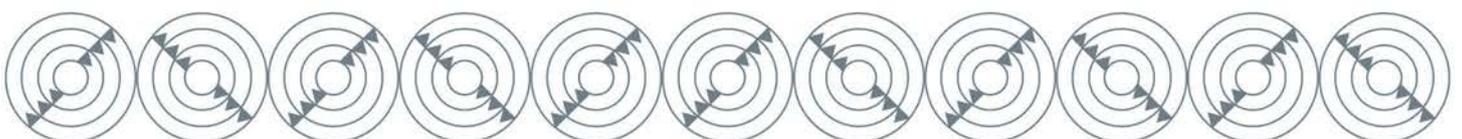
## A TYPICAL PROGRAMME

You will complete the SWiS induction over three weeks, in conjunction with your organisation’s induction.

Below, we’ve included an example of a timetable to show how your induction is best arranged to reflect the induction model discussed earlier.

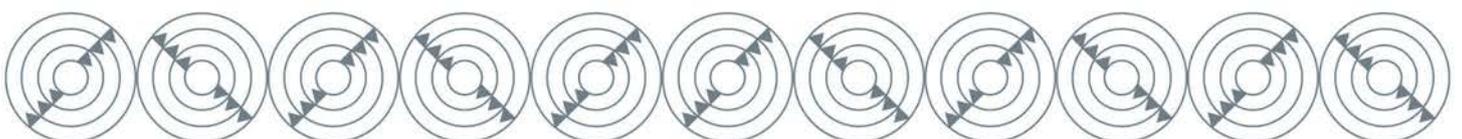
The topics in the timetable have been ordered so each topic builds on the next and all link together.

WEEK 1					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning	Whanaungatanga - welcome and introduction to the team  Who’s in your team and what do they do?	What is SWiS  Your role as a SWiS social worker  Using the service specifications and partnering agreement	SWiS social work process  Referrals and initial assessment  Strengths and Needs Assessment (including SDQ Assessment)	SWiS social work process continued  Repeat and review of previous day  Group programmes	Employer’s induction  Reflection and review point
Afternoon	Employer’s induction  Building  Vehicles  Admin: health and safety  Discuss professional supervision	Continue to familiarise the service specifications and partnering agreement	Developing a plan  Reducing and closing service: including evaluation of service  Reporting	Employer’s induction	First professional supervision meeting (Purpose of supervision and supervision contract introduced).



WEEK 2		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning		Whanaungatanga - Introduction to schools/kura (depending on how many schools/kura in cluster)	Morning at school/kura (introductions and health and safety)	Morning at school/kura	Morning at school/kura	Scenarios Reflection point
Afternoon		The school/kura and education system (including RTLB and Special Ed services)	Organisation's database training	Organisation's database training	Organisation's database Training SDQ introductions	Second professional supervision meeting

WEEK 3		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning		Organisation's database training SDQ training	Morning at school/kura Appropriate to begin referral process with peer support	Morning at school/kura Appropriate to begin referral process with peer support	Morning at school/kura Appropriate to begin referral process with peer support	Scenarios Reflection point
Afternoon		Your community network Meet local truancy officer (and others)	Promoting SWiS Home visit with peer support	Group Programmes Home visit with peer support	Home visit with peer support	Third supervision meeting Planning



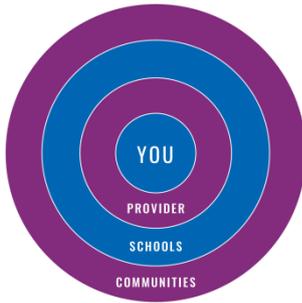
# working with providers



## INTRODUCTION

Your employer, the service provider, is one of the keys to the success of SWiS. It is your employer's responsibility to provide the SWiS service to children and their families/whānau.

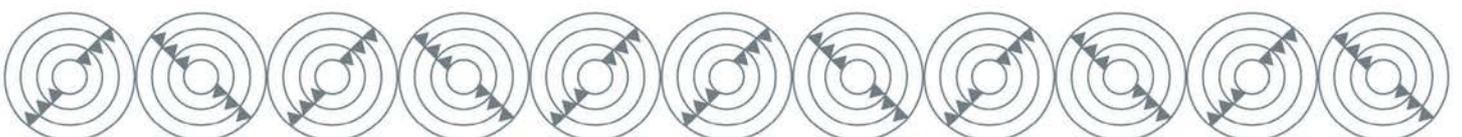
Your employer will have a close relationship with all the SWiS partners they work with. It is their responsibility to look after all your employment responsibilities (e.g. your pay, your performance monitoring and appraisals, your training, and your health and safety). They also have the key role of providing you with on-going professional supervision and support.



The hub of your role is your provider, your employer and anchor:

- This is where you will get your professional support.
- Your employer is your link with the government, as they have the contract to deliver the SWiS service.
- You'll receive professional supervision – to stay safe.
- You are accountable to your employer, that is, you will need to show your employer you are doing your job well and you will have to follow their compliance guidelines (e.g. for health and safety).

Work through this module to begin building your understanding of your job and the important role that your employer plays in delivering the SWiS service. If you have any questions or queries about this induction, talk with your supervisor.



Resources

How much do you know about SWiS? Locate the resources in the list and refer to them to answer the questions in this document:

- SWiS Toolkit
- SWiS Service Specifications
- SWiS Partnering Agreement
- An Interagency Guide Working Together Me Mutu Tā Tātou Tūkinō Tamariki
- your employer’s child protection policy
- your employer’s professional supervision policy and contract
- Social Workers Registration Board (SWRB) Code of Conduct
- ANZASW Code of Ethics.

Once you’ve had a go at answering all the questions, sit down and discuss the answers with a colleague.

SWiS guiding documents

What is the Service Specifications – Social Workers in Schools?

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What is the SWiS Partnering Agreement?

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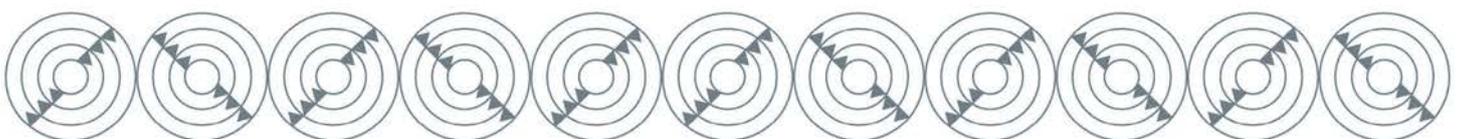
What is the difference between the Service Specifications – Social Workers in Schools and the SWiS Toolkit?

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SWiS philosophy  
and principles

What are the desired outcomes of SWiS?

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What is the vision of the SWiS service?

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What are the guiding principles of SWiS?

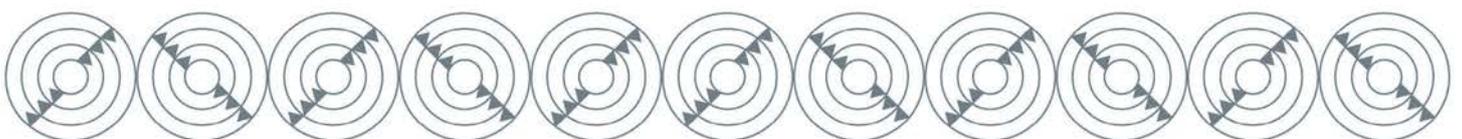
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Key SWiS players

**Oranga Tamariki - Ministry for Children:**

- Partnering for Outcomes Advisor (name)

\_\_\_\_\_

- Services for Children and Families site contact (name)

\_\_\_\_\_

**Providers:**

- Your organisation (name)

\_\_\_\_\_

- Manager (name)

\_\_\_\_\_

- Supervisor (name)

\_\_\_\_\_

**Schools/kura:**

- Schools/kura in your cluster

\_\_\_\_\_

\_\_\_\_\_

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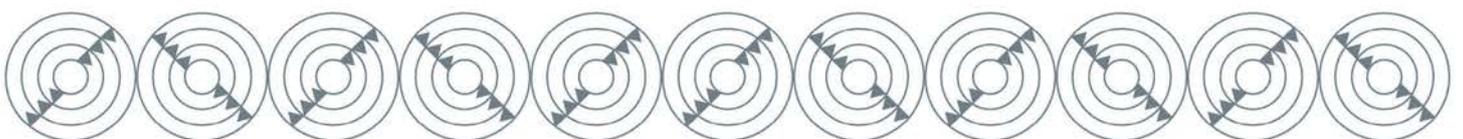
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**Ministry of Education:**

- Local MoE representative (name)

\_\_\_\_\_



## YOUR ROLE AS A SWIS SOCIAL WORKER

Your employer will talk to you about your job description and key responsibilities as a SWiS social worker.

*Tip: Combine this discussion with your manager or supervisor and the questions in the next section, on supervision.*

Key responsibilities

Write down your key responsibilities.

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Things to focus on

When you start a new job, it's easy to get 'swamped' with too much detail. Identify a couple of areas that you will focus on first.

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Why your role is important

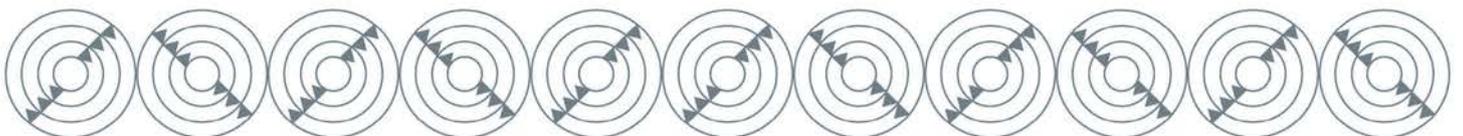
Find out who depends on your role and how your role contributes to achieving SWiS outcomes.

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**THE SWIS  
SOCIAL WORK  
PROCESS:  
INTRODUCTION**

The SWiS social work process is the key to doing your job effectively. We have a clear process to ensure that children who have been identified as being at risk have access to SWiS. It helps make sure that we deliver the best service that we can for the children and that we do it in a consistent way. This will not be dissimilar to your employer’s own social work process/framework and can be integrated/embedded with your organisation’s processes.

Use chapter two of the SWiS Toolkit to answer the following questions. Once you’ve had a go at answering all the questions, sit down and discuss the answers with your employer or professional supervisor.

What are the four main components in the SWiS social work process?

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**THE SWIS  
SOCIAL WORK  
PROCESS:  
REFERRALS**

Who can make a referral to the SWiS service?

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What type of information do you need to record when you receive a referral?

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Where should you record this information?

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How do you respond to a referral?

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Who do you need to consult with?

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If you are, or someone else is, concerned about the safety of a child, what process do you follow?

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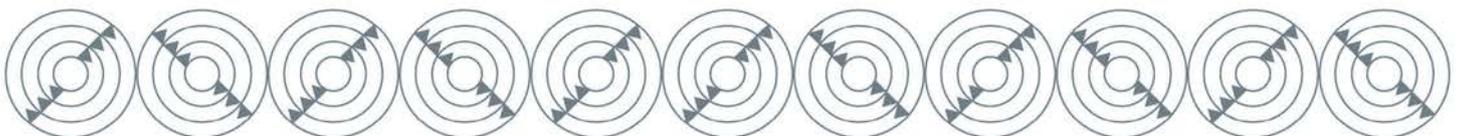
What is the abuse and neglect notification process (Report of Concern)?

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Complete the blank spaces in the flow chart below. Refer to An Interagency Guide Working Together Me Mutu Tā Tātou Tūkinō Tamariki to help you complete this.

If you know, or if you suspect that a child is being abused or neglected

Record \_\_\_\_\_  
\_\_\_\_\_

Tell your \_\_\_\_\_

Or your \_\_\_\_\_

If the child is in immediate danger, phone Oranga Tamariki on

\_\_\_\_\_

Or the police on \_\_\_\_\_

*Tip: refer to An Interagency Guide Working Together Me Mutu Tā Tātou Tūkinō Tamariki for more information.*

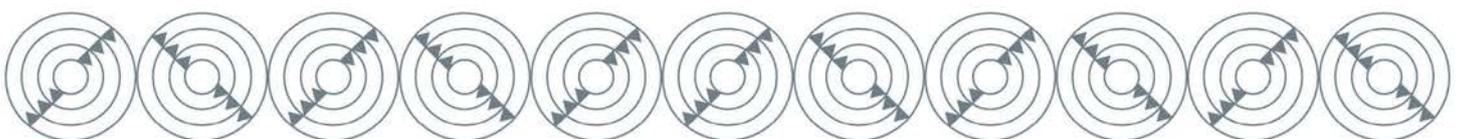
Consent,  
consultation, and  
feedback

Excluding Reports of Concern situations, when do you need to get the consent of a parent or guardian?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How can you go about getting their consent?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Initial Assessment

After you've received the referral, you need to complete an initial assessment. This assessment will determine what course of action you need to take for the case.

When you make an initial assessment what information do you need to consider?

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When you've made a decision, to which parties do you need to give feedback on your decisions? What level of information do you need? How much information do they need?

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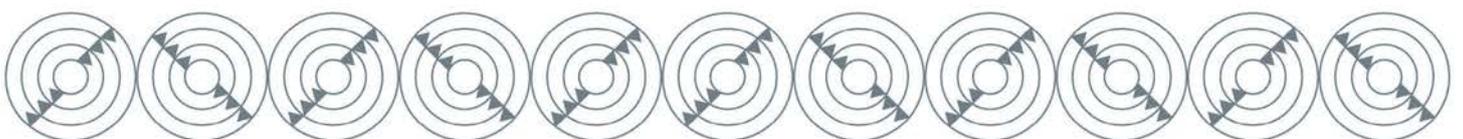
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**THE SWIS  
SOCIAL WORK  
PROCESS: THE  
STRENGTHS AND  
NEEDS  
ASSESSMENT**

If you and the family/whānau agree that the case requires further action, you'll need to work together to conduct a Strengths and Needs Assessment with the child and their family/whānau. The Strengths and Difficulties Questionnaire forms part of this assessment.

*Note: You'll look at how to complete a full Strengths and Needs Assessment in more detail at your first professional supervision meeting. Don't worry about getting too much detail at this point.*

What is a Strengths and Needs Assessment?

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When would you complete one?

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What steps do you need to take to prepare and complete this assessment?

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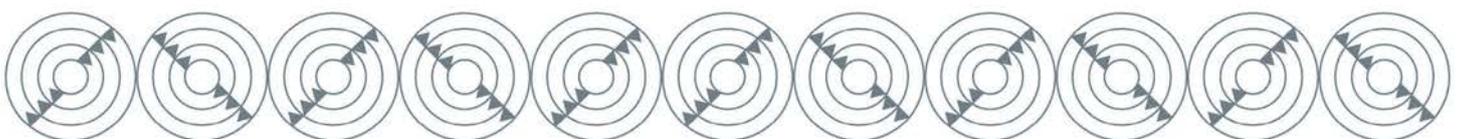
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**THE SWIS  
SOCIAL WORK  
PROCESS:  
DEVELOPING  
AND  
IMPLEMENTING  
THE PLAN**

Planning should be a relatively informal process that clarifies and specifies the services that will be delivered once the goals have been agreed in the Strengths and Needs Assessment phase. Planning is a collaborative process; you should work with the family/whānau to complete the plan.

Who owns the plan?

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Who needs to know about the plan?

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How often should you monitor, review, and assess the plan?

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Who do you need to consult when you review the plan?

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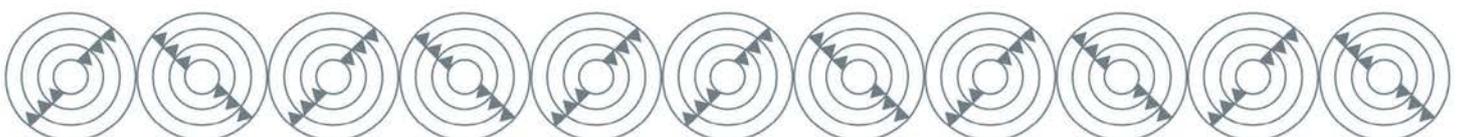
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Under what circumstances might the plan finish?

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## RECORDING

Producing reports is a key task for you. Clear, complete, and accurate reports are important in making sure that the best service possible is being delivered to children and their families/whānau.

It is important to be familiar with your organisation's methods of recording information.

Provide a couple of reasons why producing accurate reports will help ensure the best possible service is being delivered.

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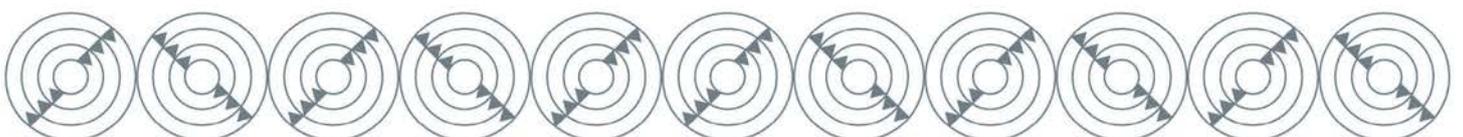
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## Reporting

Please note that some of the information you record will need to be reported to Oranga Tamariki. Please refer to the provider return in the Service Specifications – Social Workers in Schools for these requirements.



## SIMPLE SCENARIOS

In your job you'll often face ranges of different questions. Over time you'll learn how to respond to these questions appropriately. Now is a good chance to practice responding to some simple typical situations.

Read through each of the scenarios below and then jot down how you would respond to the questions. Once you've completed them, sit down with a colleague and discuss your answers. You can also discuss them at professional supervision.

*Tip: Don't be discouraged if you don't get the answers right. Answering these types of question can be difficult and this is a chance for you to get to know how to approach these situations for the future.*

### Scenario 1

A parent approaches you at school and requests assistance. The parent is worried that their child is out of control and is concerned that they are not able to discipline their child appropriately. However, the parent does not want the school to know about the problem because they are concerned that the school teacher will pick on their child and that the child will get singled out at school as a troublemaker.

In this situation, would you feel comfortable working with a child without informing the school?

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How would you manage this scenario?

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**Scenario 2**

You arrive at work on Monday knowing that you have a very busy week ahead of you with many appointments, home visits, and client meetings to attend. However, you receive a call from the mother of a child saying that she is very stressed and not coping. The mother informs you that she has no food for the children and no money until Thursday, that she is very tired, and that she is at risk of losing her temper and hitting her children.

How would you ensure that the mother receives the help she needs while making sure you do not put other children in dangerous situations?

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**Scenario 3**

A teacher approaches you about a boy in their class who has turned up with bruises on his head. The teacher is concerned that he may have been hit at home.

Which of the following would you do?

- a) Talk to the boy about it and ask him how he got the bruises.
- b) Make a referral to Oranga Tamariki.
- c) Ask the teacher to talk to him.
- d) Visit the family and ask the parents/whānau.

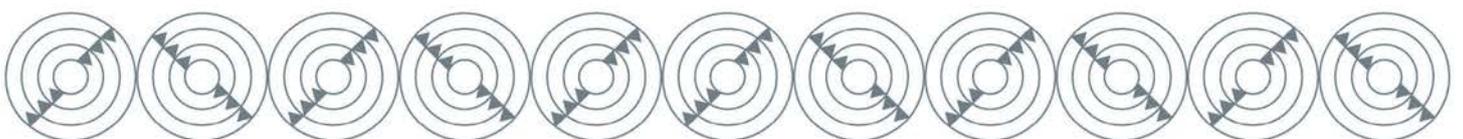
What factors would influence your decision?

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## PROFESSIONAL SUPERVISION

The purpose of professional supervision is to provide you with professional support and advice. Attempt to answer the following questions, referring to your employer’s professional supervision policy and contract, and the SWiS Service Specifications. Then talk with your employer about professional supervision.

Find out about the three main types of professional supervision your employer offers and how they differ.

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In the Service Specifications – Social Workers in Schools, what are the minimum requirements for professional supervision?

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Review your employer’s professional supervision contract. Discuss this with your employer.

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How does your employer manage the professional supervision policy and negotiation process?

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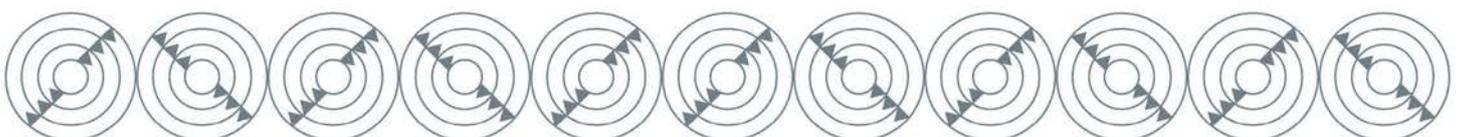
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### Your professional supervisor

Who will provide you with professional supervision and how often will you meet? (Record the date and time of your first professional supervision meeting)

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Your first professional supervision meeting

You can prepare for your first professional supervision meeting by reading the SWRB Code of Conduct, ANZASW Code of Ethics, the SWiS Toolkit, and answering the questions below.

*Tip: You can also use the code of ethics from any other relevant professional body.*

Possible things to discuss in professional supervision:

- strengths-based social work
- the SWiS social work process
- your training plan
- professional associations
- social worker registration and the act
- areas of strength and growth opportunities
- reporting requirements.

Identify four strengths that you bring to your job.

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Identify four areas where you have an opportunity to develop.

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Your notes

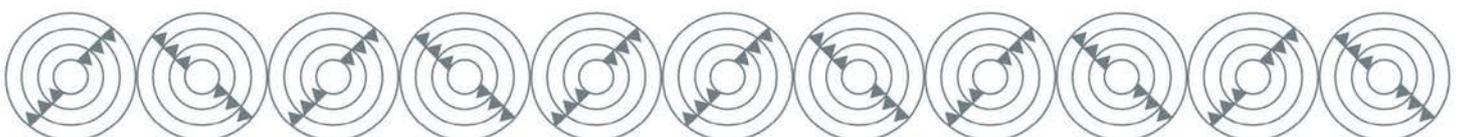
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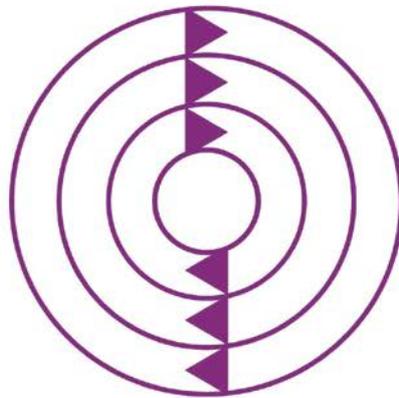
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# working with schools



## INTRODUCTION

Working in partnership with schools/kura is a key part of your role. It is through the schools/kura that you will access and work with children and their families/whānau.

A key part of your role is to work with schools/kura, the children and their families/whānau. You need to do this to be able to do your job effectively:

- You need to build trusting relationships with the leaders and staff of each of your schools/kura.
- Everyone needs to be clear in their roles – what they are there to do, or not do, and the SWiS social work process.
- You need to understand the school/kura environment to help schools/kura achieve educational outcomes for their children; you will help reduce barriers to children’s learning achievement (some of which are social, hence this social work initiative).
- You will improve relationships between schools/kura and the families/whānau of the children you work with.
- Build and maintain a visible presence at each of the schools/kura you work with.
- Work with the schools/kura to promote the SWiS service to the children and their families/whānau.



