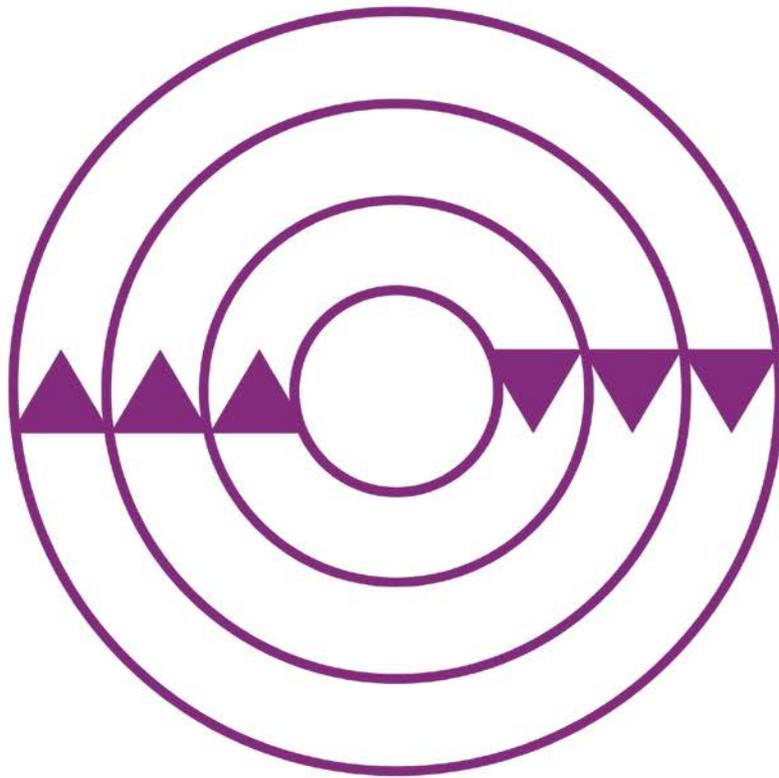


# induction

CHAPTER

**1**



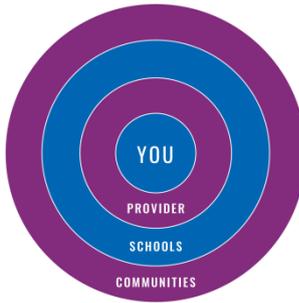
# working with providers



## 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.

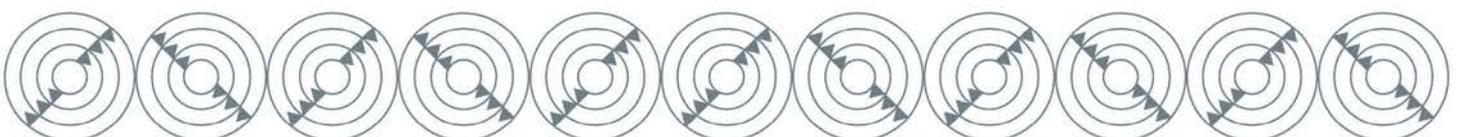
Your employer will have a close relationship with all the SWiS partners they work with. It is their responsibility to look after all your employment responsibilities (e.g. your pay, your performance monitoring and appraisals, your training, and your health and safety). They also have the key role of 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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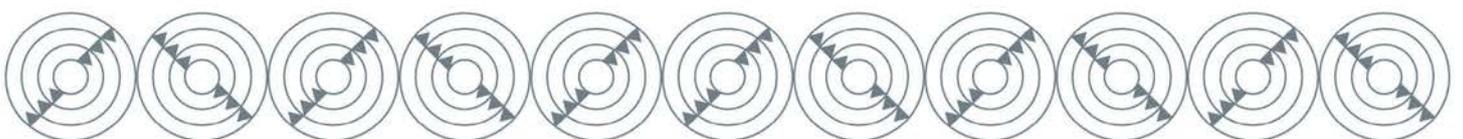
What is the difference between the Service Specifications – Social Workers in Schools and the SWiS Toolkit?

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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?

