



social workers
in schools

Service Description

January 2009



child, youth
and family

A service of the Ministry of Social Development

Table of Contents

SECTION 1: SOCIAL WORKERS IN SCHOOLS SERVICE FRAMEWORK	4
Social Workers in Schools background	4
The school as a site for social work services	4
School selection for the service.....	5
Outcomes of service	5
SWiS service vision, core values, and guiding principles	8
Vision.....	8
Core values.....	8
Guiding principles	8
SECTION 2: THE SERVICE REQUIRED	9
Introduction	9
Objectives of the service.....	9
Components of the service	10
1. Social work service for children and families/whanau	10
2. Prevention and intervention group programmes.....	11
3. Community networking	12
4. Systems and resource development	13
Evaluation of the service.....	13
Outputs of the service	14
SECTION 3: PARTIES - ROLES AND RESPONSIBILITIES	15
Introduction	15
1. Child, Youth and Family	17
Approval of service provider	17
Selection of and contracting with service provider.....	17
Partnering with contracted service provider	17
Monitoring of contracted service provider.....	17
Service support.....	17
2. Ministry of Education	18
Property.....	18
3. Primary and Intermediate Schools	19
4. Service Provider	19
Partnering Agreement: Operational Framework	19
Child safety: Statutory agency and notifications	20
Service support.....	20
Business and Information Technology support systems	21
Reporting: financial, service, and group programme reports	21
Back-up for social worker	21
Prevention and intervention group programmes	21
Evaluation	22
5. Service Provider: recruitment and employment of social worker	22
Recruitment and employment process	22
Social worker competencies.....	23
Supervision of social worker.....	23
Training and professional development.....	24
SECTION 4: SOCIAL WORKER ROLE	25

Introduction	25
Flow chart summary of social work practice process	26
APPENDIX 1 - OUTCOMES SUMMARY	27
Government:	
New Zealand government Statement of Intent 2006	27
Ministry of Social Development:	
Ministry of Social Development Statement of Intent 2008-2011	27
Child, Youth and Family	28
APPENDIX 2: EXAMPLE OF SWIS OUTCOMES FRAMEWORK	29
APPENDIX 3: PARTNERING AGREEMENT TEMPLATE.....	31
7. Objectives of the Social Workers in School Service.....	33
APPENDIX 4: STAKEHOLDER TABLE	39
APPENDIX 5: TEMPLATE FOR REPORT: SERVICE PROVIDER QUARTERLY REPORT.....	40
APPENDIX 6: SOCIAL WORK STANDARD CORE COMPETENCIES.....	42
APPENDIX 7: GUIDELINES: SUPERVISION OF A SOCIAL WORKER.....	43
Formal professional supervision.....	43
Professional supervision of social workers.....	44
Functions of professional supervision.....	44
Management and accountability.....	44
Support.....	45
Informal management supervision.....	45
Cultural supervision.....	46
APPENDIX 8: GUIDELINES: SOCIAL WORK ROLE AND PRACTICE.....	46
Notifications	46
Referrals to the social worker.....	46
Consent: contacting the parent/guardian.....	47
Assessment and service delivery.....	47
Database management.....	48
Reassessment.....	48
Closedown of a file	48
Transfer of files	48
Onward referral.....	48
Privacy and confidentiality	48

Section 1: Social Workers in Schools Service Framework

Social Workers in Schools background

1. The relationship between the social, economic and life circumstances of families/whanau and the wellbeing of their children and young persons was widely recognised when the Social Workers in Schools (SWiS) service was established in 1999.
2. Schools voiced concerns about the impact social and family problems were having on their students, and of how this affected their ability to learn.
3. Many teachers felt increasingly called upon to deal with these problems, but did not have the mandate (in terms of their role definition), training or access to resources to respond appropriately to these needs.
4. Government was concerned about resulting poor academic, social and economic outcomes. Good health and educational achievement for children not only improves their chances of obtaining positive life outcomes, but can also benefit the wider society, in terms of cohesion and reduction in social and economic impact in later years.
5. Prevention and intervention group programmes have been widely recognised by international studies and research as offering the best opportunities to improve life outcomes for children and families at risk.

The school as a site for social work services

6. The school environment provides a significant opportunity to identify and address factors which put the education, health and social outcomes of children at risk because:
 - a. schools are a site where most children are regularly seen;
 - b. there is an existing infrastructure to support the delivery of services;
 - c. schools focus on child wellbeing and development; and
 - d. problems can be identified early as staff in schools are likely to have knowledge of the circumstances of the child and their family/whanau.
7. The schools' focus on a child's learning and wellbeing provides a positive basis for parents to identify the issues which have a negative impact on child wellbeing, and to engage in a partnership with service providers to address those concerns.
8. It is an international trend to meet children's health and social needs from the school base. Many schools in the United States of America and Australia provide "full service schooling" which includes social support services. Schools in New Zealand have an

obligation under the National Education Guidelines (provided by the Ministry of Education) to identify and overcome barriers to learning. The SWiS service was developed to assist schools in meeting this obligation.