Each school/kura you work with will be slightly different. You’ll need to build up a clear picture of each school/kura so you can work effectively.

Work through this module to begin building your understanding of the different schools/kura you’ll work in. If you have any questions or queries about this module, talk with your supervisor.



## Resources

Locate the resources in the list and refer to them to help complete this document:

- SWiS Toolkit
- SWiS Service Specifications
- SWiS Partnering Agreement
- Ministry of Education website ([www.education.govt.nz](http://www.education.govt.nz))
- Te Kete Ipurangi website ([www.tki.org.nz](http://www.tki.org.nz))
- your school(s)/kura website.

In this module there is a set of activities you'll need to work through for each school/kura (pages 4–17). The activities and the questions are the same for each school/kura. They will help you build up a file of important information for each school/kura that you can keep in your toolkit.

There are also activities in this module that you only need to do once.

## Preparing for each school/kura visit

Before you visit a school/kura, you'll need to do some preparation work. This preparation work is important because it will help make each school/kura visit run smoothly.

Work through the following steps at least a day before you visit the school/kura.

1. Photocopy a set of activities for each of the schools/kura you work with (pages 4–17). For example, if you work with three schools/kura, you'll want at least three copies.
2. Read through all the activities and questions.
3. Begin to answer as many of the questions as you can. You will need to do some research to find answers. You can use the suggested resources and anything else you can think of to help with your research.
4. Any questions you don't or can't answer, you can complete when you do your school/kura visit.
5. Once you've completed the activities, you can store them in your SWiS Toolkit.

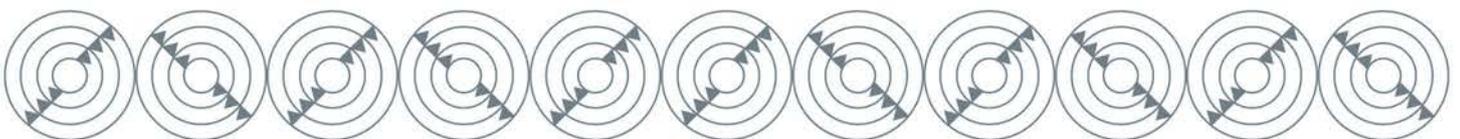
*Tip: You don't need to answer all the questions beforehand. There will be some you will only be able to complete when you visit the school/kura. The more you can answer before the visit, the more time you can spend looking at other things at the school/kura.*



### The school/kura and education system

Before you conduct a school/kura visit, it's important to have an overview of the school/kura and education system. This will help you to understand:

- the relationship between schools/kura and the Ministry of Education (MoE)
- the supports and resources available to schools/kura and their students from MoE
- the lines of accountability in a school/kura
- the role of the board of trustees
- the philosophy of inclusion
- an overview of schools/kura and the education system.



**KEY PEOPLE IN THE SCHOOL/KURA**

**(NAME OF SCHOOL/KURA)**

One of the first things you need to do is get to know the people in each of your schools/kura. You'll work closely with many of them and will need to develop close relationships.

For each school/kura record the names, roles, and other information of key people you'll work with. Get a copy of a contact list for these people and store this for reference.

Address and contact details for school/kura:

\_\_\_\_\_  
\_\_\_\_\_

*Tip: Your employer and the school/kura will set up meetings with key people for you before you start. If you haven't been told already, check and see who you'll be meeting with and when.*

**Board of trustees:**

\_\_\_\_\_  
\_\_\_\_\_

**Principal:**

\_\_\_\_\_

**Senior management team (e.g. deputy principal and assistant principal):**

\_\_\_\_\_  
\_\_\_\_\_

**School/kura liaison person for the SWiS social worker:**

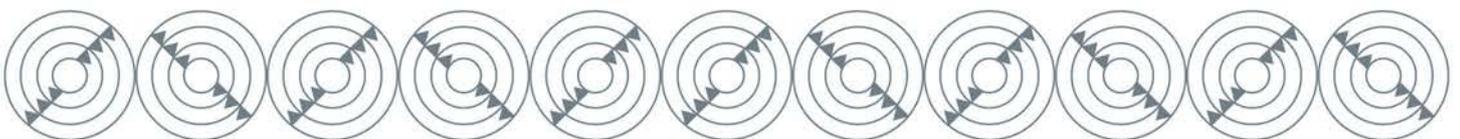
\_\_\_\_\_

**Key administration and support staff**

\_\_\_\_\_

**Key teaching staff**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







**GETTING TO  
KNOW YOUR  
SCHOOL/KURA  
IN DETAIL**

It is important to develop a detailed understanding of each school/kura you will work in. This detailed knowledge will help you provide a better service for each school/kura.

For each school/kura you work in, answer the questions below.

What type of school is it (e.g. primary, intermediate, kura kaupapa Māori, composite)?

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What is the decile level?

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How many children attend the school/kura?

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How many staff work at the school/kura?

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What ethnicities are the children and their families?

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**Regular events  
and the  
school/kura  
calendar**

Many schools/kura will have a meeting to discuss children who require support. Find out if your school/kura does, when it is, and how to become involved.

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Are there any other regular meetings that you need to be aware of or attend?

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Where can you find information about weekly events in the school calendar?

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When might you be unable to see children e.g. PAT testing, swimming, field trips etc?

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When is the newsletter issued? How can you get a copy?

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How can you contribute to the newsletter? Is there a deadline for getting info in?

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Can your arrival at the school/kura be posted on the school's Facebook page?

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Can your contact details (phone, email) be placed on the school's/kura's website?

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## ACCESS AND MAIL

### Access to the school/kura:

- Get keys, swipe cards, etc.
- Find out what areas of the school you have access to and when you can access them.
- How do you get access to the school after hours or in the school holidays?

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### Phones:

- If you do not have a work mobile phone, what is your phone number at school?
- Do your phone calls come directly through to your phone or do they go through the office?
- Who pays for phone calls?

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### Mail:

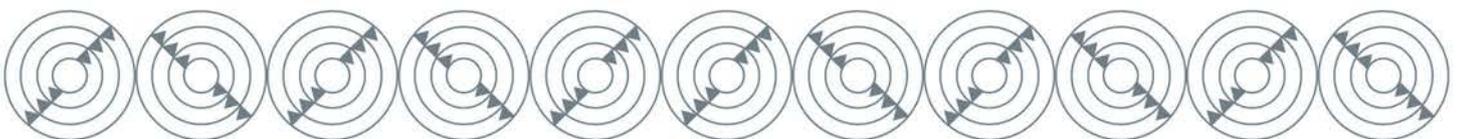
- How do you send postal mail and courier packages (e.g. any special pick-up, or the place to leave mail)?
- How do you pick up any mail that arrives for you during the holidays or if you are away?

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**Email and internet:**

- Do you have access to the internet?
- Are you able to use this access to send emails?

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**Photocopier and fax:**

- Where are the photocopier and fax?
- How do the photocopier and fax work (and any essentials such as recording copies, refilling the paper, and unjamming)?
- How can you make sure that any faxes you receive remain confidential?

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**Stationary and resources (where not supplied by employer):**

- What stationery is available for your use?
- Where are the resources and files you will use?
- Where can you find things, and how do you put things away?

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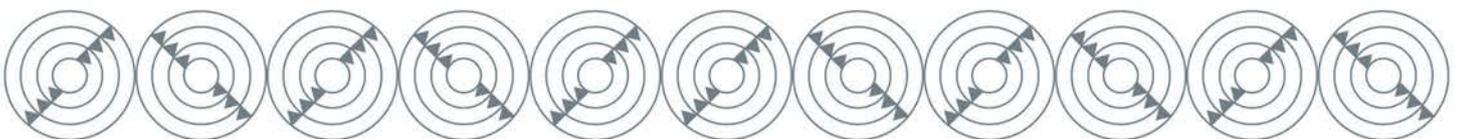
**Keeping in touch:**

- If you are away from your desk or the school/kura, who do you need to inform?
- How can people keep in touch with you?

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## MEET THE SCHOOL/KURA LIAISON PERSON

There should be a liaison person in the school/kura for you. This person is your first point of contact. It could be a person who has a particular role on the management team (e.g. the principal) or a specific person.

Find out who has this role at your school/kura.

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Spend some time talking to them about what they do around the school/kura. Some of the things you could discuss include:

- how you will work together with children and families/whānau
- the process around Partnering Agreements
- what process is used to update on the progress of children and families/ whānau
- how to share information and maintain confidentiality between you and the school/kura
- accountability
- how the school/kura deals with SWiS referrals
- the process for getting SDQ questionnaires filled out
- what the procedure is for requesting time to talk with a child
- how you will ensure the school/kura is aware of when you are involving other external agencies
- health and safety issues and concerns
- how SWiS is promoted in the school/kura
- where you can find the name, address, and phone number of a child's parent/guardian.
- caseload number for the school/kura
- process for conflicts of interest (for example, personally known to school/kura staff, children etc.)
- process for taking children from school/kura grounds
- how SWiS may support children through stand-down/exclusion meetings

### Arrange a regular catch-up time

It's a good idea to catch up regularly with the school/kura liaison person to discuss any issues. Schedule a regular meeting with them!

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## SCHOOL/KURA CHARTER, POLICY, AND PROCESSES

The charter, policies, and processes of a school/kura determine how things are done. It's important that you get familiar with the charter, policies, and processes of each school/kura. These will be different from school to school and you should be clear on the policies that affect your role at each school/kura.

Use the checklist to collect all the policies relevant to the school/kura. If you have any questions discuss them with your employer or someone from the school/kura. Read through them when you have a chance and make your own notes below.

### Checklist

- Emergency procedures
- Child protection policy
- Attendance policy
- Complaints policy
- Behaviour or discipline policy
- Homework policy
- Lost property
- Specific items – sweets, computer games, toys, cell phones, etc.
- Uniform policy (if appropriate)
- Traumatic incident response plan
- Health and safety policy
- Stand down/exclusion policy

Of particular importance to you as the SWiS social worker is the school's/kura's child protection policy

### Notes

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**SUPPORT  
PEOPLE AND  
PROGRAMMES:  
RESOURCE  
TEACHER:  
LEARNING AND  
BEHAVIOUR**

There will be others working in the school/kura assisting children. Resource Teacher Learning and Behaviour (RTLBs) are key players in your wider school/kura network. You will work with them closely, so it is important to understand what they do and how you will work in cooperation with them.

Make a list of all the RTLBs in your area.

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Meet with the RTLBs to discuss their role, and answer the following questions.

What is the purpose of their role?

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What are the key functions that they perform?

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How does their role link with your role as a SWiS social worker?

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Discuss what actions you can both take to ensure that you work together in close collaboration.

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**SUPPORT  
PEOPLE AND  
PROGRAMMES:  
PUBLIC HEALTH  
NURSES**

There will be others working in the school/kura assisting children. Public Health Nurses (PHNs) are key players in your wider school/kura network. You will work with them closely, so it is important to know what they do and how you will work in cooperation with them.

Make a list of all the PHNs in your area.

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Meet with the PHNs to discuss their role and answer the following questions.

What is the purpose of their role?

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What are the key functions that they perform?

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How does their role link with your role as a SWiS social worker?

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Discuss what actions you can both take to ensure that you work together in close collaboration.

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## SCENARIOS

Now that you know more about the schools/kura you'll work in, it's a good chance to practice responding to some situations that can occur at school/kura.

Read through the scenario below, and jot down how you would respond to the questions. Once you're done, sit down with a colleague and discuss your answers. You can also discuss them at your supervision meeting.

### Scenario

You meet with the teacher of a child to discuss how the two of you can work together to help the child. During the course of the meeting, you have a disagreement about what the best approach is.

How would you try to resolve the disagreement?

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Can you think of any options or resources that are available to help you resolve the disagreement?

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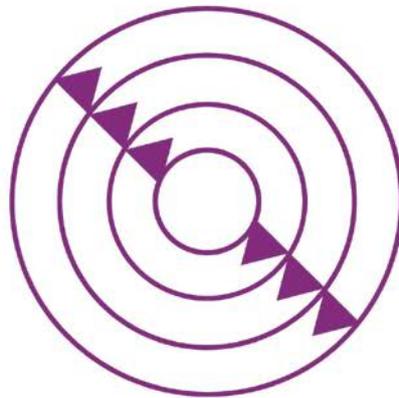








# **working with communities**



## INTRODUCTION

Community members will be able to provide help and advice that will assist you to deliver the best service to children and their families/whānau.

You will need to develop close partnerships with many members of the community, for example, truancy officers, Strengthening Families, and Oranga Tamariki. These relationships will help you when dealing with cases and to promote and lift the profile of the service in your community.

Community members could be invited to the cluster and governance meetings convened by the Oranga Tamariki, Partnering for Outcomes Advisor, and attended by service providers, SWiS social workers, and school/kura principals.

The local kaumātua and leaders of community groups are examples of others who can provide links and promotional opportunities for the SWiS team.



You need to get to know and work with the community. For example:

- find resources – the resources are usually out there; you just have to track them down. (The Family Services Directory is a good resource for this)
- make referrals to appropriate agencies
- be a broker, facilitator, advocate, and influencer
- promote the role of the SWiS service
- work in collaboration and cooperation with others.

Work through this module to build your understanding of the community network that will support you in your job. If you have any questions or queries, talk with your supervisor.

### Completing this module

This module does not have as many activities as Modules 1 and 2. This will give you a chance to manage more of your own time during this week of induction.

As well as working through this module, you will need to include the following tasks in your induction plan for the week:

- begin to review your new child caseload
- start the SWiS SDQ training programme
- begin to develop a training plan
- meet with people from your community network
- meet with other SWiS social workers in your area.

When and how you do these tasks is up to you to manage!











## HOME VISITS – PREPARING FOR A VISIT

Home visits are an important part of your role. The home environment often has the biggest effect on how a child lives, behaves, and develops. Visiting the home is an ideal way for you to meet their family/whānau and to build an understanding of the environment the child lives in.

The impression you make on your first visit will form the basis of your relationship with the family/whānau. It’s important that you prepare well before your visit so the experience is positive and safe.

Before you visit a home, there are some simple questions you should consider. These questions are in the table below. Try completing the table using one of your cases or one of the scenarios or case studies from the toolkit. Refer to your employer’s policies and procedures on home visits when answering these questions.

Once you’ve completed the table, discuss the answers with your supervisor.

*Tip: If there is the opportunity, you might like to accompany a colleague on a home visit.*

<p>Why are you going to visit the family/whānau (why was there a referral)?</p>	<p>How are you going to explain the issue to them? Have you considered the culture of the family/whānau and will this influence your engagement?</p>
<p>How are you going to explain your role in the process to the family/whānau? How are you going to explain SWiS to them?</p>	<p>How are you going to ask the parent or guardian for consent to proceed?</p>
<p>What type of reception might you get from the family/whānau?</p>	<p>What steps can you take to protect yourself from harm? Is there anyone who is already involved with the family/whānau that can accompany you on the first visit?</p>





## GROUP PROGRAMMES

Preventative group programmes have an important role in achieving early intervention and prevention. You will have a role in developing and delivering programmes to children and their families/whānau in your school/kura community.

Use all the resources you can think of to answer the following questions

*Tip: Chapter 3 of the SWiS Toolkit focuses on group programmes*

What are the different types of programme available?

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Who can provide programmes?

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Who approves the finance and pays for a programme?

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What skills do you have now or can you develop to design and deliver a programme?

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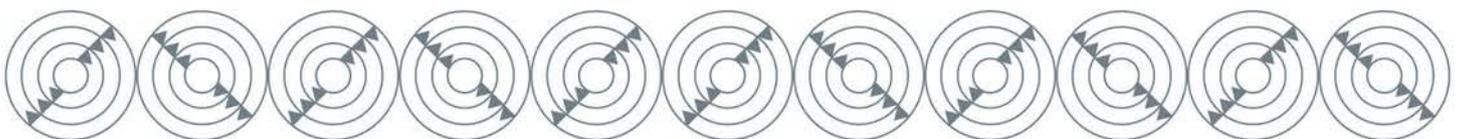
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Find out if there are any other programmes delivered in your community by other agencies.

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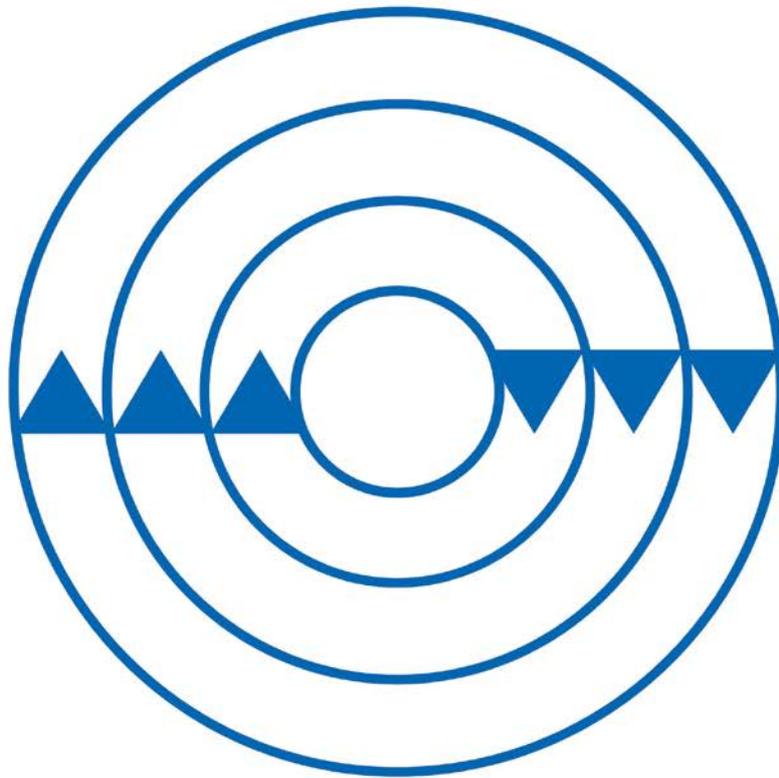




process

CHAPTER

**2**



# introduction



## HOW TO USE THIS CHAPTER

### Our SWiS social work

This chapter looks at each of the four steps of the social work process in more detail. This process is summarised in the social work process diagram.

This chapter is divided as follows:

#### **INTRODUCTION**

An overview of the key legislation, policy, and guidelines that support the social work process

#### **SECTION 1.**

Receive referral and complete initial assessment

#### **SECTION 2.**

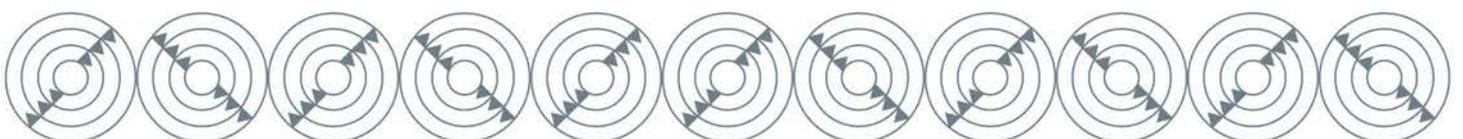
The Strengths and Needs Assessment

#### **SECTION 3.**

Developing and implementing the plan; reviewing and assessing plan progress

#### **SECTION 4.**

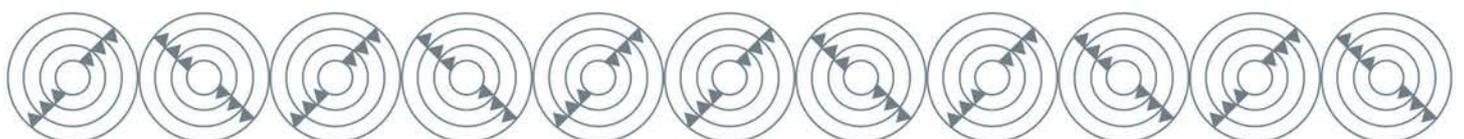
Case closure



## LEGISLATION, POLICY AND GUIDELINES

This table shows the policy, legislation, and guidelines you may need to refer to during this stage of the process

DOCUMENT	PURPOSE
SWiS Service Specifications	To regulate the way the service operates.
Provider contract	To regulate the terms and conditions under which social workers operate.
Schools'/kura policies	To regulate school's/kura services and environment.
Ministry of Education National Administration Guidelines	To provide information on protocols and procedures; provided to schools/kura by the Ministry of Education, in addition to guidelines and policies developed by individual schools/kura.
An Interagency Guide Working Together Me Mutu Tā Tātou Tūkinu Tamariki	To provide guidance on when a notification to Oranga Tamariki, Ministry for Children is necessary.
Employer's child protection policy	Policy developed by each provider to provide information on protocols and procedures.
Social Worker Registration Board (SWRB) Core competencies	To provide guidelines for safe and best practice.
Social Worker Registration Board (SWRB) Code of Conduct	To provide guidelines for safe and best practice.
Aotearoa New Zealand Association of Social Workers (ANZASW) Social Workers' Code of Ethics	To provide guidelines for safe and best practice.
The Privacy Act 1993 The Crimes Act 1961 Oranga Tamariki Act 1989, Children's and Young People's Well-being Act 1989 Vulnerable Children Act 2014	Legislation that applies to the service.
SWiS toolkit	To provide guidance and act as a backup to the service specifications.
Education Act 1989	To regulate school/kura services and environment.
Employer's cultural (kaupapa) policy	Developed by each provider to set out expectations regarding cultural practices.
Employer's privacy and confidentiality policy	To ensure the school's/kura's and provider's process in dealing with SWiS maintains client confidentiality.



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Employer’s client rights and responsibilities policy

To cement the partnership between the social worker and the parent/guardian and family/whānau to ensure the roles, boundaries, and professional guidelines for safe social work practice are adhered to.