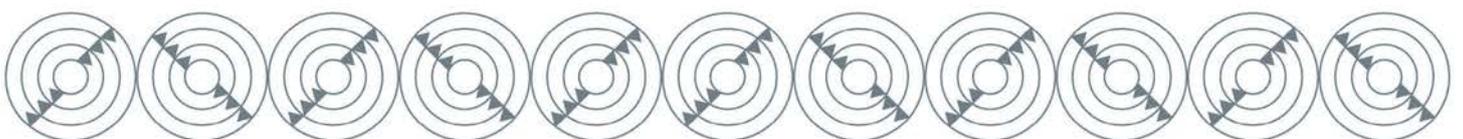
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Key SWiS players

**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:**

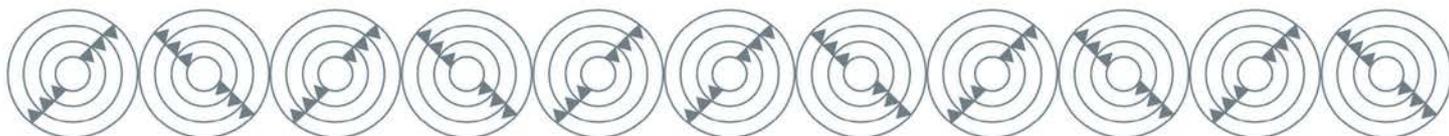
- Schools/kura in your cluster

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

**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

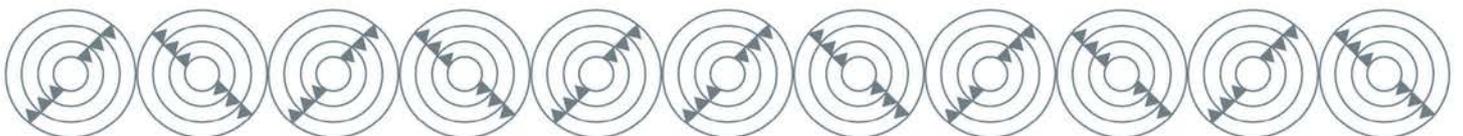
Find out who depends on your role and how your role contributes to achieving SWiS outcomes.

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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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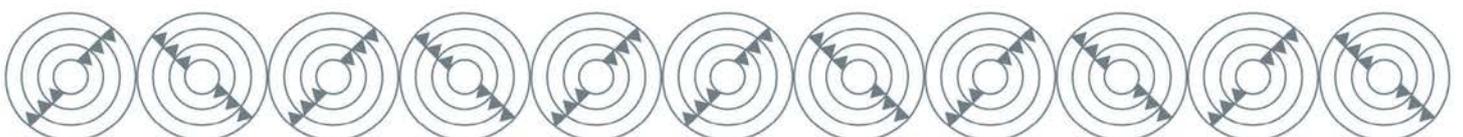
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Where should you record this information?

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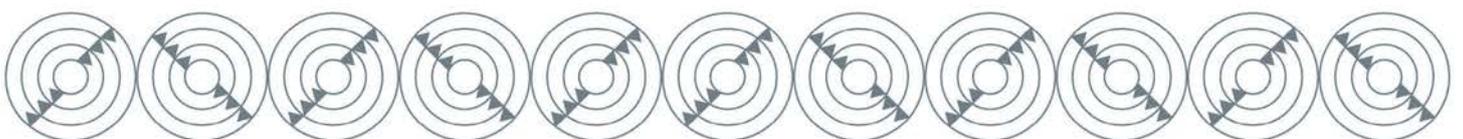
What is the abuse and neglect notification process (Report of Concern)?