9. A social worker in a SWiS service is a qualified social worker who promotes and supports the social, emotional, spiritual and physical well being of children and their families/whanau through the skills of engagement, social assessment, planning, and interventions that enable positive change, increase safety, and enhance educational and social outcomes.

School selection for the service

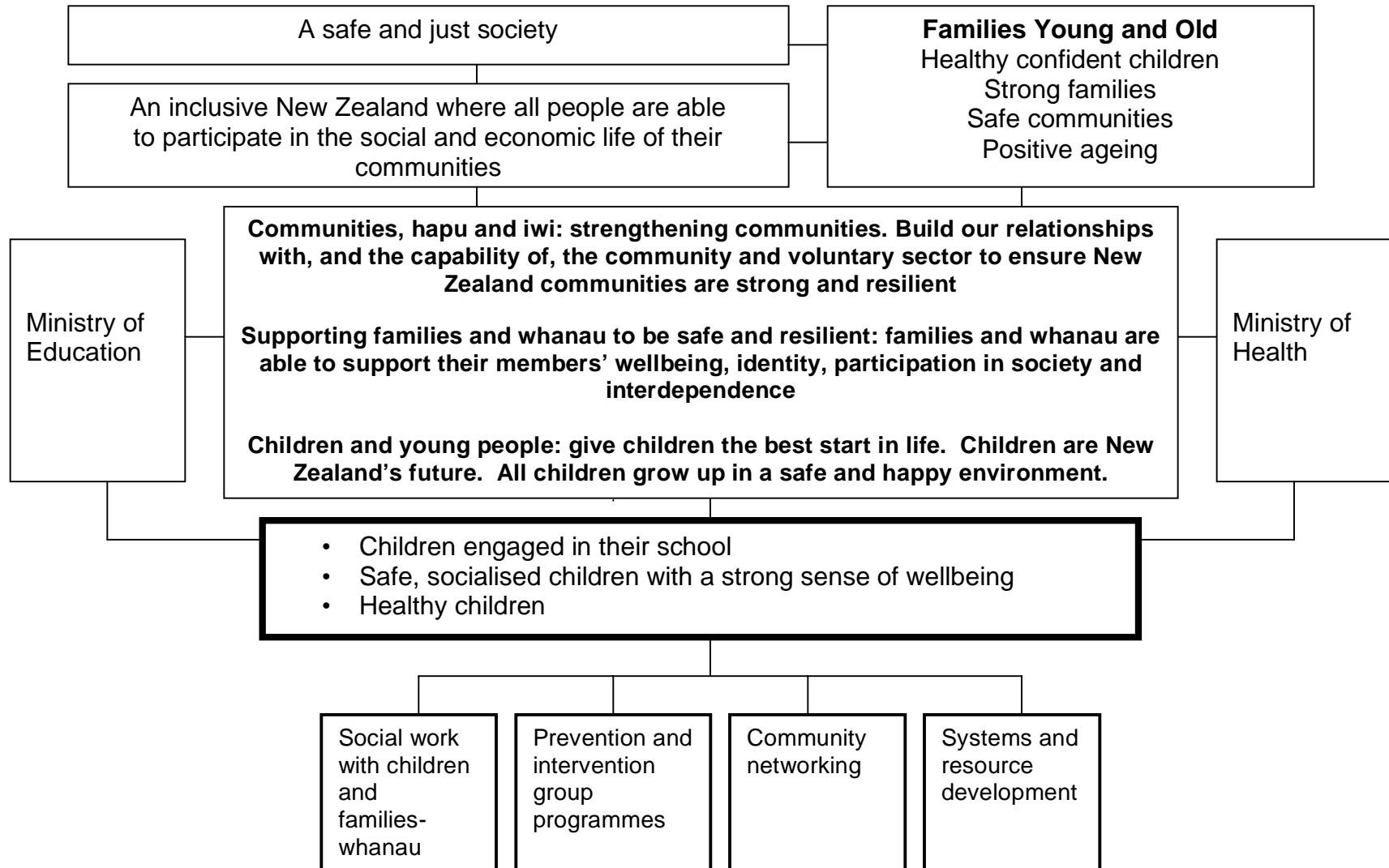
10. Clusters of schools for Social Workers in Schools service are selected by the following government agencies (Ministry of Social Development, Child, Youth and Family, Te Puni Kokiri, Ministry of Pacific Island Affairs, and the Ministry of Education) based on the following criteria:
 - a. primary and intermediate school clusters with decile ratings of 1–3, or clusters of schools in which at least 60 percent of the total roll is rated decile 1–3;
 - b. a full-time equivalent social worker for each school cluster with a total roll numbering 400–700;
 - c. the number of schools per cluster should generally not exceed four in urban areas and three in rural areas, unless service capacity to manage more schools per cluster can be clearly demonstrated by the service provider;
 - d. high social needs are identified within the area; and
 - e. schools have the commitment and capacity to support the successful implementation of the SWiS service.