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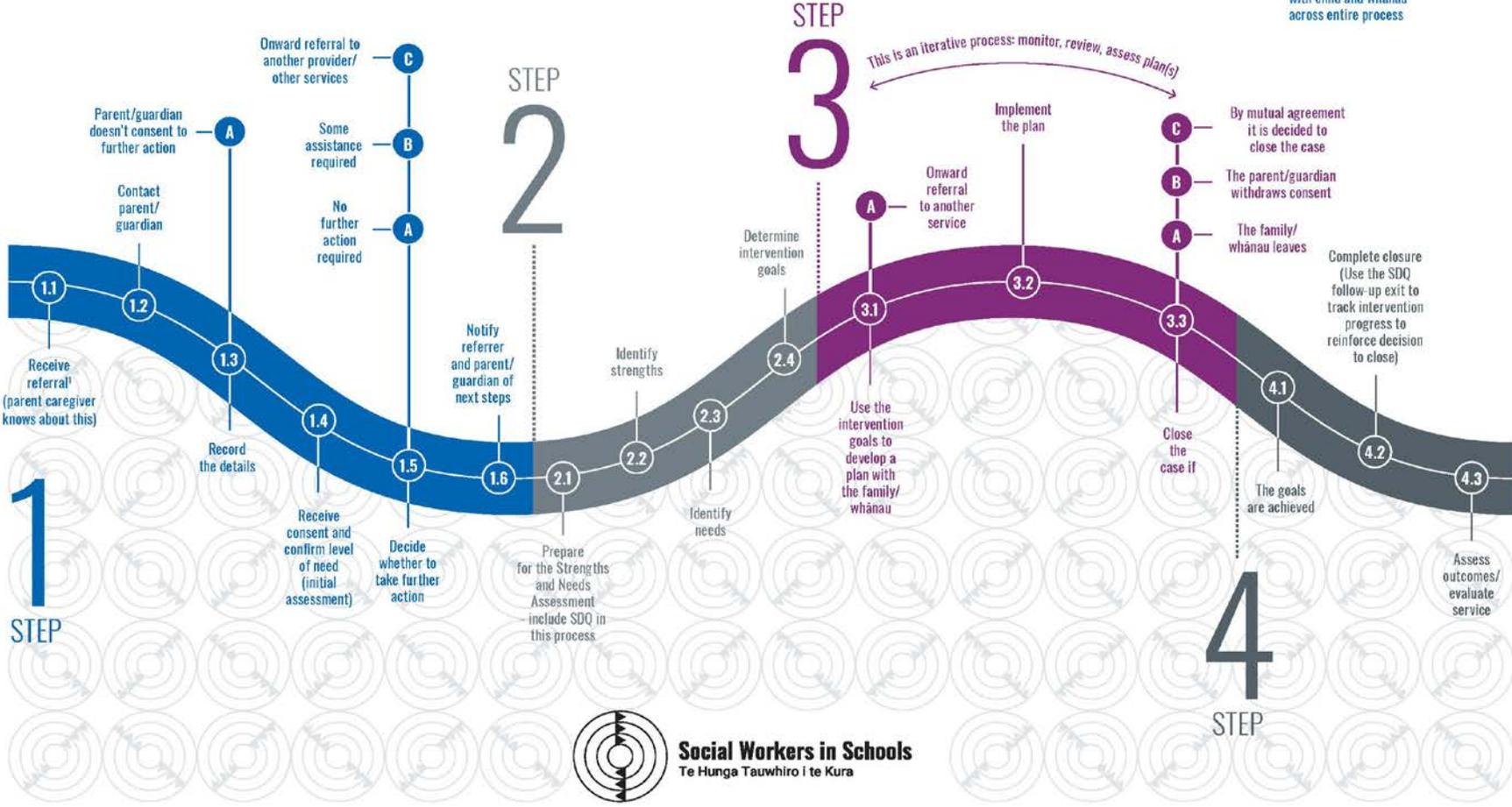
United Nations Convention on the Rights of Children (UNCROC)

UNCROC provides the most commonly used definition of children’s rights. These can be broadly categorised as provision, protection and participation rights. Essentially, this provides for the respect of children’s human rights and details how states can guarantee children the things they need for a positive and productive childhood. Ratified by the United Nations General Assembly in 1989 and by New Zealand in 1993.

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# our process



**Social Workers in Schools**  
Te Hunga Tauwhiro i te Kura

# **step 1**

## **receive referral**



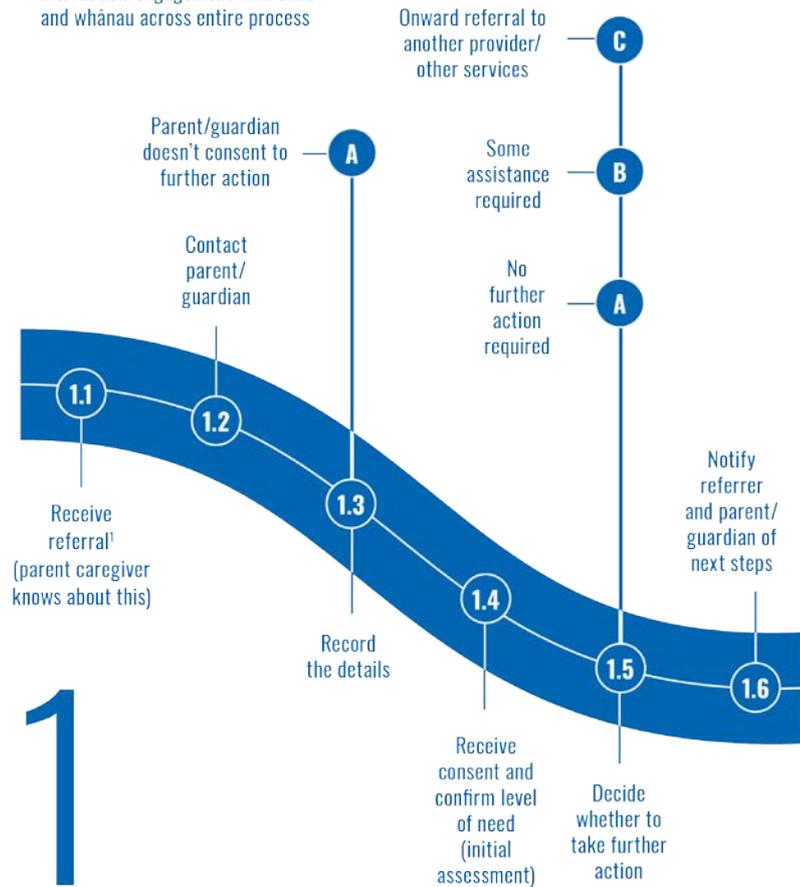
# STEP 1. RECEIVE REFERRAL AND COMPLETE INITIAL ASSESSMENT

Step one explains what to do when you receive a referral and how to make an initial assessment.

The referral and initial assessment is designed to make sure that children who have been identified as being at risk get early access to appropriate services.

**Note**

- Record all relevant information at each stage of the process
- Interaction/engagement with child and whānau across entire process



# 1 STEP

## our process

**Key points**

- Participation is voluntary.
- Parent/guardian consent should be obtained before you act on the referral.
- Consent can be withdrawn at any time.
- The only exception to needing consent is where you take action under your Child Protection Policy as per the Vulnerable Children Act 2014.
- You will complete an immediate safety check using the information provided by the referrer within 24 hours of receiving the referral.



## REFERRALS

Referrals to the Social Workers in Schools (SWiS) service are formal requests for professional social worker services to assist primary or intermediate-school-aged children with specific concerns that are affecting their ability to learn.

To gain referrals, service providers and schools/kura need to work together to promote the SWiS service. Promotion information should include:

- who can make a referral
- how to make a referral
- how to access a referral form
- when a referral should be made
- the type and level of information needed
- information about issues of consent and confidentiality.

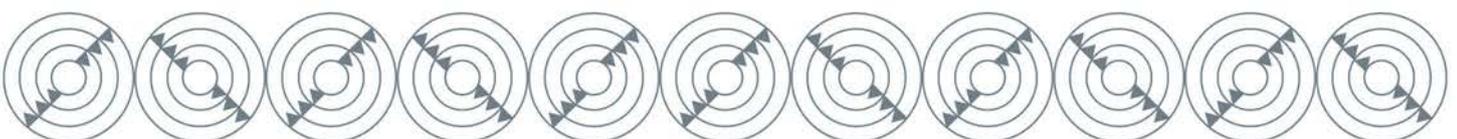
Referrals can come from:

- a child
- a child's parent/guardian or family/whānau
- school/kura principal, teacher or support staff
- individuals or organisations in the school/kura community with an interest in the well-being of the child (for example, health service workers, community groups, or cultural groups).

Referrals will be made for all sorts of reasons. Every case is different, but the following situations might suggest a referral is necessary:

- Family/whānau circumstances are considered to place the child at risk.
- Child's basic needs are not being met.
- Family/Whānau issues and crises.
- Poor school/kura attendance (truancy or ill health)
- Behaviour that is affecting the child's learning and/or the learning of others.
- Poor social skills (disruptive, withdrawn, bullying or being bullied, and/or communication and/or relationship difficulties).
- Poor school/kura performance that has not been diagnosed as being a specific learning need.
- Sudden changes in school/kura performance, behaviour, mood, or grief.

Referrals won't always be made directly to the social worker. When the school/kura receives a referral, it will be passed on to a social worker at the earliest opportunity. If the social worker is not available the school/kura will have a system in place for advising the service provider that ensures the child is protected.



## THE PROCESS

### Receive the referral

Referrals can be made by phone, fax, letter, or email, in person, or on a referral form.

With voice contacts (by phone or in person) you need to be sure that the person wants to make a referral. If they do, you will record the information on a referral form. The referral form does not need to be signed by the referrer.

A referral should ideally contain all of the following information:

- name and age of child
- date of birth
- gender
- address
- name/s of parent/caregiver
- contact details for parent(s)/caregiver
- school/kura, including year group and class
- date of the referral
- the reasons for making the referral in as much detail as possible (how is the child being affected?)
- length of time concerns have been held
- whether an urgent response is necessary (are there concerns for the immediate safety or well-being of the child?)
- details of any previous action, including Individual Education Plan if they have one. If there is limited information, you may need to go back to the referrer or the school/kura. You will assess the referral information you receive for risk within 24 hours of receipt. This is to establish if there are any pressing safety issues or risks that need addressing, and if there are any immediate priorities for the child and their family/whānau.

### Contact with parent/guardian & obtaining signed consent

Making contact with the parent/guardian is a crucial step. This is when you will ask for their consent to be involved with the service.

In most cases, the school/kura will have been in touch with the parent/guardian to discuss the issues that led to the referral and to explain what the SWiS service can offer.

Even if the school/kura has made contact with family/whānau, you need to be sure they understand:

- what the SWiS service offers and how it works
- what your role as a social worker is
- the reason for the referral
- that you must have their consent to be involved with the service



- how information is shared
- expectations regarding confidentiality
- the complaints procedure
- the process moving forward.

Any information provided by the family/whānau should be recorded.

It is important that the parent/guardian understands that consent is for the entire process, and will allow you, the social worker to gather information from agencies, including schools/kura both past and present that have been involved with the child.

Advise the parent/guardian that they may withdraw consent at any time.

If the family/whānau declines consent this should be recorded. Explain at this meeting that it is possible for the parent/guardian to reconsider the SWiS service at any time. It may be appropriate to offer to refer the family/whānau to another agency.

## Safety concerns

Participation in the SWiS service is voluntary. With the exception of an Oranga Tamariki or Police notification, no action can be taken if the family/whānau does not consent to taking part in the service.

This means, in most cases, that parent/guardian consent should be obtained before making contact with a child.

In cases where you, the social worker, believe it is necessary to contact a child without gaining consent, you should first consider:

- the nature and urgency of the situation
- the safety of the child
- the family's/whānau right to know
- the guiding principle that SWiS will work in partnership with family/whānau.

If the safety of the child is at risk, a report of concern should be made to Oranga Tamariki or the Police under An Interagency Guide: Working Together Me Mutu tā Tātou Tūkino Tamariki.

You should always seek support/advice from your manager about making a report of concern as well as consulting with the school/kura principal.

If a report of concern is made, it must be recorded.



### Collect and record the information for initial assessment

You are now collecting information that will enable you to make your initial assessment of this situation. This should be completed within 72 hours of receiving the referral. The initial assessment should answer three questions:

#### 1. How is the child being affected?

Some of the ways the child is being affected might be:

- inability to concentrate or learn at school
- poor social skills
- suffering from or being at risk of health problems
- subject to or at risk of physical, sexual, or emotional abuse or neglect.

#### 2. Are there concerns for the immediate safety or well-being of the child?

If the assessment indicates abuse or neglect, a notification must be made to Oranga Tamariki or the Police.

Other immediate needs may include:

- housing – if the family is homeless or living in conditions that cause or exacerbate health problems
- health – where the child or a family member has a health problem that will worsen without intervention
- family finances/resources – inadequate food and clothing for the child.

3. Is further action required, by whom and how urgently? You may talk to the referrer, parent/guardian, teachers, or health workers. All the information you collect should be recorded as part of the initial assessment.

Some of the information you can gather to help you to make a decision includes:

- frequency of incident
- the child's behaviour
- who is affected
- educational issues (e.g. learning difficulties, stand-down, or suspension)
- health issues
- home life/situation.

### Decide whether to take further action

Reflect on all the information you have collected including your responses to questions one, two and three and consider what needs to happen next.

### No further action

You may decide to take no further action. It may be that there is no cause for concern, action has already been taken, or the parent/guardian chose not to accept the offer of services. Close the case and record it.

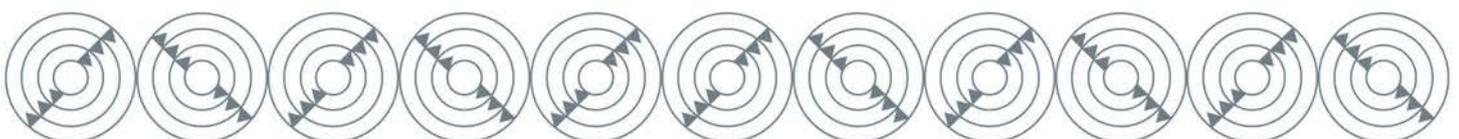


## APPENDIX 1

This table shows the key players and their responsibilities for this step of the process.

KEY PLAYERS	RESPONSIBILITIES
Social worker	<ul style="list-style-type: none"> <li>• Receive referrals and record.</li> <li>• Complete immediate safety check within 24 hours.</li> <li>• Contact referrer at the earliest opportunity after receiving a referral.</li> <li>• Contact parent/guardian to advise them of receiving a referral and gain consent within 72 hours of receiving the referral.</li> <li>• Meet the child.</li> <li>• Gather information about the referral from relevant sources.</li> <li>• Complete initial assessment.</li> <li>• Decide what response is necessary.</li> <li>• Assess level of need to determine response time.</li> <li>• Advise referrer if referral accepted or declined.</li> </ul>
Provider	<ul style="list-style-type: none"> <li>• Respond to referrals in social worker's absence.</li> <li>• Discuss case load and referrals with the social worker.</li> </ul>
SWiS supervisor	<ul style="list-style-type: none"> <li>• Provide the social worker with professional social work supervision.</li> <li>• Discuss case load and referrals with the social worker.</li> <li>• Provide assistance with matters of concern for child safety.</li> </ul>
School/kura	<ul style="list-style-type: none"> <li>• Wherever possible, inform parent/guardian that a referral is being made.</li> <li>• Pass referrals to the social worker as soon as possible or, in their absence, the provider.</li> </ul>
Parent/guardian	<ul style="list-style-type: none"> <li>• Consents to participate in the service or declines.</li> </ul>
Referrer	<ul style="list-style-type: none"> <li>• Provide accurate information about the reason for the referral.</li> <li>• Provide appropriate referrals to the SWiS service.</li> </ul>

Note: the process will be different if you take action under your Child Protection Policy as per the Vulnerable Children's Act 2014 and/or make a notification to Oranga Tamariki or the Police.



## APPENDIX 2

This table shows the key documents for this step of the process

DOCUMENT	WHAT IS IT FOR?	WHO CAN VIEW THE DOCUMENT
Referral	To alert the social worker to a potential problem.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Provider</li> <li>• Parent/guardian</li> <li>• SWiS supervisor</li> <li>• Social Services Accreditation Assessor</li> </ul>
Initial assessment	To provide an initial assessment of the issues that may need to be addressed.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian</li> <li>• SWiS supervisor</li> <li>• Provider</li> </ul>
Personal file	To record the details of the case.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian</li> <li>• Provider</li> <li>• Professional supervisor</li> <li>• Social Services Accreditation Assessor</li> </ul>
Onward referral	To initiate other services that may be necessary for the child's wellbeing.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian</li> <li>• SWiS supervisor</li> <li>• Provider</li> </ul>



**step 2**  
**the Strengths and**  
**Needs Assessment**



## STEP 2. THE STRENGTHS AND NEEDS ASSESSMENT

In making a Strengths and Needs Assessment you will work with the child, parent/guardian and family/whānau to understand:

- the strengths and needs of the child, parent/guardian and family/whānau
- other resources that can be accessed, or strategies that they have used to resolve previous issues.

**Note**

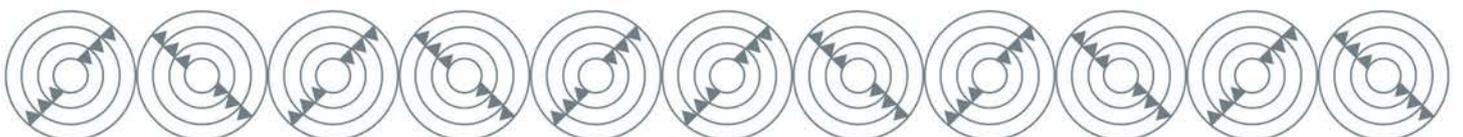
- Record all relevant information at each stage of the process
- Interaction/engagement with child and whānau across entire process



## our process

### Key points

- All services provided through this programme are to be based on a comprehensive Strengths and Needs Assessment.
- The time frame for completing a Strengths and Needs Assessment will depend on your initial assessment of the need level of the case, but should be completed as soon as possible after consent is given. The time frame should not exceed the following guidelines:
  - in high-need situations, within 10 working days
  - in medium-need situations, within 15 working days
  - in low-need situations, within 20 working days.
- The child, parent/guardian and family/whānau should be engaged and contribute to identifying their strengths and needs.
- The assessment process will respect the integrity, culture, values, and priorities of the child, parent/guardian and family/whānau.



## THE PROCESS

### Prepare for the Strengths and Needs Assessment

In most cases you will have already met with the child's parent/guardian or family/whānau to do the initial assessment.

You now have to build a partnership that allows you to continue to work together to address the issues that were identified in the initial assessment. As part of this, you will:

- review the reasons for concern and the referral
- answer any questions the parent/guardian and family/whānau have
- do the Strengths and Needs Assessment
- provide the family/whānau with information about the services available to them
- discuss the outcome of the assessment and get the family/whānau view about the most appropriate actions.

Those being assessed:

- are to be advised of their rights and responsibilities
- have a right to access information about themselves arising from the assessment
- will have their privacy and confidentiality safeguarded, unless a child's safety is at risk.

Where a child's safety is at risk, your organisation's child protection policy is to be followed along with An Interagency Guide Working Together Me Mutu Tā Tātou Tūkinō Tamariki.

Service providers are expected to have developed policies in relation to:

- child rights and responsibilities
- privacy and confidentiality
- cultural practice and responsiveness.

Get a copy of each of these policies from your manager/employer.

*Note: You can find out more about child, parent/guardian, and family/whānau rights and responsibilities from your employer.*

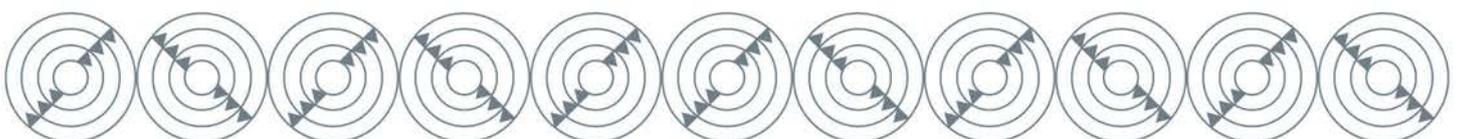
### Arrange to meet with child and the family/whānau

The purpose of this meeting is to:

- build rapport and trust
- develop a detailed picture of the child and family/whānau situation from each of their perspectives.

Think about cultural and safety issues to determine the best way to approach this stage of the process.

Contact the child and family/whānau to arrange a suitable time, date, and venue to meet. You can meet with each party separately.



Check they understand the process, and their rights and responsibilities.

Ask the child or family/whānau if they would like anyone else to attend. Other professionals can attend if there is consent and they are invited and/or they bring necessary skills such as interpreting or cultural advice.

You may need to meet with the parties more than once to complete a comprehensive Strengths and Needs Assessment.

#### **Your own preparation for the meeting**

- Prepare to meet with the parties. How formal will it be? What processes will be followed? What is the most appropriate venue and time for the meeting that suits the parties?
- Review what you already know about the child's circumstances and identify what you still need to find out.

## Undertaking the assessment

### **Information collection**

The information collection helps with exploring and identifying the strengths and needs of the child and any related strengths and needs of the parent/guardian and family/whānau. Wherever possible, needs should be balanced by strengths. The SDQ assessment is part of this process.

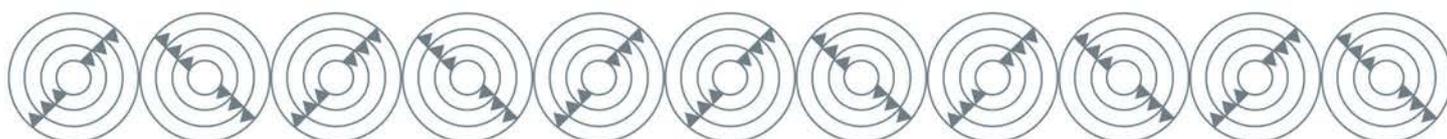
Some of the parents/guardians and families/whānau you work with may have prior experience of talking about their needs or being told about their problems. Try to have a discussion that allows the parent/guardian and family/whānau to express their strengths as well as their needs.

Work together to identify resources and skills within the family. Later on you will be able to allocate tasks and responsibilities according to these resources and skills.

*Note: You are not looking at goals and strategies at this stage.*

The information you gather will fall into three categories:

- a) child focused
- b) family/whānau focused
- c) additional information from other individuals (teachers) or agencies.