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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.*

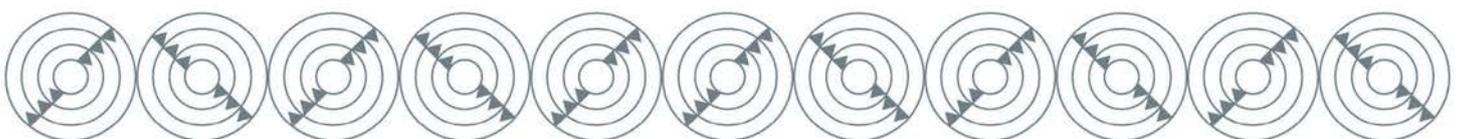
Consent,  
consultation, and  
feedback

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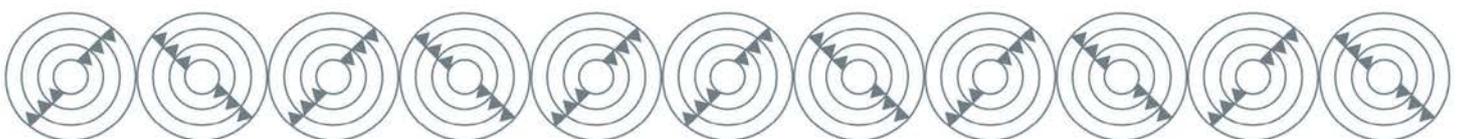
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**THE SWIS  
SOCIAL WORK  
PROCESS: THE  
STRENGTHS AND  
NEEDS  
ASSESSMENT**

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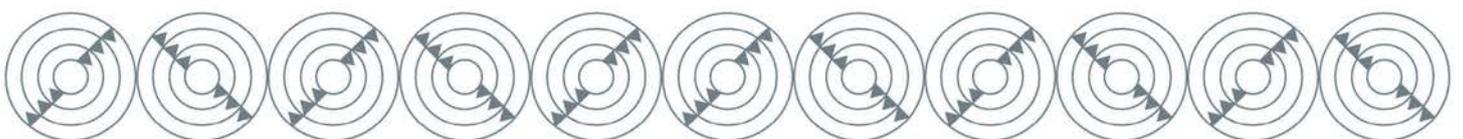
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**THE SWIS  
SOCIAL WORK  
PROCESS:  
DEVELOPING  
AND  
IMPLEMENTING  
THE PLAN**

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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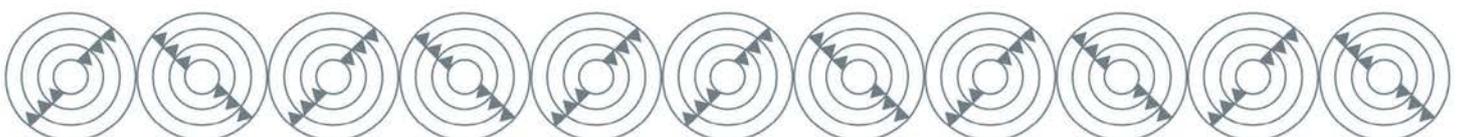
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Under what circumstances might the plan finish?

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## 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.

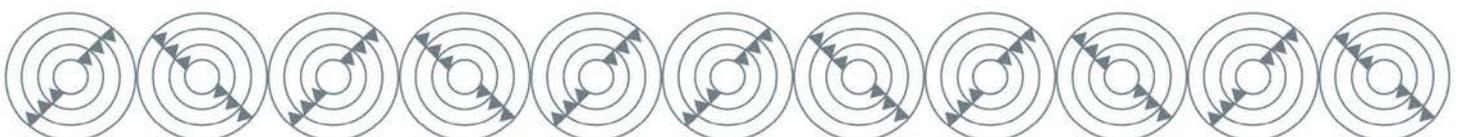
What factors would influence your decision?

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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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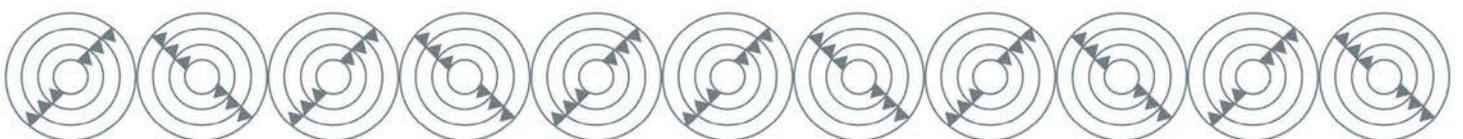
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### Your professional supervisor

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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