Outcomes of service

11. The SWiS service uses strengths based social work practice to achieve positive outcomes for children and their families/whanau. An outcome is a “condition of well-being for children, adults, families or communities” (Friedman M, Results Accountability, The Fiscal Policy Studies Institute 2008). The SWiS service contributes to the achievement of New Zealand government and Ministry of Social Development and Child, Youth and Family outcomes (Appendix 1 Outcomes Summary).
12. The outcomes for Social Workers in Schools service are:
 - children engaged in their school;
 - safe, socialised children with a strong sense of wellbeing; and
 - healthy children.

13. The four components of the SWiS service which contribute to the achievement of these outcomes are:
 - social work with children and their families/whanau;
 - prevention and intervention group programmes;
 - community networking; and
 - systems and resource development.
14. An overall Outcomes Summary including the SWiS service outcomes and SWiS service components is on the next page. A summary of The Ministry of Social Development outcomes from the 2008 – 2011 Statement of Intent are presented in the bold print.
15. The chart in Appendix 2 presents an example of SWiS service outcomes and possible indicators, verification methods, and sources of verification for these outcomes. It is anticipated that outcome frameworks will be developed by each service provider to meet local needs.

Outcomes summary including SWiS outcomes and SWiS service components



SWiS service vision, core values, and guiding principles

Vision

16. The vision of the SWiS service is to “enhance life outcomes for children whose social and family circumstances place at risk their chances of achieving good education, social and health outcomes.”

The core values and guiding principles provide a philosophical framework for the SWiS service.

Core values

17. Children have a right to have their wellbeing and safety protected and promoted to achieve their full potential.
18. The existing strengths within families/whanau are acknowledged and enhanced through the application of a strengths-based practice social work philosophy.
19. The wellbeing and safety of children is a responsibility to be shared by the entire community of parents, extended family/whanau, schools, community, government agencies, local body authorities, non-governmental organisations and businesses.

Guiding principles

20. The SWiS service will:
 - a. work in partnership with children and families/whanau in a voluntary (non-statutory) relationship which respects the right of each family/whanau to participate fully in all aspects of service delivery; and
 - b. function using the partnering principles and framework as agreed in the Partnering Agreement (Appendix 3 Partnering Agreement template).

Section 2: The Service Required

Introduction

21. The SWiS service is designed to provide early assistance to children and families/whanau in order to prevent social problems becoming more serious and creating a barrier to a child's academic progress.
22. The SWiS service is targeted at primary and intermediate school-aged children and their families/whanau attending low decile schools. These schools are 'clustered' to ensure a roll of between 400-700 students (the figure varies to reflect specific service provision issues in rural areas). The contracted service provider employs a full-time social worker for each school cluster.
23. Children and their family/whanau will be referred to the SWiS service in their school or they may refer themselves to the social worker. The service will be promoted in each school so that all stakeholders are aware of the service and how they may access it.
24. While primary and intermediate school-aged children are the focus for the SWiS service, in keeping with the service's holistic, family/whanau-centred philosophy and approach, the social worker may be available to other siblings within the same family where appropriate, even if they attend a school outside the cluster. Children who transition to secondary school may be followed up for a further six months after they begin the academic year in their new school.
25. Services will be delivered to:
 - a. primary and intermediate school-aged students and their families/whanau within the allocated school cluster; and
 - b. any pre-school and other school-aged siblings within the same family/whanau.

Objectives of the service

26. The Social Workers in Schools service is:
 - a. aimed at promoting wellbeing and safety of children rather than being problem and crisis focused;
 - b. child focused;
 - c. family/whanau centred;

- d. community orientated;
- e. committed to building on child and family/whanau strengths;
- f. culturally sensitive and responsive; and
- g. early intervention and prevention focused.

Components of the service

27. The four components of the SWiS service are social work with children and their families; prevention and intervention group programmes; community support and networking; and systems and resource development. These four components are described in the following sections.