## a. child focused

<b>THE PRESENTING ISSUE</b>	<b>WHY WAS THE REFERRAL MADE? WHAT IMPACT DOES THIS ISSUE HAVE ON THE CHILD?</b>
Parent/guardian and family/whānau relationships	<ul style="list-style-type: none"> <li>• How does the child interact:               <ul style="list-style-type: none"> <li>○ with parents?</li> <li>○ with other adult family members?</li> <li>○ with other siblings?</li> </ul> </li> </ul>
Child development milestones	<ul style="list-style-type: none"> <li>• Has the child attained the appropriate child-development milestones?</li> </ul>
Child health	<ul style="list-style-type: none"> <li>• Does the child have any health issues other than those that have been identified as immediate needs?</li> </ul>
Critical incidents or trauma	<ul style="list-style-type: none"> <li>• Has the child experienced any major incidents that may have had traumatic impact (e.g. accidents, deaths, separation of parents, abandonment, or past abuse)?</li> </ul>
Hobbies and interests	<ul style="list-style-type: none"> <li>• How active is the child?</li> <li>• Do they have a range of age-appropriate interests?</li> <li>• What are those interests?</li> </ul>
Learning abilities and difficulties	<ul style="list-style-type: none"> <li>• Does the child have any previous history or professional diagnoses of learning difficulties?</li> <li>• Does the child enjoy learning?</li> <li>• What are they good at?</li> <li>• What do they have difficulty with?</li> <li>• What is the impact of this?</li> </ul>
Relationships with peers and school/kura	<ul style="list-style-type: none"> <li>• Does the child have age-appropriate peer relationships?</li> <li>• Do they have a circle of friends?</li> <li>• Are they sociable, a leader, a bully, or isolated from peers?</li> <li>• Are they willing to attend school?</li> <li>• What is their behaviour at school?</li> </ul>
Sense of future	<ul style="list-style-type: none"> <li>• What are the hopes and aspirations of the child?</li> <li>• Is the child able to see himself/herself in positive future roles?</li> </ul>
Physical needs	<ul style="list-style-type: none"> <li>• Are there adequate material resources to meet the child's basic physical needs (food, clothes, and housing)?</li> </ul>
Cultural identity	<ul style="list-style-type: none"> <li>• What is the child's sense of his/her cultural identity?</li> </ul>



## b. family/whānau focused

THE PRESENTING ISSUE	WHY WAS THE REFERRAL MADE? WHAT IMPACT DOES THIS ISSUE HAVE ON THE CHILD?
Parent/guardian and family/whānau dynamics	<ul style="list-style-type: none"> <li>• Who has custody of the child?</li> <li>• Does the child have access to the other parent?</li> <li>• How do the parents relate to each other, the child, and any other children?</li> <li>• Are there major issues between the parents that will have an impact on the child (e.g. domestic violence)?</li> <li>• What are the positive ways in which the parents/guardians and family/whānau relate to each other and their children?</li> <li>• Who lives in the house?</li> <li>• How does the child relate to each person in the house?</li> </ul>
Family relationships with school/kura	<ul style="list-style-type: none"> <li>• What relationship does the family have with school/kura and the child's teacher (positive, no relationship, or disinterest)?</li> </ul>
Current and past stressors	<ul style="list-style-type: none"> <li>• Is there a history of any stressors and/or significant life events or traumas?</li> <li>• How were these issues resolved?</li> </ul>
Social and health issues	<ul style="list-style-type: none"> <li>• Do the parent/guardian and family/whānau have needs that affect their ability to parent (e.g. legal issues, substance abuse problems, financial issues, or emotional or psychological issues)?</li> <li>• What skills or resources have the parent/guardian and family/whānau developed to cope with these issues?</li> </ul>

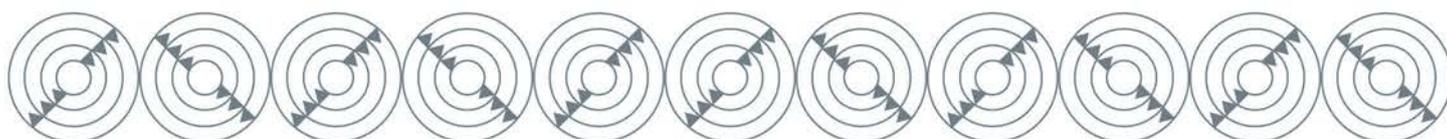
*Note: This is not a comprehensive list and will change for each child. Discuss any questions with your supervisor.*

## c. additional information from other individuals or agencies

In some cases you will need to get information that the parent/guardian can't supply (e.g. the public health nurse may have to supply health information, or the school/kura may have information that has not been included in the referral). The person in the school/kura who has most contact with the child will need to fill in the SDQ (this will most likely be the teacher, but could be a teacher aide, or even the principal in a very small school/kura).

Check that you have permission from parent/guardian and family/whānau to consult with any agencies or individuals who may have relevant information.

As you will appreciate, an assessment can only ever be a snapshot of a moment in time. The child and family/whānau and their environment and circumstances are dynamic. The assessment, your conclusions, and the subsequent plans are to be regularly monitored and reviewed.



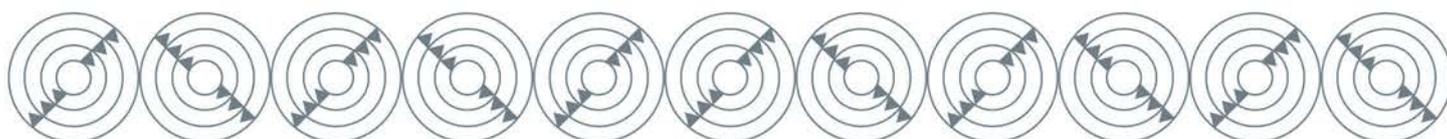
### Analyse the information: seven areas

Physical needs	<ul style="list-style-type: none"> <li>• Food</li> <li>• Housing</li> <li>• Clothing</li> <li>• Health or disability</li> <li>• Finances</li> <li>• Communications and transport</li> </ul>
Other supports	<ul style="list-style-type: none"> <li>• Knowledge of supports and services</li> </ul>
Parenting	<ul style="list-style-type: none"> <li>• Positive role models</li> <li>• Adult leadership</li> <li>• Consistent discipline</li> <li>• Appropriate affection</li> <li>• Understands child</li> <li>• Realistic boundaries</li> <li>• Adequate supervision</li> </ul>
Positive sense of the future	<ul style="list-style-type: none"> <li>• Purpose in school/kura</li> <li>• Sense of belonging</li> </ul>
Sense of identity and dignity	<ul style="list-style-type: none"> <li>• Knowledge of origins</li> <li>• Comfortable with self</li> <li>• Balances individual and group</li> </ul>
Skills to negotiate the world	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Educational ability</li> <li>• Social skills</li> <li>• Cognitive skills</li> <li>• Emotional skills</li> <li>• Problem-solving skills</li> <li>• Adaptability and flexibility</li> <li>• Coping with challenge</li> <li>• Ability to plan</li> </ul>
Pathways to growth	<ul style="list-style-type: none"> <li>• Freedom from abuse</li> <li>• Freedom from neglect</li> <li>• Supportive school/kura</li> <li>• Home and school/kura alignment</li> <li>• Good role models</li> <li>• Absence of trauma</li> <li>• Positive peer relations</li> </ul>

### Determine intervention goals

Alongside the determined strengths and needs for child and family/whānau the analysis will enable you, child, and family/whānau to decide which of these needs will be addressed through the SWiS service. Address any identified needs through the use of existing strengths and any additional resources that may be required.

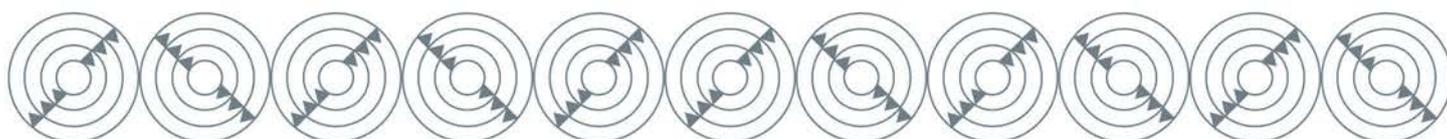
The next step is using the information you have acquired to develop an intervention plan.



## APPENDIX 1

This table shows the key players and their responsibilities for this step of the process.

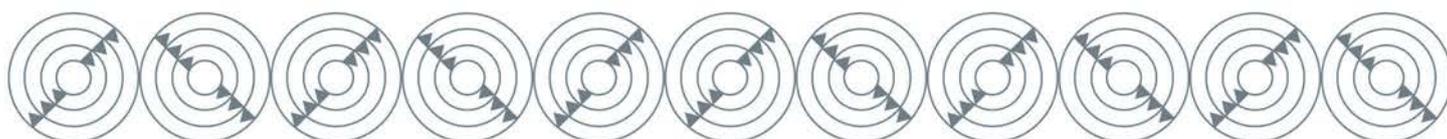
KEY PLAYERS	RESPONSIBILITIES
Social worker	<ul style="list-style-type: none"> <li>• Develop a partnership with the child.</li> <li>• Develop partnerships with parent/guardian and family/whānau.</li> <li>• Gather relevant information.</li> <li>• Work with child, parent/guardian, and family/whānau to identify strengths and needs, and develop intervention goals.</li> <li>• Maintain a professional role to help child achieve better outcomes.</li> </ul>
Parent/guardian and family/whānau	<ul style="list-style-type: none"> <li>• Develop a partnership with social worker.</li> <li>• Work with social worker to identify issues of concern, strengths and needs, and intervention goals.</li> <li>• Actively participate to achieve better outcomes for the child.</li> </ul>
Child	<ul style="list-style-type: none"> <li>• Contribute to identification of strengths and needs.</li> <li>• Contribute to development of intervention goals.</li> <li>• Actively participate in the working relationship with the social worker to achieve better outcomes for themselves.</li> </ul>
Service provider	<ul style="list-style-type: none"> <li>• Have guidelines in relation to children's rights and responsibilities, privacy, and confidentiality of issues and concerns.</li> </ul>
Professional supervisor	<ul style="list-style-type: none"> <li>• Provide professional social work supervision.</li> </ul>
School/kura	<ul style="list-style-type: none"> <li>• Provide relevant information.</li> <li>• Provide additional support to the child, parent/guardian, family/whānau, and social worker.</li> </ul>
Other service agencies	<ul style="list-style-type: none"> <li>• Provide relevant information.</li> <li>• Provide additional support to the child, family/whānau, and social worker.</li> </ul>



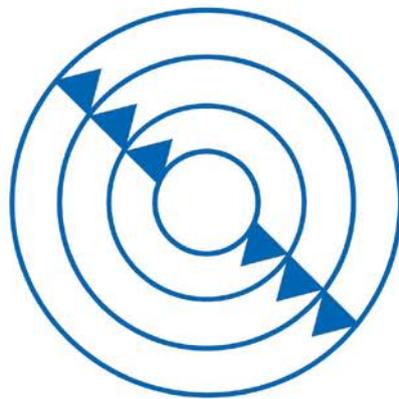
## APPENDIX 2

This table shows the key documents for this step of the process.

DOCUMENT	WHAT IS IT FOR?	WHO CAN VIEW THE DOCUMENT
Referral/initial assessment	A reminder of the issue that triggered SWiS involvement, extent of needs, and timeframe for response	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Provider</li> <li>• Parent/guardian</li> <li>• SWiS supervisor</li> <li>• Social Services Accreditation Assessor</li> </ul>
Strengths and Needs Assessment (including SDQ assessment)	Clarifies the specific needs of the child and their family/whānau and the strengths they possess in relation to those needs.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian</li> <li>• SWiS supervisor</li> <li>• Provider</li> <li>• Social Services Accreditation Assessor</li> </ul>
Onward referral	(May be made at this stage.) Serves to activate other services that may be necessary for the child's well-being.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian</li> <li>• Provider</li> <li>• Professional supervisor</li> <li>• Social Services Accreditation Assessor</li> </ul>
Recorded data (for the relevant child only)	Records the information collected. Also records the analysis of the information, the intervention goals, and the overall goals that the social worker, family/whānau and child agree to work toward.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian</li> <li>• SWiS supervisor</li> <li>• Provider</li> <li>• Social Services Accreditation Assessor</li> </ul>



**step 3**  
**developing and**  
**implementing the plan**

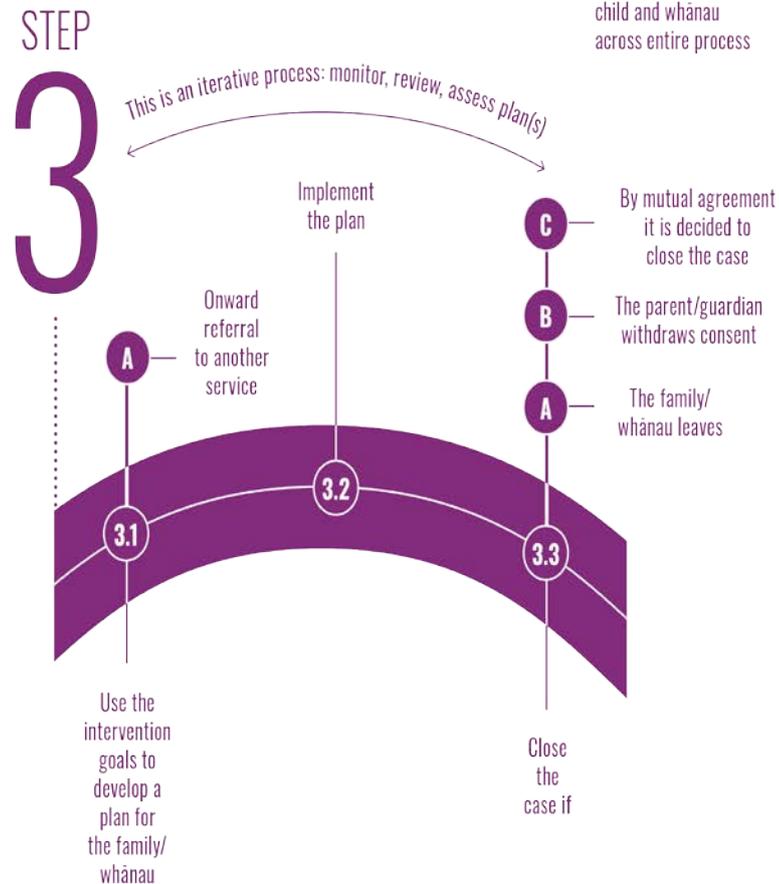


**STEP 3.  
DEVELOPING  
AND  
IMPLEMENTING  
THE PLAN;  
REVIEWING AND  
ASSESSING PLAN  
PROGRESS**

The first plan (Plan 1) is the means by which the child and parent/ caregiver and family/whānau will be empowered and receive help with meeting the identified needs. Subsequent plans may be required after Plan 1 has been reviewed.

**Note**

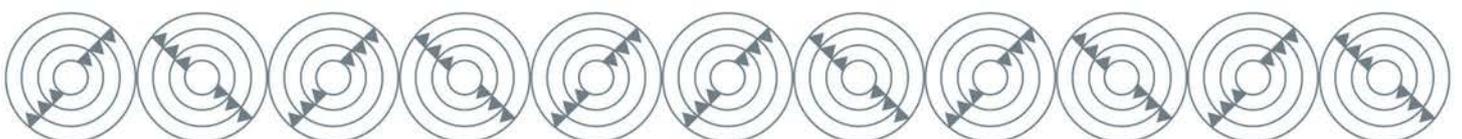
- Record all relevant information at each stage of the process
- Interaction/ engagement with child and whānau across entire process



our process

**Key points**

- Work should begin on delivering services in the plan(s) as soon as the plan is complete.
- The social worker is responsible for delivering and/or coordinating the delivery of services as agreed in the plan.
- The social worker works directly with the child, parent/guardian, and family/whānau in a therapeutic relationship to achieve the goals outlined in the plan.
- Plans are regularly monitored and reviewed to ensure services are appropriately coordinated, focused, and achieving goals
- Records are kept of the processes and outcomes of the work.



## THE PROCESS

### Develop a plan

After the Strengths and Needs Assessment when you have clarified what the child, parent/guardian, and family/whānau aim to achieve, they will be ready to take these goals and aspirations and, with your assistance, formulate plans detailing how they will achieve these goals.

The plan is developed, and implemented, according to the desired outcomes and core values and principles of the SWiS service.

These values and principles are:

- Child-focused and centred on parent/guardian and family/whānau – using a strengths-based and empowering approach to service delivery.
- Partnership – a voluntary (non-statutory) relationship.
- Flexible, creative, and innovative – the service must be able to respond to the individual needs of the child and their parent/guardian and family/whānau.
- Holistic – takes into account the child's, parent's/guardian's and family's/whānau environment and needs – physical, emotional, cultural, spiritual, social, and educational.
- Culturally sensitive and responsive to all cultures in a way that recognises their diversity
- Complementary – rather than duplicating existing services
- Collaboration – with health, education services, and other agencies.

### Developing the plan(s)

The plan is developed from the Strengths and Needs Assessment by focusing on how the strengths can be used to meet the needs. Where this is not possible, you will need to work out what other services are available to meet the needs.

The plan should be simple, achievable, task centred, and solution focused. While you will be working with the parent/guardian and family/whānau you will keep the child as the focus of all decision making.

The plan should be clear about what is to be achieved. At the same time, it should be viewed as a living document that is reassessed and evaluated as circumstances change.

You can create additional plans to achieve the desired outcome. You should continually review each plan and create a new one if required.



## SMART

Use the following SMART checklist to help you develop plan(s):

**Specific** – be specific about the identified needs, always keeping the child at the centre of your thinking.

The Strengths and Needs Assessment should have shown the strengths of the child and parent/guardian and family/whānau. Focus on these as ways of addressing the current needs and ensuring that the child and parent/guardian and family/whānau move towards independence with less need for service delivery.

**Measurable** – the social worker needs to be able to monitor progress with the involvement of the child, parent/guardian, and family/whānau.

**Assignable** - discuss the service or intervention for each of the identified needs. Be specific about what services you can offer and what services are available from other agencies. The SWiS service should not do the work of other agencies, but, where appropriate, complement them.

If it is decided that service will be provided directly by, or coordinated by, the social worker, then this service will come from the plan negotiated and agreed by the child, parent/guardian, and family/whānau.

It may be decided that **further action** is required from specialised service providers. Be clear about the processes involved in referring the case to another agency or individual. The parent/guardian and family/whānau need to know, and be comfortable with, what this means in respect of monitoring outcomes and sharing child information. If you identify that an onward referral is required, you still need to record, implement, and review the plan. You will need to review the plan to ensure the other service has accepted or declined your referral.

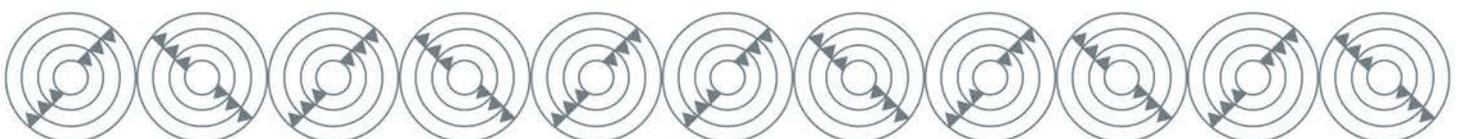
**Realistic** – set realistic objectives and goals.

**Time-related** – set time frames to give a sense of progress and achievement. Keep time frames short and review them as a way of keeping the process on track.

## Recording the plan

The plan is to be recorded in a way that is understood by the child, their parent/guardian, and family/whānau.

It should be in plain language, with goals, responsibilities, and tasks clearly identified.



All parties involved in the planning process should sign the plan. This should be explained as being symbolic of the partnership rather than as being a bureaucratic requirement.

A copy of the plan should go on the child's personal file (held by the social worker) and at least one copy should be given to the child and their parent/guardian and family/whānau.

## Implement the plan

By now all parties have agreed to the plan. The plan serves as a record of the goals. The child and their parent/guardian and family/whānau should feel that they have strengths and resources that will enable them to achieve the goals specified in the plan.

You, the social worker, are ultimately responsible for delivering the plan. This may involve:

- keeping the child and their parent/guardian and family/whānau focused on goals and objectives
- working in a way that encourages independence and empowers the child and their parent/guardian and family/whānau, which will ultimately reduce the requirement for service.

## Monitor, review and assess

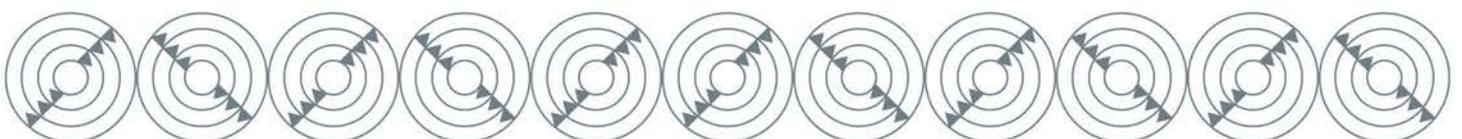
You are also responsible for monitoring, reviewing, and assessing the plan. This should be done in a collaborative manner, with participation from the child, their parent/guardian and family/whānau, and others involved in the plan.

Monitoring is an on-going and informal process, but reviews will be formally written into the plan. A review date is assigned to each plan when it is created. At the conclusion of the review, the social worker, the child, and their parent/guardian and family/whānau will decide whether a new plan is to be created or the case should be closed.

*Note: This may be a good time to implement the SDQ follow-up questionnaire. It can help inform the decision to continue in delivering the service, or to close the case. (If you close the case this becomes the post SDQ. If the service continues then you do not need to record the SDQ scores, as you will do another assessment when you reach the case closure process).*

Both monitoring and reviewing are vital to the SWiS service. The purposes of monitoring and review include:

- Ensuring that focus remains on the well-being and development of the child.
- Ensuring that the needs of the child, parent/guardian and family/whānau are being adequately addressed and the



right mix of child-focused and adult- focused activities are being provided.

- Ensuring that the child's, parent's/guardian's and family's/whānau strengths are being used to address needs.
- Ensuring the child, parent/guardian and family/whānau are satisfied with the service they are receiving from the social worker and other agencies.
- Reviewing whether plan goals are being achieved and whether time frames are realistic.
- Enabling plans to be adapted to changing circumstances.

Monitoring happens every time you have contact with the child, parent/guardian, and family/whānau:

- All contacts should be recorded.
- Acknowledge progress.
- Address problems as they occur.
- Maintain momentum.

Reviews are incorporated into the individual plan:

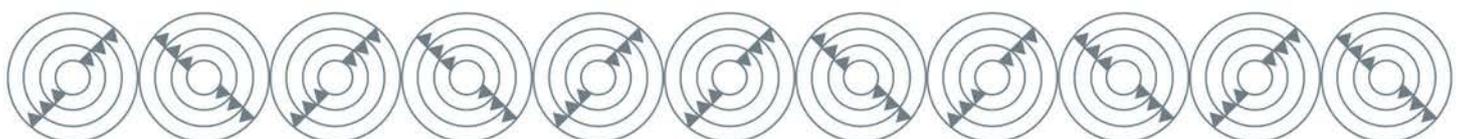
- Process for review will depend on the relationship between the social worker and the child, parent/guardian, and family/whānau.
- Check that goals have been met within specified time frames.
- Should address the needs and goals in the plan in order to ascertain whether a new plan is required or the case should be closed.
- Modify or set new goals for a new plan.
- Should address the question of whether the level of service delivery is appropriate.
- Should contain information from other stakeholders, especially the school/kura.
- All reviews should be recorded and held with child/family information.

During the monitoring, review, and assessment period, several situations may result:

- a) service continued and/or additional plan required
- b) plan breakdown/ consent withdrawn
- c) service delivery reductions
- d) planning ahead

#### a. Service continued and/or additional plan required

Monitoring and review may show that the plan is working well and progress is being made towards the goals. It may also show that an additional plan is necessary in order to meet particular goals. Once the goals have been identified, you will have to go through the process of developing and recording the additional plan.



## b. Plan breakdown

Breakdown does not mean failure – it means that you have to assess the situation and try again.

Sometimes the plan doesn't meet its goals, so you have to be prepared for this possibility. Breakdown can become apparent during the course of service delivery or during a specific review.

It is not useful to assign blame, but it is important to clarify the factors that led to the breakdown. These may include:

- Changed circumstances of the child and/or their parent/guardian and family/whānau.
- Inappropriate goal-setting in the plan.
- Incorrect identification of strengths and/or needs during the Strengths and Needs Assessment.
- Significant factors or events affecting the plan.

Once you have clarified what happened, you can begin work on a new planning process. This may mean that you have to review the Strengths and Needs Assessment or, if the first assessment is no longer relevant, review it and add more information (or do another one).

## c. Service delivery reduction

As the child and their parent/guardian and family/whānau achieve their goals and objectives, the intensity of the service should be reduced. The relationship is coming to an end and a planned withdrawal should begin.

Closure can be difficult for all parties. It is, in effect, the reversal of the relationship- building process that enabled the service to be delivered. In some cases the parent/guardian and family/whānau may be reluctant to end their contact with the service, and you will have to develop strategies in response to this.

Discuss a plan for the closure of the case with your professional supervisor. It is important to acknowledge and celebrate outcomes as part of the closure process.

## d. planning ahead

It may be helpful to draw up a plan for what will happen after the case is closed. This is useful where parent/guardian and family/whānau have on-going needs that are outside the scope of the SWiS service.

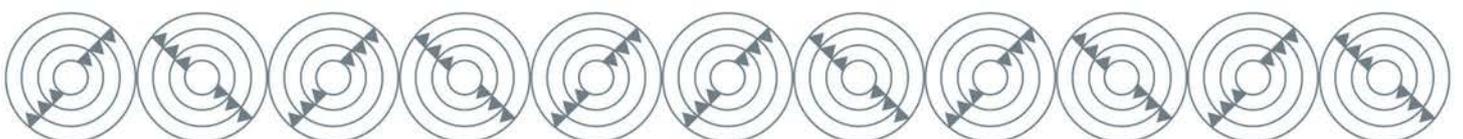
The concept is the same as the original plan, except that all tasks in relation to goals are carried out by the parent/guardian and family/whānau or external service providers. In such cases, this plan serves the purpose of:



- Identifying services that the parent/guardian and family/whānau may access for on-going needs.
- Identifying services that the parent/guardian and family/whānau may access in the event that a previous problem or need recurs.
- Identifying those people who make up the extended family and support network that is available to give assistance.
- Increasing confidence of the parent/guardian and family/whānau that they can manage if problems occur in the future.

You may wish to record this in the case notes and monitor and review progress.

*Note: when monitoring, reviewing, and assessing plans do not delete the original information. If there is significant new information, or you feel you viewed something wrongly, then record the new information in addition to the original.*



## APPENDIX 1

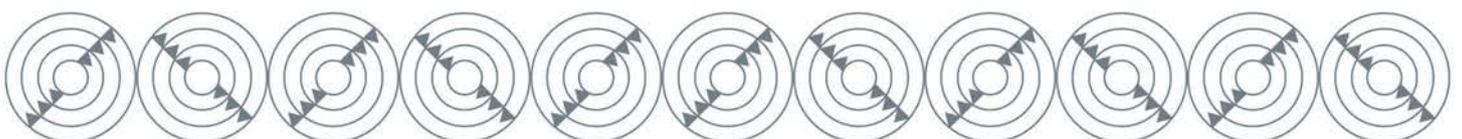
This table shows the key players and their responsibilities for this step of the process.

KEY PLAYERS	RESPONSIBILITIES
Social worker	<ul style="list-style-type: none"> <li>• Work with the child and family/whānau to develop plan(s) to achieve intervention goals.</li> <li>• Ensure implementation of plans.</li> <li>• Engage therapeutically with the child and family/whānau and be available to offer advice and guidance.</li> <li>• Write referrals agreed to in the plan(s).</li> <li>• Monitor and review progress.</li> </ul>
Parent/guardian and family/whānau	<ul style="list-style-type: none"> <li>• Work towards meeting objectives and goals in plan(s).</li> <li>• Engage with other agencies as agreed in the plan(s).</li> </ul>
Child	<ul style="list-style-type: none"> <li>• Work towards meeting objectives and goals in plan(s).</li> </ul>
Service provider	<ul style="list-style-type: none"> <li>• Ensure the implementation action of plan(s).</li> </ul>
Professional supervisor	<ul style="list-style-type: none"> <li>• Provide guidance to the social worker in regards to best practice, maintaining boundaries, and child/worker safety.</li> </ul>

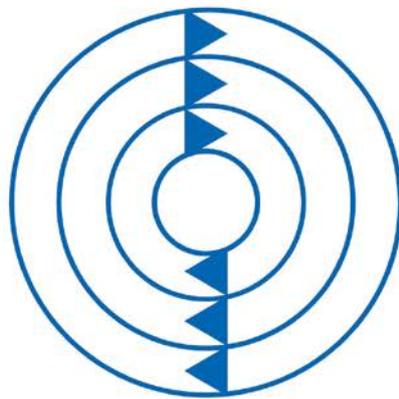
## APPENDIX 2

This table shows the key documents for this step of the process.

DOCUMENT	WHAT IS IT FOR?	WHO CAN VIEW THE DOCUMENT
Strengths and Needs Assessment	A reminder of the specific needs and issues of concern for the child, parent/guardian, and their family/whānau, as well as the strengths they possess in relation to those needs (remember the SDQ forms a part of this process).	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian and family/whānau</li> <li>• Provider</li> <li>• SWiS supervisor</li> <li>• Social Services Accreditation Assessor</li> </ul>
Plan (there may be several plans, depending on the situation)	A record of the steps that will be taken in order to meet specific intervention goals and objectives (used to review and monitor progress).	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian and family/whānau</li> <li>• Provider</li> <li>• Professional supervisor</li> <li>• Social Services Accreditation Assessor</li> </ul>
Child's file/records	A record of actions taken in the case.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian</li> <li>• Provider</li> <li>• Professional supervisor</li> <li>• Social Services Accreditation Assessor</li> </ul>



# step 4 case closure

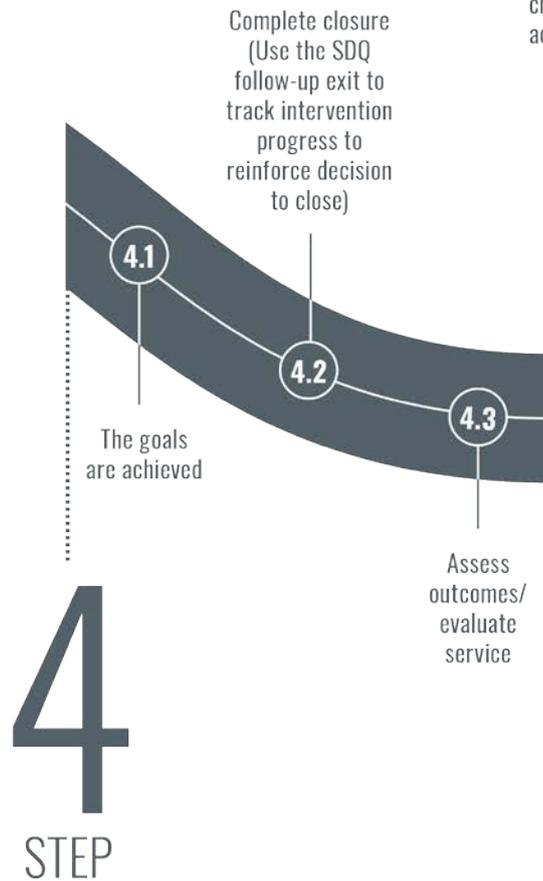


## STEP 4. CASE CLOSURE

Case closure needs to be carefully managed. As well as being an administrative step, it is a process of disengagement that may be difficult for everybody.

**Note**

- Record all relevant information at each stage of the process
- Interaction/ engagement with child and whānau across entire process



## our process

**Key points**

- The child should know who to turn to if they need help.
- The parent/guardian and family/whānau should be aware of what options are available for assistance.
- All achievements should be acknowledged.
- The effectiveness of the SWiS service is to be evaluated.



## THE PROCESS

### Closing the case

At some point, the case will have to be closed. Ideally, this is when the goals have been achieved and the child and their parent/guardian and family/whānau are ready to move on.

The case may also be closed when:

- the family/whānau move to another locality
- the family/whānau withdraw from the service
- there is mutual consent that the parent/guardian and family/whānau should withdraw – possibly due to continual lack of progress
- the child no longer has access to the SWiS service (e.g. no longer goes to a school/kura with SWiS)
- the child is working with another agency.

### Preparing for closure

Closing the case is an important step that should be carefully managed, even when goals have been achieved. Everybody involved in the partnership needs to be clear that this is the end of the SWiS service relationship.

How and when you introduce the idea of closing the case and ending the SWiS relationship and service will need to be managed differently for each case. You should have a feel for how well the child and family/whānau will adapt to change.

*Note: When you have decided you will be closing the case apply the SDQ. This will help to reinforce your decision.*

This is a time to emphasize the strengths and abilities of the child and family/whānau and to reinforce what progress has been made. Acknowledge achievements by reviewing the goals and overall objectives.

It may be that there are still issues outstanding, or that there is a possibility of recurrence. Address these concerns by reminding the parent/guardian and family/whānau of strategies they have already developed or directing them to agencies that may be able to help in the future.

The child and family/whānau should not feel abandoned or vulnerable as a result of this change.

The child and family/whānau are to evaluate how helpful the service has been. This is to be recorded. Oranga Tamariki and a Social Services Accreditation Assessor may request an additional evaluation.

*NB: The child and family/whānau evaluation is reflected in the 'quality measures' of the provider return report.*



Referrer and other key players are advised and feedback sought from the school/kura and other relevant services to assess positive outcomes.

### Exiting

The progress reviews (including SDQ) have identified goals/interventions have been met with mutual agreement between parent/guardian and social worker to exit:

- Celebrate the success of completion.
- Case is updated and closed.
- Complete evaluation of the service.

### Transfers

When a family/whānau advises that they are moving to another area, the social worker is to encourage the family/whānau to transfer to the SWiS service provider in their new location if there is a service available and they still meet the criteria.

The following is the link to the Family Services Directory resource to assist in finding SWiS provider locations

<https://www.familyservices.govt.nz/directory/>

The following steps should be taken in transferring a SWiS client:

- Family/whānau consent for a transfer referral to new SWiS be made.
- New service provider is contacted and agrees to transfer; if unable to accept advise the reason for non- acceptance, and suggest an alternative agency to link whānau with.
- Social worker completes transfer/exit summary and send to new SWiS provider within 10 working days.
- If there is no SWiS provider suggest alternative agencies (and with consent send onward referral/s).
- If the transfer is accepted it is important that continuity of the service is maintained.
- Social worker will inform/check with Oranga Tamariki social worker that transfer has occurred.

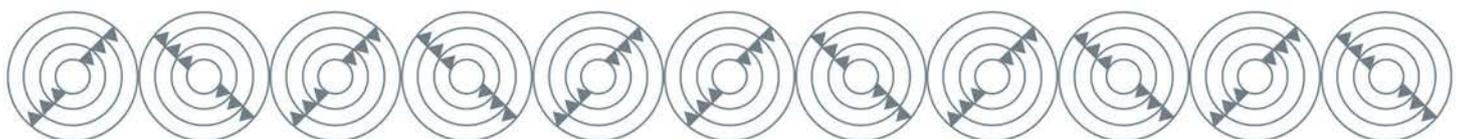
### Children in Care of Oranga Tamariki

Where a child is transferring SWiS providers the Oranga Tamariki Social Worker will liaise with the Oranga Tamariki Site the child is transferring to:

- The new Oranga Tamariki site will contact the new SWiS provider to confirm transfer.

### If future need arises

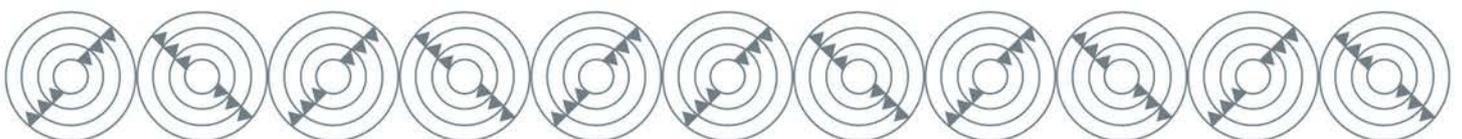
The child needs to know they have someone to turn to for help. This may be a family member, a teacher, or you as a social worker. The family/whānau should be clear about options for further assistance: knowledge whether they can return to the SWiS service, have details of other agencies that may be able to help.



## APPENDIX 1

This table shows the key players and their responsibilities for this step of the process.

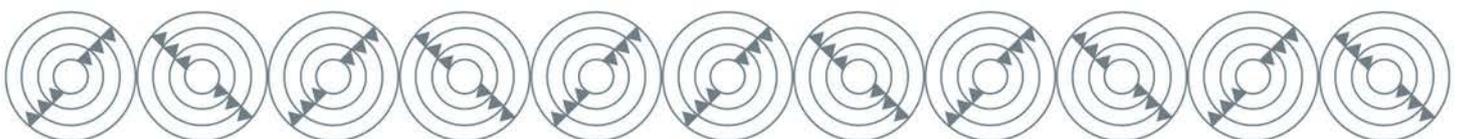
KEY PLAYERS	RESPONSIBILITIES
Social worker	<ul style="list-style-type: none"> <li>• Be clear that this is the end of the social worker/child relationship.</li> <li>• Ensure the child knows who they can turn to for help.</li> <li>• Inform the parent/guardian and family/whānau of other options for assistance available to them.</li> <li>• Acknowledge the achievements made in the course of the relationship.</li> </ul>
Parent/guardian and family/whānau	<ul style="list-style-type: none"> <li>• Be clear that this is the end of the social worker/parent/guardian relationship.</li> <li>• Be aware of other options for assistance available to them.</li> <li>• Attempt to resolve future issues independently.</li> </ul>
Provider	<ul style="list-style-type: none"> <li>• Ensure all cases are closed within appropriate time frames.</li> </ul>
Professional supervisor	<ul style="list-style-type: none"> <li>• Provide guidance to the social worker regarding best practice, maintaining boundaries, and child/worker safety.</li> <li>• Ensure all cases are closed within appropriate time frames.</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>• The teacher should keep an eye on the child and support them when necessary, as they are transitioning out of the SWiS service.</li> </ul>
Referrer	<ul style="list-style-type: none"> <li>• This person should continue to support the child in achieving positive outcomes.</li> </ul>



## APPENDIX 2

This table shows the key documents for this step of the process.

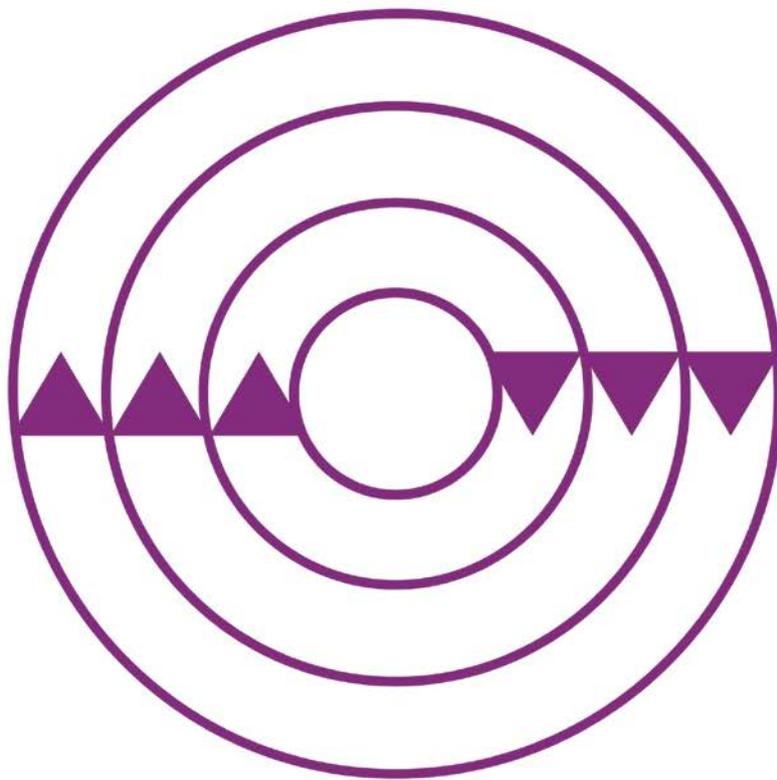
DOCUMENT	WHAT IS IT FOR?	WHO CAN VIEW THE DOCUMENT
Plan (there may be several plans, depending on the situation)	Serves as a reminder of the objectives and goals that have been met in the course of the relationship.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian and family/whānau</li> <li>• Provider</li> <li>• Professional supervisor</li> <li>• Social Services Accreditation Assessor</li> </ul>
File/case notes	Will provide a narrative around the journey the child has been on.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian and family/whānau</li> <li>• Provider</li> <li>• Professional supervisor</li> <li>• Social Services Accreditation Assessor</li> </ul>
SDQ process	The SDQ post report will show the changes in the client since the beginning of the case.	<ul style="list-style-type: none"> <li>• Child</li> <li>• Social worker</li> <li>• Parent/guardian and family/whānau</li> <li>• Provider</li> <li>• Teacher</li> <li>• Professional supervisor</li> <li>• Social Services Accreditation Assessor</li> </ul>



# group programmes

CHAPTER

# 3



## INTRODUCTION

The following guidelines are for Social Workers in Schools (SWiS) prevention and intervention group programmes. This resource was originally developed through a collaborative effort between Child, Youth and Family (CYF), the Ministry of Education (MoE), service providers, schools, and social workers in schools. In 2018 it was reviewed by a working group comprised of Oranga Tamariki national office staff, Oranga Tamariki regional staff, and our regional service providers.

These guidelines provide practical assistance to those involved in the delivery of SWiS prevention and intervention group programmes (SWiS group programmes). Although the social worker may take a lead role around programmes, it is important the school/kura principal, SWiS supervisor and provider manager are involved and in agreement throughout the process. The guidelines provide the definition, purpose, objectives and intended outcomes of SWiS group programmes, a detailed overview of the process for the accessing, delivery and evaluation of programmes, and some sample forms and templates.

The following should be read in conjunction with policy pertaining to SWiS group programmes that is contained within the SWiS service specifications, and the service provider's partnering agreement. In particular, the principles outlined in the service specifications must be followed, with emphasis on culturally responsive practice considering the needs of Māori, Pacific peoples and those from other cultures.

### Objectives of group programmes

A Social Worker in Schools prevention and intervention group programme is defined under the SWiS service as a strengths and needs based, planned, group activity that provides positive social development opportunities to enhance and support children's/tamariki learning and holistic well-being:

- To focus on children and their families/whānau during the critical primary and intermediate school learning years.
- To positively enhance the developing social interaction, knowledge, skills, attitudes, beliefs and behaviour of children/tamariki and their families/whānau.
- To build on the child's and their family's/whānau's resilience as a way to strengthen protective factors and reduce risk factors.

The intended outcomes of SWiS group programmes include the following:

- Strengthening social relationships and communication.
- Building positive self-identity.
- Managing specific behaviour.
- Enabling children to manage change.
- Strengthening families in supporting children.



## Range of group programmes

The range of group programmes the social worker delivers and/or provides access to is determined by the service provider, the social worker and the school cluster, taking into consideration:

- the needs of children and families/whanau
- the availability of other services and programmes
- the social worker's workload priorities.

Social workers, in agreement with employer and schools/kura, can:

- Use an established SWiS programme.
- Access an existing programme and bring it into a school/kura community in consultation with others; this may be with specialized staff or resources from their own organisation (the organisation can then charge for this as long as it does not include the social worker themselves).
- Utilise an existing external programme (this includes purchasing a programme from another agency where consideration is given to cost and value for money, and policies when working with children (for example police vetting).
- Develop, design and run a programme to meet an identified outcome; this might be on their own or in conjunction with Resource Teacher: Learning and Behaviour (RTLB), Health Nurse (HN), or other professionals.

A joint decision-making process that includes the social worker, the service provider and school/kura staff needs to occur. The Partnering for Outcomes Advisor can provide advice.

The programme must meet the above objectives, outcomes and definition, with a key point being that it must be a planned group activity that is engaged, as opposed to individual services (such as a children's group-counselling programme rather than an individual counsellor for a child). Groups might include:

- a group of children in one school/kura
- a group of children from several clustered schools/kura
- a group of parents from the school/kura community
- a group of children and their parent/caregiver(s) or family/whānau.



## Specific types of programmes

The following are some ideas to consider in regards to the types of programme to run. Of course not all programmes will fit in all scenarios and these are just some ideas to think about prior to undertaking the group programme process.

Group programmes can be tailored to the following areas: behaviour, social skills/development, parenting, leadership, healthy living, confidence building, recreation, culture, education, girl specific etc. Commonly areas the group programmes tackle are developing social skills, promoting healthy living, developing future leaders, and programmes that are tailored to specific cultures.

In the past, some of the more common programmes have been: Seasons for Growth; Shine; Building Awesome Whānau Parenting Programme; Mindfulness; Mana Tane/Mana Kotiro; Kapa Haka; Friendship Groups; Growing through Grief, or similar grief focused programmes and various holiday programmes.

The following are different programmes that have been run using the group programme funding:

REINS, Drumbeats, Seasons for Growth, RDA Cooking/mentoring, Kapa Haka, Seasons for Change, Project WY, Learning Past 3, Kaka Club, Gorgeous Girls, Brilliant Buddies, Bully Busters, Time to be Me, Transition to Intermediate, Parenting Tool Box, High wire programme, Themes of Respect, Rock n Water, David Tua leadership programme, He Tuhi Mareikura, Taming the Tornado, Cool Change, Pushing Forward programme (skateboarding medium), Young Achievers (goal setting with rewards), Hip Hop, Waka Ama, Activ8, Shine Girls, Star Eke, Panuku Gateway, PB4L, Hauora Hokianga, Rubicon, Young Forest Leadership Programme, Healing Through Arts Leadership Programme, Liberty of Being Me, Friendships, Bullying Issues, Gladiators of change, Shine, Look at me now Programme, Growing through Grief, Volcano in my Tummy, Hart Programme, Socially Speaking, Friendship Building Groups, Pearls of Wisdom, Mindfulness, Mau Rakau, Nga Tama Toa, Super Savvy Heroes boys, Get Smart Seasons, Check and Connect, William Pike Challenge Award, Tama toa, Mana Kotiro, Mana Wahine, Madd programme, Uturn Tuakana, Nigel Stupples-Proactive lifeskills, Adventure Specialists, Rock and Stone, Fun Kids, Kid Power, Lexia Steps for Literacy, Leg Up, Spectacular Club, Elgrego magic show, Stable Hearts PEACE Programme, Proactive tigers, Cross Power U turn, and Equine Therapy.



## OVERVIEW OF THE PROCESS

### Initial needs analysis

An initial needs analysis is an opportunity to consider what group programme could be required. This will include consultation and planning between social worker, school/kura and provider.

The following questions may be helpful when undertaking a needs analysis.

1. What is the need?
  - What is observed from referrals and discussions with professionals?
  - What is the feedback from school/kura staff on needs in the whole school/kura?
2. How widespread is the need?
  - Is the need becoming more prevalent?
  - Include voice of the children and other professionals
3. What are the potential participants' needs and strengths?
  - Explore what these are and look at age, gender, culture, ethnicity and their possible effects on participation.
  - Consider results of the SWiS Strengths and Needs assessment, and Strengths and Difficulties Questionnaire, if undertaken.
  - Consult about existing strengths, assets, risks, barriers and challenges.
4. What is the school's/kura's culture and identity?
  - What are the beliefs, values and expectations of the school/kura? The proposed programme needs to fit with these.
5. What group programmes are available/best fit?
  - Are the most appropriate programmes being provided to meet the identified need? (Refer to your past programme evaluation).
  - Are there any challenges we need to be aware of (for example behaviour, location, and possible group dynamics)?
  - What are the strengths and resources within the school(s)/kura, family/whānau, hapu, iwi and community to draw from?
  - What do we want to achieve?

### Planning and resourcing

Once agreement is reached about the identified need, the social worker is required to develop a resource proposal (see appendix 1 for a template).

The resource proposal needs to cover the following...

1. The programme category:
  - Physical activity
  - Behaviour management
  - Grief counselling



- Personal development
  - Cultural education
  - Educational information
  - Parenting programme
  - Other (please specify)
2. The programme source:
    - Internal programme
    - External programme
    - Existing programme
    - New programme needs to be developed
    - Other (please specify)
  3. Who will deliver the programme:
    - Social Worker in Schools
    - Other (please specify)
  4. Cost/resources:
    - Programme cost agreed by provider
    - Programme no cost
    - Other (please specify)
  5. The risk management strategy:
    - Vetting forms for volunteers.
    - Following the eotc guidelines if applicable
  6. Agreed responsibilities in the proposal:
    - Social worker
    - Co-worker – eg. Rtlb, hn
    - School/kura
    - Parent/caregiver
    - Participant
    - Other
  7. Requirements in the proposal include:
    - Health and safety guidelines/forms for specific activity.
    - Consideration of venue - suitability, access, transport and cost.
    - Permission to participate – forms.
    - Police vetting of programme facilitators - what are the requirements?
    - Training for volunteers (for example keeping themselves safe).
    - Suitability to the cultural environment.
    - Evaluation method.

NB: It is recommended to consult the Education Outside of the Classroom (EOTC) resource in its entirety, particularly in relation to outdoor activities.

The proposal can also consider how all children in the school/kura community can support or be involved in the programme, which may be in a leadership or role-modelling way (tuakana concept).



Once the programme has been thoroughly resourced, sign-off on the proposal will occur between the social worker, school/kura and provider, requiring a further phase of consultation and planning. Resource proposals also contribute to yearly programme planning and can be presented at quarterly governance meetings.

## Designing a new programme

A list of considerations follows for the designing of a new programme. Consultation with others about what supports successful programme design can be helpful. The list below contains useful considerations when developing and designing a new intervention programme. This list may also be helpful when considering an external programme.

### Why?

- Identify the trend/s and need for the programme and consult with the school(s)/kura and your provider.
- Be clear about the aim/purpose of the programme, as this is your key measurement.
- What are the programme outcomes/objectives? These describe the aim/purpose in more specific detail.

### What?

- Determine the type of programme you are intending to develop or design.
- Consider the age and stage of development of the participants in the design.
- Are there any current trends or interests that could assist in delivery?

### Who?

- Who are your identified group of participants?
- Who are the facilitator/s and will you need additional support? If so, how many and who? (see Risk identification, assessment and management - RAMS).
- Are facilitator/s and volunteers Police check vetted and appropriate? (Allow time for the vetting process).

### When?

- Number of sessions and how long is each session?
- Are the participants working towards a target programme, with tasks to complete beforehand?

### How?

- What materials and resources are required?
- How will you implement the programme (what sessions/activities/tasks/resources needed)?
- Do you have a risk management plan?
- How will you ensure parent/caregiver(s) are well informed?
- How will you manage confidential information?



- How will you evaluate the programme and when?
- How else will you get feedback (parents/teachers)?
- How many debriefing sessions are built in?

Where?

- Where is the programme to be located?

## Implementation

Once a programme has been identified and the resource proposal agreed to, the following three areas are important when implementing a successful SWiS group programme.

Group management:

- Are your numbers manageable? (Don't overload yourself.)
- The social worker must have background knowledge of programme participants (awareness of the potential group dynamics)
- It is a good idea to have a risk management plan (RAMS) as back-up to respond to any issues that could occur because of the group dynamic.

Forms:

- Parental consent forms need to be completed, signed and returned.
- Registration forms must be completed (emergency numbers, medication, health and dietary information, and strategies about behaviour responses).
- Delegated responsibility for information on the forms needs to be taken in compliance with Privacy Act requirements.
- Ensure a cover letter has been sent to parent/caregiver(s).

Relationship building:

- Programme plan must be approved, programme copies shared and session outlines planned.
- Check in with participants, ensuring positive sharing at the beginning and/or end of sessions.
- If this is a programme for children, how can parents be encouraged to support their children who are taking part in the programme?
- If this is a programme for parents, do you have the right ratio of facilitators to participants?
- How can parents/teachers support children who are taking part in the programme?
- Have catch-ups with parents/teachers regarding each child's progress.
- Have debriefing sessions for the facilitators.
- Consider staffing and relief staff, such as volunteers (inclusive of competence/police vetting).
- Will you provide food to participants?



- Celebrate participants' achievements; send out a panui on successes to significant people (such as schools/kura, parents, teachers).

#### Environment:

- Check the venue – security, safety, emergency exits and facilities beforehand.
- What resources are needed (including first-aid kits, participant resources and session resources)?
- Is a risk management plan in place (inclusive of emergency procedures, hazards identified, supervision ratios, roll check/head count, health and safety, and behaviour management)?

## Evaluation of programmes

The purpose of the evaluation is the on-going monitoring, assessment and improvement of SWiS programmes. This is essential to the future sustainability of programme provision. Evaluation provides the building blocks for future programme development and for on-going improvement to current programmes. The evaluation process continues from the start to the finish of each programme, with on-going monitoring and changes made when required. Regular assessing of how a programme is progressing ensures continuous quality assurance.

It is important that the evaluation data is analysed on at least two occasions:

- Following the completion of the programme.
- At the annual planning session between schools/kura and providers to look at programmes for the year.
- Additionally, it is recommended to review the findings during the year, when a need or trend has been identified.

All suggestions relating to future programmes should be a collaboration between schools/kura, SWiS and the provider.

The evaluation process covers three levels of assessment:

- Level 1. Individual participant performance
- Level 2. Programme performance
- Level 3. Annual programme measurement performance.

Each level measures both qualitative and quantitative information, enabling further analysis (see appendix four for examples of group programme evaluation templates).

### **Level 1. Individual participant performance measurement**

Individual performance measures:

- The child's needs assessment and individual plan will form the basis of any programme performance measurement. Whether the child's needs have been met is the first indicator.



- The child's individual plan indicates what the programme is intended to address in relation to the identified needs. Whether this has been successful or not is the second indicator. This also applies for parents who may be attending a programme.
- For children who are not formally receiving the SWiS service but may be involved in a programme, a simple pre-programme assessment would set an entry point for them.

It may be useful to use a simple line bar to measure participants' progress and outcomes by asking the child to place themselves on the line before the programme, during and after. The same method can be used with the family/whānau and the school/kura around a presenting issue or desired outcome.

Overall the child, family, facilitator, provider, and school/kura involved with each programme will contribute to the measurement of the success of a programme for each participant. Quantitative measurement will also provide information for measurement of success of a programme in relation to the individual child participating.

### **Level 2. programme performance measures**

Following the completion of each programme, evaluation data is gathered, summarised and analysed to identify trends or themes.

Evaluation data is distributed and actioned as follows:

- Venue feedback is updated in the venue checklist and opportunities for improvement are noted.
- Facilitator feedback is placed on file for future reference. Issues arising are identified and advised to the social worker, school/kura and provider.
- SWiS and facilitator programme feedback is reviewed by the provider, and relevant comments are forwarded to and/or discussed with those involved. A hard copy is placed on the relevant file.
- Children's feedback is reviewed by SWiS, the school's/kura's delegate (refer to your Partnering Agreement) and the provider and opportunities for improvement are identified. These are raised for discussion at the next appropriate meeting and agreed actions recorded for monitoring.
- Feedback relating to programme content and methods is reviewed by the SWiS, school/kura and provider, and opportunities for improvement are identified. All improvements to programme content and methods are approved by SWiS, the school/kura and the provider. These are implemented prior to using the programme again.
- Participants' assessment results are summarized and reviewed by SWiS, the school/kura and the provider. Trends in outcomes are



identified and any opportunities for improvement are discussed and recorded.

### **Level 3. Annual programme performance measurement**

Information about both participant and programme performance helps inform the annual programme performance measurement summary, which is the third level.

### Considerations around children's participation and group setting dynamics

Finally, there are a number of issues that need to be considered when evaluating the level of participation in programmes. The power relationships between participants as expressed through age, gender, group status and education level may influence the extent of participation. While most of the traditional literature on this focuses on gender issues, it is increasingly recognised that power can still be unevenly distributed within same-sex groups.

The culture of the participants may affect the way evaluators understand participation and interpret involvement. Cultural norms and expectations may exacerbate the power relations within a group, encouraging some group members to speak and others to remain silent.

The effect of culture can also impact on how indicators for the desired skills or outcomes are chosen. Programme facilitators need to ensure that change is measured from general consensus of improved behavioural indicators, rather than from their personal bias or from values that are derived significantly from their own cultural background. A person's values and perspectives can heavily influence how they measure change, and so it is helpful to check with others to ensure that indicators chosen are more universally agreed upon.

Be aware when evaluating and making decisions around how participants have appeared on programmes that there may be other factors influencing their involvement levels and consider also the facilitator's own possible bias.



## APPENDICES

The following forms may be helpful to refer to and/or adapt. It is recommended that the content be followed, while the format can be tailored to best suit individual workers and agencies. Providers and schools/kura may also have their own forms, and it is suggested these be used in the first instance where appropriate.



## APPENDIX 1. RESOURCE PROPOSAL CHECKLIST

Name of proposed programme: \_\_\_\_\_

1. The programme category (please tick)

- Physical activity
- Behaviour management
- Grief counselling
- Personal development
- Cultural education
- Educational information
- Parenting programme
- Other (please specify) \_\_\_\_\_

2. The programme source (please tick)

- Internal programme
- External programme
- Existing programme
- New programme needs to be developed
- Other (please specify) \_\_\_\_\_

3. Who will deliver the programme? (please tick)

- Social Worker in Schools
- Other (please specify) \_\_\_\_\_

4. Cost/resources (please tick)

- Programme cost agreed by provider
- Programme no cost
- Other (please specify) \_\_\_\_\_

5. The risk management strategy

- Please attach.

6. Agreed responsibilities in the proposal (please tick)

- Social worker
- Co-worker – eg. RTLB, PHN
- School/kura
- Parent/caregiver
- Participant
- Other

Notes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## APPENDIX 2. EVALUATION FORM FOR CHILDREN – EXAMPLE FOR CHILDREN AGED 5-10

Name of programme:

Your name:

Did you enjoy the programme?



It was great!

It was great!



It was ok

It was ok



I didn't enjoy it

I didn't enjoy it

What was your favourite thing?

Did the leaders do a good job?



Yes they did!

Yes they did!



They did ok

They did ok



No I don't think so

No I don't think so



How much did you learn?



Kei te mōkō

Heaps!



Kei te mō

Some things



Kei te mōkō

Nothing

What are some things you learnt?

Would you tell other children to do this programme?



Kei te mōkō

Yes!



Kei te mō

Maybe



Kei te mōkō

No

Thank you for filling out this form!



## APPENDIX 3. EVALUATION FORM FOR CHILDREN – EXAMPLE FOR CHILDREN 10-12

Programme goals:

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I would appreciate any feedback you have so that I can make this programme more enjoyable and useful for future participants.

We will use a scale that goes from **1-5** with:

**1** being terrible or no

**3** being average or a little and

**5** being excellent or yes (depending on the question), with the other numbers being somewhere in between.

<b>1</b> Did you find the programme interesting and fun?	1	2	3	4	5
<b>2</b> Did you find the programme taught you new things?	1	2	3	4	5
<b>3</b> Do you think the programme achieved its goals? (as stated above)	1	2	3	4	5
<b>4</b> Were the sessions the right length? (not too long or too short)	1	2	3	4	5
<b>5</b> Would you like this programme to continue, or be run again, within the school/kura?	1	2	3	4	5

<b>6</b> What new skills or strengths have you gained from this programme?	
<b>7</b> What did you most enjoy about the programme? How did you contribute to it?	
<b>8</b> Was there anything you did not enjoy about the programme?	
<b>9</b> What else could have been included in the programme, to make it more enjoyable?	
<b>10</b> What other things would you like to learn about or discuss if we ran this programme again?	

Thank you for completing this evaluation, I hope you found the programme fun and learnt some new skills. I have enjoyed getting to know you more and sharing this group experience with you.

Best wishes,



## APPENDIX 4. EVALUATION AREAS – EXAMPLE

The table below is an example of a qualitative assessment Level 1, for an individual participant.

<b>CHILD IDENTIFIED NEEDS</b>	<b>CHILD'S GOALS</b>	<b>PROGRAMME</b>	<b>PURPOSE</b>	<b>TIME FRAME</b>	<b>REVIEW AND EVALUATION TOOLS</b>	<b>OUTCOME MET (YES/NO/PARTIAL)</b>
Anger management	<ul style="list-style-type: none"> <li>Gain skills in managing anger</li> </ul>	<ul style="list-style-type: none"> <li>Volcano in my tummy</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how to deal with anger</li> </ul>	<ul style="list-style-type: none"> <li>Three weeks' attendance</li> </ul>	<ul style="list-style-type: none"> <li>Review initial needs</li> <li>Request feedback from child, family, programme provider and school/kura stakeholders</li> </ul>	
Social skills	<ul style="list-style-type: none"> <li>Learn to cooperate and interact socially</li> </ul>		<ul style="list-style-type: none"> <li>Learning in a group situation with sharing opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Four weeks' review of programme</li> </ul>	<ul style="list-style-type: none"> <li>Identify what has changed and why</li> <li>What remains to be worked on and how will this be addressed?</li> </ul>	

## APPENDIX 4. EVALUATION AREAS – EXAMPLE CONTINUED

The table below is an example of a quantitative assessment at Level 1, for an individual participant.

WHAT IS MEASURED?	WHERE IS THE INFORMATION GATHERED?	PURPOSE	TIME FRAME	OUTPUT ACHIEVED (YES/NO/PARTIAL)
<ul style="list-style-type: none"> <li>• Number of sessions attended by the child</li> <li>• Total length of programme completed</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance register</li> </ul>	<ul style="list-style-type: none"> <li>• To determine whether the child attended all sessions or the total programme</li> </ul>	<ul style="list-style-type: none"> <li>• Post-programme</li> </ul>	
<ul style="list-style-type: none"> <li>• How many times was appropriate behaviour recorded?</li> </ul>	<ul style="list-style-type: none"> <li>• Incident books</li> <li>• Facilitator feedback</li> <li>• Programme records</li> <li>• Supervision notes</li> </ul>	<ul style="list-style-type: none"> <li>• To determine interest levels and age-appropriate activities</li> </ul>		
<ul style="list-style-type: none"> <li>• Was the child on time for sessions?</li> <li>• How many sessions were attended on time?</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance register</li> <li>• Facilitator feedback</li> <li>• Programme records</li> <li>• Supervision notes</li> </ul>	<ul style="list-style-type: none"> <li>• To determine participation levels and levels of support from family</li> </ul>		
<ul style="list-style-type: none"> <li>• Did the child come prepared?</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitator feedback</li> <li>• Programme records</li> <li>• Supervision notes</li> </ul>	<ul style="list-style-type: none"> <li>• To determine participation levels and levels of support from family</li> </ul>		
<ul style="list-style-type: none"> <li>• How many times since the programme has the child managed anger successfully?</li> <li>• How many times have appropriate social skills been observed?</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from school/kura staff and family</li> </ul>	<ul style="list-style-type: none"> <li>• To determine levels of learning and whether learning is being applied consistently</li> </ul>		

## APPENDIX 4. EVALUATION AREAS – EXAMPLE CONTINUED

The table below is an example of qualitative assessment at Level 2.

<b>ANALYSIS</b>	<b>PURPOSE</b>	<b>METHOD</b>	<b>TOOLS</b>	<b>OUTCOME POSITIVE (YES/NO/PARTIAL)</b>
<ul style="list-style-type: none"> <li>• Programme content</li> </ul>	<ul style="list-style-type: none"> <li>• To assess whether the programme content was appropriate to the needs of participants</li> </ul>	<ul style="list-style-type: none"> <li>• Review initial needs.</li> <li>• Interviews for feedback from child, family, programme provider and school/kura stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Programme material</li> <li>• Assessments</li> <li>• Measurement forms and registrations</li> </ul>	
<ul style="list-style-type: none"> <li>• Programme methods/strategies</li> </ul>	<ul style="list-style-type: none"> <li>• To assess whether the programme methods were appropriate to the needs of participants</li> </ul>	<ul style="list-style-type: none"> <li>• Review facilitator feedback, programme mediaries and incident/accident records.</li> <li>• Interview family, participants, SWiS and school/kura</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitator debriefing records, and incident and accident records</li> <li>• Programme diary</li> <li>• Feedback from participants, family, SWiS and school/kura</li> <li>• Evaluations</li> </ul>	
<ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What can be changed?</li> </ul>	<ul style="list-style-type: none"> <li>• Overall feedback from all involved to determine any changes that may be needed</li> </ul>	<ul style="list-style-type: none"> <li>• Review evaluations and feedback</li> </ul>		
<ul style="list-style-type: none"> <li>• Venues/locations</li> </ul>	<ul style="list-style-type: none"> <li>• To assess suitability and success of venue, and to measure effectiveness of health and safety, and risk analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-site check, feedback from participants and SWiS and evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>• Participants,</li> <li>• SWiS staff,</li> <li>• Families</li> <li>• Risk assessments</li> <li>• Incident and accident forms</li> </ul>	
<ul style="list-style-type: none"> <li>• Daily feedback sheet</li> </ul>	<ul style="list-style-type: none"> <li>• To determine appropriateness of programme and progress of participants</li> </ul>	<ul style="list-style-type: none"> <li>• Interview with those involved and review of documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal/verbal comment</li> <li>• Reports to SWiS</li> <li>• Feedback from family,</li> <li>• SWiS participants and school/kura staff</li> </ul>	

## APPENDIX 4. EVALUATION AREAS – EXAMPLE CONTINUED

The table below is an example of quantitative assessment at Level 2.

WHAT IS MEASURED?	WHERE IS THE INFORMATION GATHERED?	PURPOSE	TIME FRAME	OUTPUT ACHIEVED (YES/NO/PARTIAL)
<ul style="list-style-type: none"> <li>Content</li> </ul>	<ul style="list-style-type: none"> <li>Attendance register</li> <li>Facilitator feedback</li> <li>Evaluations from participants</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether the child attended all sessions or the total programme</li> <li>To ascertain suitability of content of programme</li> </ul>	<ul style="list-style-type: none"> <li>Post-programme</li> </ul>	
<ul style="list-style-type: none"> <li>Methods and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Incident books</li> <li>Facilitator feedback</li> <li>Programme records</li> <li>Supervision notes</li> </ul>	<ul style="list-style-type: none"> <li>To determine the level of participation and age suitability of activities</li> </ul>		
<ul style="list-style-type: none"> <li>Venue</li> </ul>	<ul style="list-style-type: none"> <li>Incident and accident registers</li> <li>Hazard and risk assessments</li> <li>Daily diary</li> <li>Attendance registers</li> <li>Look for ease of access to caregivers</li> </ul>	<ul style="list-style-type: none"> <li>To determine any incidents or accidents and whether the facilitator/participants felt the venue worked for the type of programme run</li> </ul>		
<ul style="list-style-type: none"> <li>Overall success of programme</li> </ul>	<ul style="list-style-type: none"> <li>Attendance records</li> <li>Feedback from participant evaluations above</li> </ul>	<ul style="list-style-type: none"> <li>To determine the suitability and success of the programme</li> </ul>		

## APPENDIX 4. EVALUATION AREAS – EXAMPLE CONTINUED

The table below is an example of qualitative assessment at Level 3 – annual evaluation.

AREA REVIEWED	PURPOSE	METHOD	TOOLS	OUTCOME POSITIVE (YES/NO/PARTIAL)
<ul style="list-style-type: none"> <li>• Programme names for the past year and any information from them as a total</li> </ul>	<ul style="list-style-type: none"> <li>• To assess whether the programmes run met the needs of the participant, family/whānau, SWiS, school/kura and provider</li> </ul>	<ul style="list-style-type: none"> <li>• Review and analyse feedback from child, family/whānau, programme provider and school/kura stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Measurement forms and registrations</li> </ul>	
<ul style="list-style-type: none"> <li>• Programme venues for past year</li> </ul>	<ul style="list-style-type: none"> <li>• To assess whether the programme methods were appropriate to the needs of participants</li> </ul>	<ul style="list-style-type: none"> <li>• Review and analyse facilitator feedback, children's progress reviews, programme diaries, incident accident records</li> <li>• Interview family, participants, SWiS and school/kura</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitator debriefing records, incident and accident records</li> <li>• Programme diary</li> <li>• Feedback from participants, family, SWiS and school/kura</li> <li>• Evaluations and progress reviews from participants</li> </ul>	
<ul style="list-style-type: none"> <li>• Programme providers/facilitators for past year</li> </ul>	<ul style="list-style-type: none"> <li>• To get overall feedback from all involved to determine any changes that may be needed</li> </ul>	<ul style="list-style-type: none"> <li>• Review evaluations and feedback from all programmes</li> </ul>		
<ul style="list-style-type: none"> <li>• Programme cost-effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• To ascertain whether the programme is value for money</li> </ul>	<ul style="list-style-type: none"> <li>• Review and compare with other programmes that are provided; consider benefits and cost that may be experienced if programme not delivered</li> </ul>		

## APPENDIX 4. EVALUATION AREAS – EXAMPLE CONTINUED

The table below is an example of quantitative assessment at Level 3 – annual evaluation.

AREA REVIEWED	PURPOSE	METHOD	TOOLS	OUTCOME POSITIVE (YES/NO/PARTIAL)
<ul style="list-style-type: none"> <li>Programmes run over the timeframe</li> </ul>	<ul style="list-style-type: none"> <li>To assess whether the programmes run met the needs of the participant, family/ whānau, SWiS, school/kura and provider</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of any variances highs and lows</li> <li>Analysis of feedback for preference programmes and reports on successful programmes</li> </ul>	<ul style="list-style-type: none"> <li>Numbers attending</li> <li>Numbers of absences</li> <li>Numbers completing</li> <li>Numbers finishing prior to end of programme</li> </ul>	
<ul style="list-style-type: none"> <li>Venues</li> </ul>	<ul style="list-style-type: none"> <li>To check for high numbers of incidents or behaviour concerns, participation levels and any major issues or successes</li> </ul>	<ul style="list-style-type: none"> <li>Review facilitator feedback, children's progress reviews, programme diaries, and incident accident records</li> <li>Interview family, participants, SWiS and school/kura</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator debriefing records, incident and accident records</li> <li>Programme diary</li> <li>Feedback from participants, family, SWiS and school/kura</li> <li>Evaluations and progress reviews from participants</li> </ul>	
<ul style="list-style-type: none"> <li>Facilitator or programme providers</li> </ul>	<ul style="list-style-type: none"> <li>To get overall feedback from all involved to determine any programmes that are preferred or requested more than once</li> </ul>		<ul style="list-style-type: none"> <li>Numbers repeating programmes</li> <li>Numbers of requests for programmes</li> </ul>	

## APPENDIX 5. REVIEW OF OVERALL PROCESS CHECKLIST

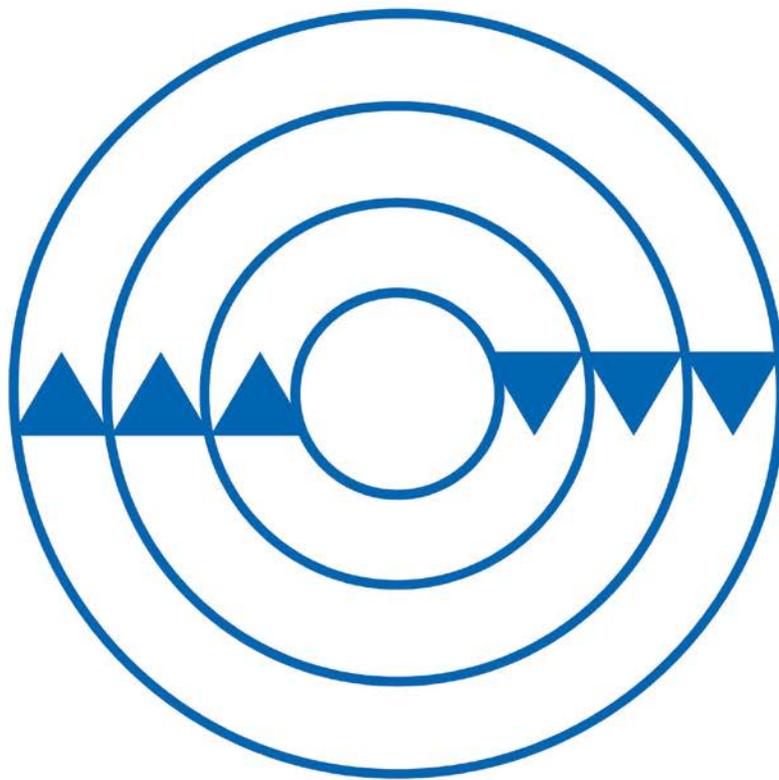
It is important with regard to best practice that a review is also provided of whether the overall process has been followed. This can help with possible problems or difficulties around programme delivery and ensure there is a consistency to the process around programmes.

<p>1. Initial needs analysis:</p> <ul style="list-style-type: none"> <li>• Was an initial needs analysis completed?</li> <li>• Were needs clearly identified and consulted on?</li> </ul>	<p>Yes</p> <input type="checkbox"/>  <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>  <input type="checkbox"/>
<p>2. Planning and resourcing:</p> <ul style="list-style-type: none"> <li>• Was an intervention or prevention group programme identified and described?</li> </ul>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>
<p>3. Implementation of programme:</p> <ul style="list-style-type: none"> <li>• Was a programme successfully implemented?</li> <li>• If no, why?</li> </ul> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Yes</p> <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>
<p>4. Evaluation:</p> <ul style="list-style-type: none"> <li>• Was the evaluation completed?</li> <li>• Finding of evaluation – discussed, noted, completed and information tabled accordingly?</li> </ul>	<p>Yes</p> <input type="checkbox"/>  <input type="checkbox"/>	<p>No</p> <input type="checkbox"/>  <input type="checkbox"/>

# competency framework

CHAPTER

**4**



## INTRODUCTION

This document explains and expands on the competencies contained in the Social Workers in Schools (SWiS) service specifications.

### Purpose

The competency framework has been designed to inform professional development, recruitment, retention, and extension of social workers, and to develop practice excellence. The competencies have the potential to improve the operational effectiveness of the SWiS service as they are measurable and specifically related to its delivery outcomes. It is hoped the competency framework will also support a common understanding among providers of the core competencies of the social work role in the SWiS service.

### Development Process

The competencies were developed between May 2007 and October 2007 by the SWiS Professional Development Advisory group in consultation with other managers, supervisors, social workers, school/kura principals, CYF, MSD and MoE staff about behavioural indicators. These have been reviewed in 2018 to ensure that they are still applicable and relevant.

### SWiS competencies at a glance

Integrity and self-awareness are attributes inherent in all of the 17 competencies that should be observed. These encompass the following qualities:

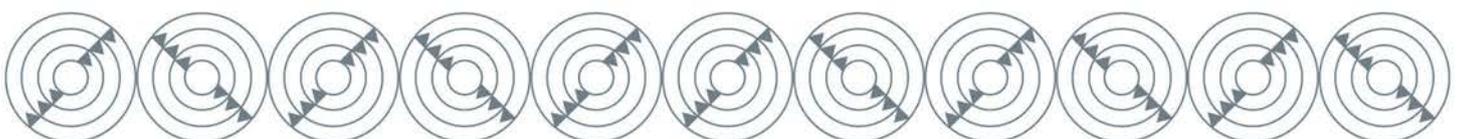
- Acts honestly and ethically at all times.
- Words and actions gain the respect of others.
- Follows through on agreements.
- Can be relied on to complete tasks and meet commitments.
- Displays an open-minded attitude towards others.
- Is open and transparent – saying what one means without hidden agendas.
- Identifies and works through personal issues that may impact on one's work.
- Purposeful – knows what one is doing and why.
- Committed to building respectful working relationships.
- Comes from a place of enquiry and learning.
- Shows in word and action a commitment to the SWiS service philosophy and goals.

## QUESTIONS AND ANSWERS

### What are the competencies?

Competencies can be defined as clusters of related behaviours, arising from an individual's knowledge, skills and personal characteristics that are determinants of superior performance on the job.

In plain language, competencies describe the behaviours that lead to success in a particular role.



### How are competencies different from a job description?

A job description usually describes the responsibilities, duties and expectations of a job. The competencies describe the behaviours that help people do the job well.

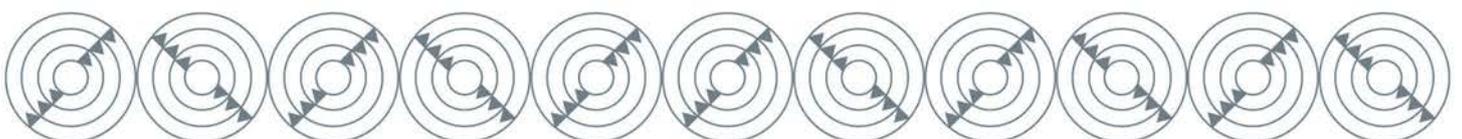
### How do competencies relate to the Social Workers in Schools service specifications?

They should complement each other. The service specifications are a comprehensive description of the Social Workers in Schools service and include key policies and procedures to be followed by providers. The service specifications are therefore useful for developing a list of duties and processes that staff need to follow. Competencies on the other hand, describe the abilities and patterns of behaviour that will enable a person to do the job well.

### How do the service specifications, job description and competencies fit together?

- Service specifications focus on guidelines and standards. They provide a comprehensive description of the Social Workers in Schools service and set the minimum standards for providers – objectives, outcomes, policy and procedures. The service specifications include a high level description of staff skills, qualifications and experience.
- A job description focuses on individual responsibilities and duties. It sets out the expectations for an individual employee that if achieved will enable a provider to meet the service specifications. A job description may also include a description of the skills, qualifications and experience required to do the job.
- Competencies focus on behaviours that are linked to success on the job. They describe the kinds of things that people need to be good at doing if they are to be successful in the job. It is important to note that the competencies identified for a role do not list all of the skills, knowledge and characteristics required to do the job. Rather, the competencies are a description of the key behaviours that are linked to superior performance.

Competencies are designed to complement, not replace, the service specifications and job description. Some organisations choose to attach the competencies to the job description.



### Why do the competencies not include any detail on formal qualifications?

A relevant qualification is an important prerequisite for success in many roles because of the knowledge and skills the qualification provides. Competencies focus on describing the important things a person needs to do on the job, rather than exploring how a person may have learnt to do those things.

### How will the competencies be used?

The competencies are intended to be a tool to assist providers and social workers in schools in a number of areas. It is hoped that the competencies will complement and improve processes that providers already have in place, and that it will be a 'living document' to support service delivery.

- **Competencies may be useful for staff performance reviews and professional development plans.** Providers may like to consider inviting employees to complete a competency self-assessment as part of their performance review processes. This would provide a solid basis for coaching/development discussions as well as enabling identification of team strengths/development needs.

**Note: Competencies may help providers make better recruitment decisions.** Providers may wish to use the competency framework to help them develop interview questions that show whether candidates have the right skills for the role.

### How can people be measured against the competencies?

Because each competency is a set of behaviours, it is relatively straightforward to assess whether a person has a specific competency and at what level.

- For Level 1, it would be expected to have evidence for all, or almost all, of the behaviours at Level 1. For Level 2, it would be expected to have Level 1 and Level 2 behaviours. For Level 3, it would be expected to have Level 1, Level 2 and Level 3 behaviours (see appendices at the end of this document for a list of behaviours that make up each competency).
- When recruiting new staff, competencies can be assessed at interview and through feedback from referees. Each question used with a candidate or referee should be directly linked to a competency and the answer checked against the competency's behaviours. A library of suitable interview questions could be developed for providers to use.
- There are a range of feedback sources that can be used when assessing existing staff against competencies – direct



observation, staff self-assessment, supervisor/manager feedback, client, and peer feedback. A checklist based on each competency's behaviours is a straight-forward assessment method.

### Why 17 competencies and the three levels for each?

This set of competencies is intended to provide a comprehensive list of behaviour indicators for the social work role. In some situations providers and social workers may focus on a subset of the competencies. For example, providers may identify certain key competencies which will be a priority for their service and individual staff development discussions may focus on just one or two agreed competencies.

The competencies recognize that different people have different levels of expertise.

### Are people expected to have all the competencies before they can do the job?

No. The competency framework identifies a broad range of behaviours required for effective service delivery. These can be developed and enhanced over time.

### How do the competencies link to training?

It should be possible to link training objectives to specific competencies (and specific behaviours within the competencies). In a similar way, if providers identify common competency development needs across a number of staff, they might look for training that will address those competency behaviours.

## THE 17 SWIS COMPETENCIES

### Working with children/family/ whānau

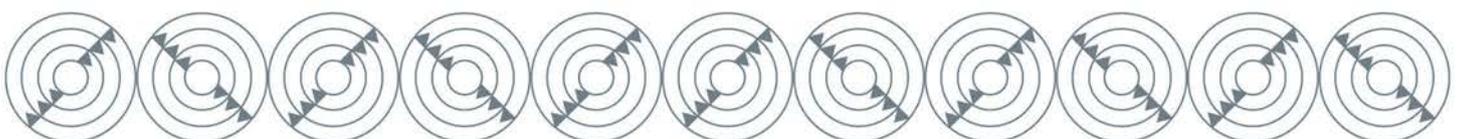
**Building relationships.** A person with this competency establishes, maintains and can re-establish rapport and trust with children and parents:

- Level 1. Establishes warm, friendly relationships.
- Level 2. Maintains trusting relationships.
- Level 3. Re-establishes and sustains positive relationships even in difficult situations.

**Cultural skills.** A person with this competency works from a bicultural base and relates to clients within their social and cultural context:

- Level 1. Shows respect for different cultures.
- Level 2. Shows an understanding of diverse cultures.
- Level 3. Moves comfortably within different cultures.

**Facilitating change through assessment and intervention skills.** A person with this competency supports planned approaches to change for the benefit of the child within the family/whānau:



- Level 1. Undertakes assessments that recognise and explore strengths, protective factors, risks and needs of a child and their family/whānau.
- Level 2. Demonstrates working with children and families/whānau to make progress toward agreed goals.
- Level 3. Review effectiveness of all plans from an outcome perspective and demonstrate the transfer of this learning into other work with children and families/whānau.

**Application of specialist knowledge and skills.** A person with this competency uses professional experience together with professional social work theory to accurately assess and address needs of children and families/whānau:

- Level 1. Has a general understanding of the social work field of child and family/whānau in schools/kura and applies this knowledge in day-to-day work.
- Level 2. Has in-depth knowledge and skill in the social work field of child and family/whānau in schools/kura.
- Level 3. Has expertise in the social work field of child and family/whānau in schools/kura and demonstrates this.

**Managing conflict.** A person with this competency takes action to reduce/resolve conflict with other professionals:

- Level 1. Recognises and responds to conflict.
- Level 2. Resolves simple conflicts.
- Level 3. Takes action to resolve complex or on-going conflicts.

## Programme work

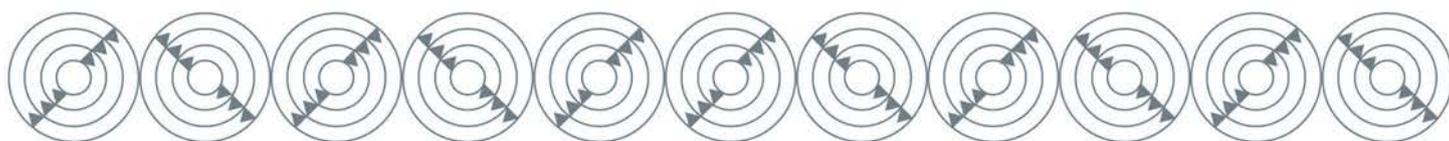
**Assessing strengths and needs.** A person with this competency determines what programmes are required through analysis of existing strengths and needs:

- Level 1. Observes and identifies collective strengths and needs through their interaction with the school/kura community.
- Level 2. Can describe how widespread the need is along with any possible barriers and challenges related to addressing the need.
- Level 3. Undertakes analyses of trends in their caseload and can link these to wider social issues.

**Implementation.** A person with this competency implements a programme with consideration to group management, relationship building, and the environment:

- Level 1. Facilitates the implementation of existing programmes.
- Level 2. Leads programme.
- Level 3. Implement programmes that require involvement from other adults such as professionals and parents/ caregivers and manage the additional complexities around this.

**Group facilitation skills.** A person with this competency can work with groups of children or adults so that programme objectives are met:



- Level 1: Has clear and agreed group guidelines (ground rules, kawa or tikanga) and can implement these.
- Level 2. Understands group processes and dynamics and consistently maintains a safe, supportive and learning environment.
- Level 3. Has effective conflict resolution knowledge and applies this to group situations to manage difficulties.

**Evaluation/review.** A person with this competency uses an evaluation and review process to inform the future sustainability of programme provision.

- Level 1. Completes individual participant performance evaluations/assessments and overall programme performance and contributes this to the annual programme performance plan.
- Level 2. Seeks wider feedback from others such as family/whānau and other professionals and applies this to critique the strengths and weaknesses of a programme.
- Level 3. Identifies trends from evaluations and actively contributes this feedback to the school/kura and community to improve planning around programmes.

## Networking /community support

**Interpersonal skills and communication.** A person with this competency creates understanding, builds relationships and has influence with others:

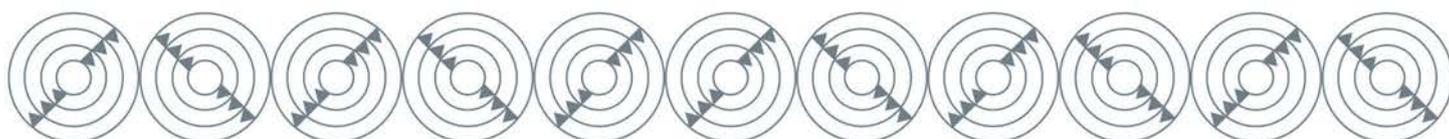
- Level 1. Communicates clearly and uses active listening to hear what others are saying.
- Level 2. Helps people express themselves and considers alternative points of view.
- Level 3. Displays highly developed communication and influencing skills.

**Linking to resources.** A person with this competency uses networks in the community to connect with and support families/whānau:

- Level 1. Uses general community knowledge and contacts to support children and families/whānau.
- Level 2. Uses specific community knowledge and contacts to support and, when necessary, advocate for children and families/whānau.
- Level 3. Uses extensive community knowledge and influential contacts to support children, families/whānau, and assist colleagues.

**Working in partnership.** A person with this competency works with other professionals to best assist children and families/whānau:

- Level 1. Develops regular contact with other professionals within the school/kura and provider agency context.
- Level 2. Initiates and maintains positive relationships with other professionals both inside and outside of the school/kura and provider context.



## Personal and professional management

- Level 3. Actively leads and promotes the development of effective professional relationships across a variety of settings.

**Administration.** A person with this competency plans and manages time efficiently, understands agency and wider policy and standards, and keeps accurate records:

- Level 1. Effectively manages their own day to day work and keeps accurate records.
- Level 2. Plans and prioritises their own work effectively in times of complexity and unpredictable situations.
- Level 3. Can instruct others in agency policy and standards.

**Supervision and reflective practice.** A person with this competency utilises professional supervision to support practice excellence:

- Level 1. Attends supervision regularly and engages in reflective practice.
- Level 2. Demonstrates putting practice reflection back into daily work.
- Level 3. Develops new ways of working that can be utilised by others.

**Personal and professional development.** A person with this competency models a high standard of work and seeks to improve this through partaking in personal and professional development opportunities:

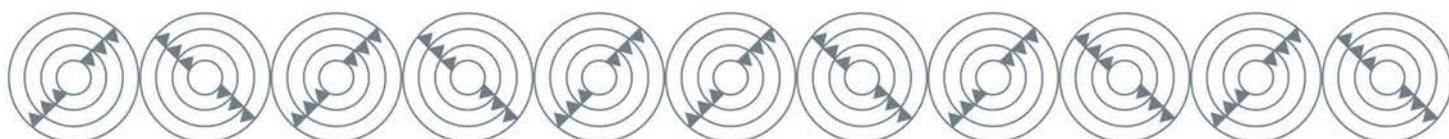
- Level 1. Demonstrates the key elements of quality practice.
- Level 2. Takes responsibility to enhance and improve own practice and professional development.
- Level 3. Contributes to and provides professional development.

**Teamwork.** When a person has this competency their actions reflect a commitment to their colleagues and the organisation:

- Level 1. Participates in the team.
- Level 2. Actively contributes to the team.
- Level 3. Takes an informal leadership role in the team.

**Self-care.** A person with this competency can articulate their needs and take steps to meet these:

- Level 1. Supports own well-being and recognises indicators of stress and trauma.
- Level 2. Can safely articulate what is happening if experiencing stress or trauma and what assistance they require.
- Level 3. Utilises their own resilient traits and coping skills to manage stress and trauma and seeks appropriate help if required.



## APPENDIX 1: WORKING WITH CHILDREN/ FAMILY/ WHĀNAU

This appendix has the list of behaviours that make up the competency.

**Building relationships.** A person with this competency establishes, maintains and can re-establish rapport and trust with children and parents.

Level 1. Establishes warm, friendly relationships:

- Makes a positive first impression when meeting people.
- Has a positive, open, respectful, approachable manner that helps put people at ease.
- Invests time in building relationships
- Maintains healthy and appropriate personal and professional boundaries and seeks guidance around child and family/whānau work, for example, confidentiality.
- Creates an environment where people feel able to talk openly and share personal or sensitive information.
- Clearly communicates to children and families/whānau their role and priorities.
- Enables and supports successful relationship closure.

Level 2. Maintains trusting relationships:

- Models trust and respect in a way that advances the relationship. Develops and sustains empathy over time.
- Assists people to determine and achieve their goals.
- Establishes trust and credibility by helping people achieve their goals. Is able to separate problems out from the person.

Level 3. Re-establishes and sustains positive relationships even in difficult situations:

- Anticipates and takes steps to manage issues/situations that may affect relationships.
- Communicates effectively with people when situations are difficult. Reflects analyses and applies prior learning to support relationships.
- Is able to challenge/disagree with someone while sustaining the relationship.

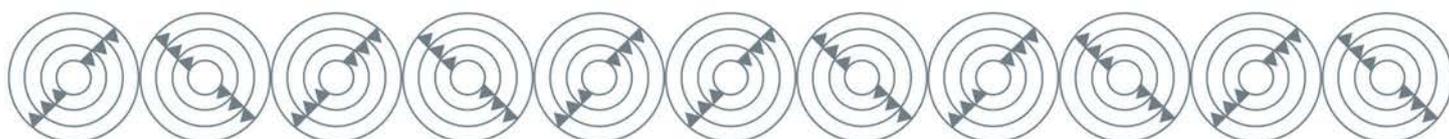
**Cultural skills.** A person with this competency works from a bicultural base and relates to clients within their social and cultural context.

Level 1. Shows respect for different cultures:

- Values and celebrates diversity – showing respect for other cultures and people's different needs and ways of living.
- Demonstrates awareness and understanding of their own cultural identity and how this might affect their work.
- Is respectful of each family's/whānau's values, history and life situation. Takes steps to learn basic practices, protocols and language of children and their families/whānau.
- Words and actions show an understanding of Treaty of Waitangi principles and Māori perspective as tangata whenua.

Level 2. Shows an understanding of diverse cultures:

- Demonstrates a good understanding of tikanga Māori and other cultural practices.
- Is self-aware of gaps in, and a desire to increase, their cultural knowledge and experience.
- Actions demonstrate a commitment to Māori perspective as tangata whenua.
- Actively seeks cultural consultation and supervision.



- Accesses resources to make sure culturally appropriate and language appropriate services are provided.

Level 3. Moves comfortably within different cultures:

- Can understand and be understood in language(s) used by a significant proportion of the local population base.
- Draws on cultural resources, support frameworks and Māori models of practice to improve their own practice.
- Participates comfortably in cultural practices when with children and their families/whānau.
- Supports people to identify and access appropriate cultural supports and resources.

**Facilitating change through assessment and intervention skills.** A person with this competency supports planned approaches to change for the benefit of the child within the family/whānau.

Level 1. Undertakes assessments that recognise and explore strengths, protective factors, risks and needs of a child and their family/whānau:

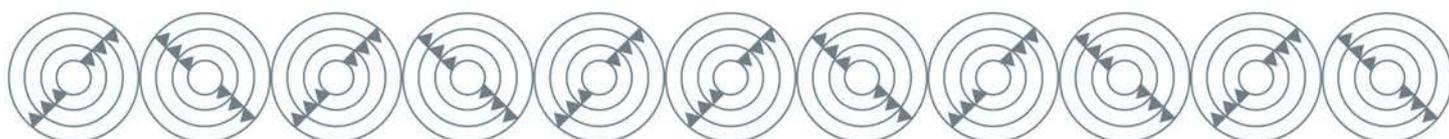
- Looks for underlying causes and seeks to address those.
- Identifies strengths and needs of families/whānau and the child to develop plans that are realistic and measurable, and ensures actions and solutions are safe.
- Uses a structured approach to planning which includes clear action steps and timeframes.
- Focuses on supporting and working with people rather than doing things for them.
- Is reflective and helps others reflect, see different points of view, explore priorities and be motivated to improve their well-being.
- Regularly reviews and updates plans with children and families/whānau.
- Identifies the time for closure and plans for this supervision.

Level 2. Demonstrates working with children and families/whānau to make progress toward agreed goals:

- Notices, acknowledges, records, celebrates and builds on achievements and changes.
- Fosters a positive learning environment where change is seen as an opportunity for growth.
- Takes into account different learning styles and adapts their approach accordingly.
- Ascertains family/whānau willingness, confidence and the capacity around the agreed plan and tasks.
- Works with the family/whānau to identify realistic parenting expectations and enables parents to develop strategies for change.
- Implements closure strategies and plans, including affirming changes made and providing future options.

Level 3. Review effectiveness of all plans from an outcome perspective and demonstrate the transfer of this learning into other work with children and families/whānau:

- Reviews assessment and intervention outcomes, and applies strengths and needs to the intervention.
- Initiates case reviews/debriefs to facilitate team learning using strengths and safety-based tools.
- Helps others develop innovative ways of dealing with problems including the strengths of the community.
- Applies identified information/trends from assessments and interventions to influence community initiatives from both a strengths and needs/risks perspective.



- Proposes changes to processes to improve SWiS service outcomes.
- Uses reflective practice when evaluating service delivery from own and families/whānau perspective at closure, and strengthens future practice through reflective practice.

**Application of specialist knowledge and skills.** A person with this competency uses professional experience together with professional social work theory to accurately assess and address needs of children and families/whānau.

Level 1. Has a general understanding of the social work field of child and family/whānau in schools/kura and applies this knowledge in day-to-day work:

- Understands own role and maintains boundaries around this.
- Demonstrates professional experiences that support integration of theory with social work practice.
- Demonstrates a good understanding of children's learning and development.
- Draws on relevant theory and knowledge when assessing strengths, needs/risks and family/whānau dynamics and providing support around these.
- Understands the requirements of ethical decision making around child and family/whānau work.
- Demonstrates a good understanding of education legislation and school/kura protocols.
- Monitors safety and security indicators for children and families/whānau and does not hesitate to challenge and take appropriate action when necessary.

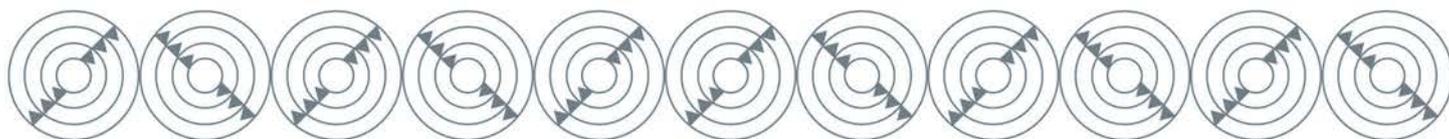
Level 2. Has in-depth knowledge and skill in the social work field of child and family/whānau in schools/kura:

- Takes action to keep up-to-date on relevant knowledge and research.
- Educates others involved in the school/kura-based community about the social work role.
- Ensures knowledge of children's learning and development contributes to achieving educational and social outcomes.
- Uses a range of skills to advocate for children and families/whānau.
- Uses specialist knowledge to add value to the multidisciplinary team.
- Works together with colleagues in the field of child and family/whānau social work to build their capability.
- Makes effective use of current tools and approaches in the social work field of child and family/whānau, especially in relation to schools/kura.
- Works effectively with education legislation, and school/kura protocols.

Level 3. Has expertise in the social work field of child and family/whānau in schools/kura and demonstrates this:

- Has a deep understanding of the social work field of child and family/whānau work in schools/kura and is regarded by colleagues inside and outside the organisation as an expert.
- Uses specialist knowledge and experience to innovate/significantly improve the service's ability to achieve its goals.
- Utilizes and contributes an awareness of trends and new developments within the social work field of child and family/whānau.
- Contributes to social and education policy development.

**Managing conflict.** A person with this competency takes action to reduce/resolve conflict with other professionals.



Level 1. Recognises and responds to conflict:

- Is prepared for, and takes steps to minimize, conflict.
- Keeps calm in situations involving conflict or aggression.
- Recognises that conflict can be constructive in some situations.
- Defuses tense situations using active listening and encourages others to do the same.
- Addresses own and others' immediate safety issues in a conflict situation.
- Recognises when a conflict is beyond own expertise and seeks assistance.
- Takes steps to seek self-care after experiencing conflict.

Level 2. Resolves simple conflicts:

- Addresses potential conflicts before they become serious. Facilitates reduction/resolution of conflict by exploring each person's concerns and needs.
- Helps those in conflict generate creative options that meet both parties' needs.
- Supports action to implement solutions and resolve conflict.
- Acts calmly and maintains a focus on purpose in situations of conflict.

Level 3. Takes action to resolve complex or on-going conflicts:

- Actively applies mediation and negotiation strategies for reducing the incidence and/or managing the impact of major conflicts.
- Engages people effectively – helps them see and accept appropriate responsibility for their part in destructive situations.
- Continues to have a functional working relationship where possible after conflict has occurred.



## APPENDIX 2: PROGRAMME WORK

This appendix has the list of behaviours that make up the competency.

**Assessing strengths/needs.** A person with this competency determines what programmes are required through analysis of existing strengths and needs.

Level 1. Observes and identifies collective strengths and needs through their interaction with the school/kura community:

- Discusses strengths and needs observed across schools/kura with school/kura professionals.
- Observes trends across individual referrals and notes these.
- Seeks information about what others think the strengths and needs are by taking time to enquire about these and reflects back this information.
- Defines and responds to behaviours through a trauma –informed lens. Asks what has happened to this child rather than what’s wrong with this child?

Level 2. Can describe how widespread the need is along with any possible barriers and challenges related to addressing the need:

- Shows evidence of numbers across the school’s/kura’s community where the need is having an effect.
- Can identify what challenges and obstacles may be present around addressing the need from discussions with schools/kura and the wider community.
- Can evidence what will change or improve for the whole school/kura community if the need is addressed.

Level 3. Undertakes analyses of trends in their caseload and can link these to wider social issues:

- Discusses in supervision the key trends they are noticing with regard to social issues for their area and how planned group activities may assist with this.
- Shows awareness and insight about what is happening throughout the community and how this relates to what is happening for their schools/kura.
- Takes time to research and provide evidence of how SWiS programmes can support wider local and regional initiatives.

**Implementation.** A person with this competency implements a programme with consideration to group management, relationship building, and the environment.

Level 1. Facilitates the implementation of existing programmes:

- Completes a needs assessment and resource proposal.
- Can describe what a programme is going to achieve through articulating the difference between goals (broad aims) and objectives (action steps to achieve the goals).
- Liaises with other professionals in the community to promote successful programmes.
- Ensures resources listed include risk management plans and caregiver consent forms.
- Contributes to building a safe environment through careful selection of the group participants and has identified behaviour management strategies if required.
- Gives consideration to timing and physical location to run a programme.
- Parents, professionals, and children are aware of the purpose of the programme and understand clearly what is being undertaken.



Level 2. Leads programmes:

- Always places child safety as the first priority in all situations and can articulate how they do this.
- Demonstrates understanding of manageable group numbers, such as number ratios and safety requirements.
- Takes time to plan and structure sessions that can also be followed by others.
- Can utilise and implement a range of behaviour management strategies.
- Shows a good understanding of Education Outside of the Classroom (EOTC) requirements and provider requirements, along with health and medical consent processes where required.
- Manages the individual child's medical and personal information in a way that maintains confidentiality and privacy.

Level 3. Implement programmes that require involvement from other adults such as professionals and parents/caregivers and manage the additional complexities around this:

- Has a thorough understanding and can explain to others about vetting processes and has clear requirements in place for other adults that must be met.
- Builds effective and collaborative co-working relationships with others to support programme delivery and design.
- Is consistently seen as a competent leader and organiser of programmes that others have trust in, especially participants.
- Is engaged by other professionals to support programme delivery.
- Contributes to team planning around programme design.

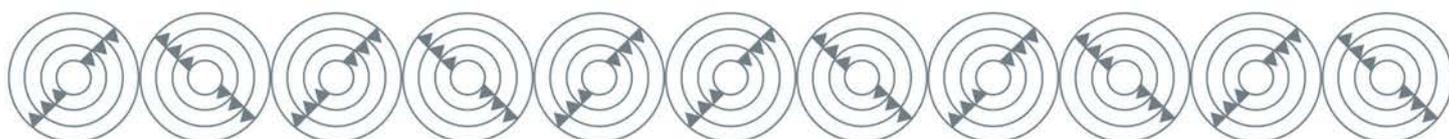
**Group facilitation skills.** A person with this competency can work with groups of children or adults so that programme objectives are met.

Level 1. Has clear and agreed group guidelines (ground rules, kawa or tikanga) and can implement these:

- When co-facilitating has agreed roles and understanding to establish a safe supportive and learning group environment.
- Discusses and seeks agreement on what group guidelines will underpin the programme, taking into consideration the venue.
- Has an agreed process if group guidelines are not or cannot be met.
- Ensures group guidelines are referred to and reinforced when necessary.
- Ensures the programme outline is followed.

Level 2. Understands group processes and dynamics and consistently maintains a safe, supportive, learning environment:

- Can describe the stages of group formation that usually occur and best ways to manage these.
- Takes time to reflect and acknowledge what is working well in groups.
- Listens respectfully and avoids defensive behaviour if conflicts arise.
- Can stop a process and take time to work through a difficulty if it occurs on either an individual or a group level.
- Anticipates emotional vulnerability and has identified ways to manage this.
- Maintains a focus on the whole group's welfare and what needs to occur for them all.



Level 3. Has effective conflict resolution knowledge and applies this to group situations to manage difficulties:

- Explores challenges from all angles in order to understand what is happening.
- Maintains a focus on respectful interaction at all times by enforcing and supporting taking individual responsibility for behaviour.
- Monitors and maintains individual needs within the group.
- Has pre-arranged involvement from others if required to best manage conflict and emotional vulnerability from a group or individual.
- Reflects on and develops strategies for the future around group management and facilitation.
- Leads effective debrief and closure processes with both the group and facilitators.

**Evaluation/review.** A person with this competency uses an evaluation and review process to inform the future sustainability of programme provision.

Level 1. Completes individual participant performance evaluations/assessments and overall programme performance and contributes this to the annual programme performance plan:

- Has age appropriate evaluation/assessment forms that are completed by group participants and facilitators.
- Determines whether programme objectives have been met.
- Can provide an overall summary of the programme outcome and provide feedback to stakeholders.
- Contributes overall programme summaries to annual programme planning.
- Engages in peer facilitation feedback.

Level 2. Seeks wider feedback from others such as family/whānau and other professionals and applies this to critique the strengths and weaknesses of a programme:

- Takes steps to assess how the programme has contributed to changes at home and school/kura for individuals and adds this to the overall programme evaluation.
- Engages in discussion with school/kura professionals about what they have observed for children during and on completion of a programme.
- Demonstrates continuous improvement thinking and discusses with their supervisor and other colleagues how the programme could be strengthened.
- Actively participates in peer facilitation feedback sessions.
- Applies new ideas from feedback or tries own ideas that may add value to the programme.

Level 3. Identifies trends from evaluations and actively contributes this feedback to the school/kura and community to improve planning around programmes:

- Takes steps to address the overall purpose of programmes and evaluates individual programmes within the context of meeting this.
- Participates in meetings with schools/kura and providers (for example, at cluster meetings) and contributes observations about what is best assisting children and families/whānau in terms of group based interventions.
- Constructively offers programme evaluations to best support wider community development outcomes and initiatives.



## APPENDIX 3: NETWORKING/COMMUNITY SUPPORT

This appendix has the list of behaviours that make up the competency.

**Interpersonal skills and communication.** A person with this competency creates understanding, builds relationships and has influence with others.

Level 1. Communicates clearly and uses active listening to hear what others are saying:

- Uses a range of communication skills to demonstrate attunement and genuineness.
- Listens attentively – can accurately summarise what people have said about their points of view, feelings and needs.
- Negotiates a mutual agreement - setting out goals, purpose and rules of engagement.
- Explains information clearly.
- Uses open questions to explore the situation, checking whether people have understood, gaining new information from others, and clarifying their own understanding.
- Shows in tone of voice, body language and manner, an empathy with people.
- Willingly responds to questions and concerns raised by people. Uses information and communication technology in a respectful, considered, and responsive way.

Level 2. Helps people express themselves and consider alternative points of view:

- Uses strengths and solution-focused questions to clarify and explore what is happening for others.
- Actively build an environment that allows for the expression and sharing of ideas enabling change and problem management.
- Logically and confidently communicates information/alternative points-of-view to people – pointing out benefits and opportunities.
- Responds in a non-defensive way when own position is challenged.

Level 3. Displays highly developed communication and influencing skills:

- Uses a range of techniques and strategies to help people with strongly held views to consider alternative points of view.
- Communicates vision/possibilities to people in a way that promotes enthusiasm and commitment for taking up opportunities.
- Acts positively in difficult and complex interpersonal situations – taking control when necessary to achieve important objectives.

**Linking to resources.** A person with this competency uses networks in the community to connect with and support families/whānau.

Level 1. Uses general community knowledge and contacts to support children and families/whānau:

- Builds and maintains positive working relationships with a range of education, health, and social service personnel.
- Has up-to-date knowledge of a number of local agencies/community organisations (including whānau/hapu/iwi/Pacific Island organisations).
- Connects families/whānau with those who can provide the most appropriate support.
- Supports families/whānau in their contact with government and community agencies.
- Follows protocols and requirements for referral to a number of local agencies.
- Follows protocols and procedures for reporting to Oranga Tamariki
- Can convey information meaningfully.



Level 2. Uses specific community knowledge and contacts to support and, when necessary, advocate for children and families/whānau:

- Develops and maintains familiarity with a wide range of local agencies/community organisations (including whānau/hapu/iwi/Pacific Island organisations) and professionals.
- Advocates for children and families/whānau, as appropriate, with other professionals and agencies.
- Demonstrates knowledge of protocols and requirements for referral to a wide range of local agencies by providing information that ensures there is an informed choice.

Level 3. Uses extensive community knowledge and influential contacts to support children, families/whānau, and assist colleagues:

- Has knowledge of several agencies – such that colleagues seek advice and information on dealing with them.
- Expertise and experience is recognised by external agencies/organisations – for example by inviting participation in cross-agency project teams or committees.
- Uses networks to ‘open doors’ for children, families/whānau, and colleagues.
- Leads the development of networks through analysis of available service provision.

**Working in partnership.** A person with this competency works with other professionals to best assist children and families/whānau.

Level 1. Develops regular contact with other professionals within the school/kura and provider agency context:

- Develops a positive profile within the schools/kura which is supported by establishing and attending regular meetings and providing general feedback on work undertaken.
- Is known by school/kura staff and seen as approachable and visible especially during non-contact time.
- Has positive peer relationships with provider staff and connects with the agency in a predictable time-committed way to support this, including attending staff meetings and trainings.
- Takes time to connect and engage with the RTLB and health staff in a school/kura.
- Has regular catch ups with the deputy principal or principal and senior school/kura staff.
- Attends Family Group Conferences when invited.

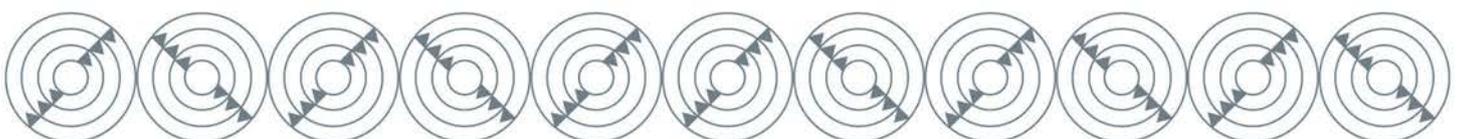
Level 2. Initiates and maintains positive relationships with other professionals both inside and outside of the school/kura and provider context:

- Attends meetings to profile the social work role within their schools/kura and with their provider.
- Has good networks and connections with other professionals within the community such as Work and Income, community police, local family/whānau violence networks, and other government and community service providers evidenced by accessing appropriate services for families/whānau.
- Has good connections with other school/kura social workers and an established peer network, for example, through regional hui.
- Facilitates and leads meetings; for example, family/whānau, and interagency meetings.

Level 3. Actively leads and promotes the development of effective professional relationships across a variety of settings:



- Demonstrates an ability to influence key decision-making within the school/kura and community.
- Is seen as credible and reliable evidenced by their involvement in both school/kura and community initiatives.
- Moves easily within a range of culturally diverse situations and groups.



## APPENDIX 4: PERSONAL AND PROFESSIONAL MANAGEMENT

This appendix has the list of behaviours that make up the competency.

**Administration.** A person with this competency plans and manages time efficiently, understands agency and wider policy and standards, and keeps accurate records.

Level 1. Effectively manages their own day to day work and keeps accurate records:

- Is organised and well-prepared for daily work.
- Manages time efficiently so that all tasks and responsibilities are completed on time and to the required standard.
- Responds promptly to all messages using the most appropriate means. Keeps up-to-date, legible, accurate and complete written and computer records as required.
- Provides records that contribute to successful auditing.
- Produces professional written external and internal reports as required.
- Uses non-contact time productively.
- Regularly monitors task progress against work plans.
- Informs others of whereabouts to support personal safety.

Level 2. Plans and prioritises their own work effectively in times of complexity and unpredictable situations:

- Plans, prioritises and effectively implements their own work activities in an environment where interruptions and unexpected events are the norm rather than the exception.
- Asks for and accesses workload support when required.
- Adjusts and shows adaptability and flexibility around daily schedule.

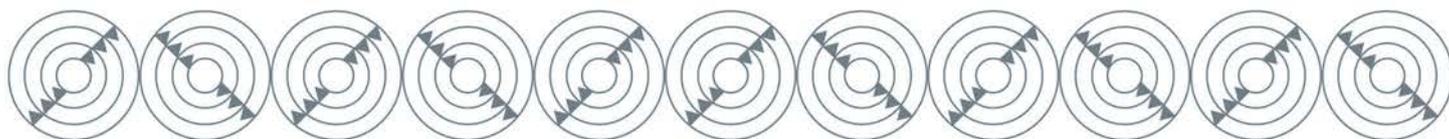
Level 3. Can instruct others in agency policy and standards:

- Demonstrates time management to a high standard through the successful completion of administrative tasks in required timeframes.
- Supports the work of others through their skills and experience of agency policy, standards, and tools.
- Mentors or supports new staff around administrative tasks and understanding agency policy and standards.
- Supports others around computer usage and systems.

**Supervision and reflective practice.** A person with this competency utilises professional supervision and reflective practice to support practice excellence.

Level 1. Attends supervision regularly and engages in reflective practice:

- Is prepared and organised for regular one-to-one supervision.
- Understands the reflective practice focus of supervision.
- Consults with supervisor when facing challenging situations and regularly identifies practice challenges to bring to supervision.
- Ensures supervision safely supports own social work practice to be of a high standard.
- Utilises other forms of supervision as well, such as peer and cultural supervision.
- Identifies, manages and mitigates risks to families/whānau and the service.
- Is open and receptive to suggestions made about practice.
- Shows a willingness to consider how unresolved and current personal issues may affect one's work.



Level 2. Demonstrates putting practice reflection back into daily work:

- Uses supervision to discuss connections between theory and research to practice situations.
- Seeks to facilitate own learning as well as build solutions for specific situations.
- Describes the application of contributions from reflected learning to new situations when working with children and families/whānau.
- Is aware of stress and situations that may put personal safety at risk and takes action to ensure own well-being.
- Demonstrates an increased awareness of strengths and weaknesses in own practice.

Level 3. Develops new ways of working that can be utilised by others:

- Identifies and analyses patterns and trends emerging from supervision and acts to respond to these.
- Initiates/develops new or improved practices to enhance practice and the ability to deliver outcomes.
- Makes space for emotional, spiritual, and cultural reflection within supervision and at other times to connect personal and professional development.
- Takes a lead role in peer supervision and mentoring opportunities.
- Puts forward critical reflection that addresses social justice and wider issues.

**Personal and professional development.** A person with this competency models a high standard of work and seeks to improve this through partaking in personal and professional development opportunities.

Level 1. Demonstrates the key elements of quality practice:

- Sets high standards for themselves and seeks feedback on quality of their own work.
- Seeks and takes up opportunities to learn and develop especially from supervision.
- Actions reflect an understanding of the child-centred nature of the work.
- Participates actively in training and professional development opportunities that are undertaken.
- Engages in regular performance reviews including identifying professional and personal needs.

Level 2. Takes responsibility to enhance and improve own personal and professional development:

- Has a structured and theoretically sound approach to work with ways identified to enhance this.
- Seeks training opportunities from difficult practice experiences.
- Displays flexibility in thinking and practice and a willingness to take on new information.
- Follows through on professional or personal development learning and actively applies this in their work.
- Develops and puts forward a rationale for resourcing around professional development.

Level 3. Contributes to and provides professional development:

- Identifies, and advocates for, opportunities to increase service effectiveness in achieving outcomes for children and families/whānau.
- Identifies opportunities for increasing team's knowledge and expertise.
- Provides feedback to own team and others from attending professional or personal learning opportunities.



- Contributes to the wider body of knowledge of the social workers in schools service and social work in general, for example, through workshop delivery, research, papers, or other presentations.

**Teamwork.** When a person has this competency their actions reflect a commitment to their colleagues and the organisation.

Level 1. Participates in the team:

- Sees themselves as part of a team – does not work in isolation.
- Participates in actions to enhance team spirit.
- Speaks honestly and respectfully about colleagues, the organisation and schools/kura.

Level 2. Actively contributes to the team:

- Offers and seeks support from colleagues and management.
- Words and actions show support for the vision and decisions of the team.
- Makes constructive contributions to team meetings, team building, and team review.

Level 3. Takes an informal leadership role in team:

- Volunteers to take on responsibility within the team.
- Constructively uses skills and experience to provide leadership and help the team achieve its goals.
- Is able to liaise, represent, and report back to the team.

**Self-care.** A person with this competency can articulate their needs and take steps to meet these.

Level 1. Supports own well-being and recognises indicators of stress and trauma:

- Can generally describe how stress affects them personally and how they know this.
- Can generally describe the impact of traumatic events and the signs of this.
- Uses supervision to monitor own well-being.
- Can articulate what happens for them behaviourally when experiencing stress.
- Acknowledge that stress is often a part of working life and feel able to talk about it.

Level 2. Can safely articulate what is happening if experiencing stress or trauma and what assistance they require:

- Proactively takes opportunities to talk with others especially in supervision when experiencing stress.
- Notices and takes action to get help when they realise their behaviour (as a result of stress) may be being affected, for example, they seek help with prioritising and time management.
- Asks for help and explains steps they are taking to best manage personal and professional self-care.
- Can develop a self-care plan with clear strategies.

Level 3. Utilises their own resilient traits and coping skills to manage stress and trauma and seek appropriate help if required:

- Can articulate what resilient traits they have individually, or with work support, and apply these to manage difficult times.
- Keeps a positive focus in difficult or pressured situations that supports themselves and others.



- Is aware of supports when requiring more intensive help (for example, Employee Assistance Programme (EAP) or medical advice) and shows readiness to accept this.
- Displays flexibility and willingness to change their coping behaviour if required.
- Recognises stress and trauma in others and support them to seek assistance.