1. Social work service for children and families/whanau

28. The provision of a social work service for individual children who are referred to the service or who refer themselves to the service. Their families/whanau will be consulted prior to the service commencing and then they may participate in the SWiS service if they wish to do so.
29. The primary functions of this service are to:
- a. apply the paramountcy of the child principle, in terms of safety; and
 - b. provide early intervention service delivery to children and their families/whanau.
30. With regard to child wellbeing and development the service will:
- a. maintain a clear focus on a child's physical and emotional care and their cultural and spiritual wellbeing;
 - b. develop a relationship of trust with the child to ensure they feel safe in discussing sensitive issues and personal problems;
 - c. assist and foster positive parent/guardian relationships with the child;
 - d. model positive parent/guardian/child interaction and activities;
 - e. refer to and access the services of other appropriate agencies to address child needs;
 - f. advocate for the child within the school; and
 - g. work with school staff to achieve the aims of the service delivery plan.
31. The SWiS service offers support to the parents/families/whanau of referred children to:
- a. overcome difficulties that have been identified as jeopardising the wellbeing of their children;
 - b. obtain information on matters affecting the wellbeing of their children;

- c. maintain positive relationships with their children;
 - d. maintain positive links with the school and advocate on behalf of the family/whanau to facilitate the resolution of any difficulties or misunderstandings arising in their (or their children's) relationships with the school;
 - e. access support for their care-giving role from within their own family/whanau or social and community networks; and
 - f. build on their individual and family/whanau strengths, and their capacity to increase their resilience and ability to meet their children's needs.
32. The service will:
- a. advocate on behalf of students, with the consent of their family/whanau, by providing relevant information to school staff to enhance their work with the child; and
 - b. educate and inform school staff about the role of a Social worker and about positive behaviours that will reduce problems for students within the school environment.
33. Guidelines for service implementation are included in the SWiS Toolkit.

2. Prevention and intervention group programmes

34. The definition of a prevention and intervention group programme is:
- “a strengths and needs based planned group activity that provides positive social development opportunities to enhance and support children's learning and holistic well-being” (SWiS Toolkit Reference Resources: *Guidelines and resources for SWiS prevention and intervention group programmes* p6).
35. The key point of a group programme is that it must be a planned group activity not individual service provision.
36. Objectives of the group programmes are to:
- a. focus on children and their families/whanau during critical primary and intermediate school learning years in order to positively develop and enhance their knowledge, skills, attitudes, beliefs and behaviours;
 - b. positively enhance the developing social interaction, knowledge, skills, attitudes, beliefs and behaviour of children and their families/whanau; and
 - c. build on children's and family/whanau resilience as a way to strengthen protective factors and reduce risk factors.

37. Selection of group programmes is a joint decision-making process amongst the service provider, the school, and the social worker. The contract specialist and approvals assessors provide monitoring and advice.
38. 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:
 - a. the needs of the children and families/whanau in the cluster; and
 - b. the availability of other services and programmes within the school and local community.
39. Service providers in agreement with the schools can:
 - a. use an established Social Workers in Schools programme;
 - b. access an existing programme and bring it into a school community in consultation with others; this maybe with specialised staff or resources from their own agency;
 - c. 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 a criminal conviction check from official records has been made); and
 - d. develop, design, and run a programme to meet an identified outcome; this may be in conjunction with Resource Teacher: Learning and Behaviour (RTLb), health nurse, or other professionals.
40. Groups might include:
 - a. a group of children in one school;
 - b. a group of children from several schools in the cluster;
 - c. a group of parents from the school community; and
 - d. a group of children and their parent/caregiver(s) or family/whanau.

3. Community networking

41. The service provider utilises community links and knowledge of community services for the advantage of the children and their families/whanau who participate in the SWiS service. This includes:
 - a. working with other professionals, in particular, school support services and public health nurses, to identify and refer appropriately when specific problems affect a child's wellbeing;

- b. ensuring that, where appropriate, other agencies have input into individual child or family/whanau plans, and that these plans are delivered and monitored in a coordinated and effective way; and
 - c. supporting and participating in delivery of services when another agency/service is the lead provider for the family.
42. The SWiS service is part of the wider Strengthening Families strategy which focuses on co-ordinating services to children in need and their families. The coordination of services will:
- a. identify children whose safety and wellbeing is at risk and comply with current protocols for the notification of child abuse and neglect;
 - b. develop links with and work within the integrated case management framework provided by the Strengthening Families local coordinating committee when children with complex needs require a multi-agency approach; and
 - c. develop an active relationship with and understanding between Child, Youth and Family local offices and schools for the reporting of child abuse and neglect, and have systems in place to ensure a notification is made within 24 hours of becoming aware of a child whose safety is at risk.

4. Systems and resource development

- 43. Child, Youth and Family will work collaboratively with service providers, agencies, organisations, and ministries for service and resource development.
- 44. Information and data is gathered from social worker reports, service provider reports, data base reports, and monitoring visits with service providers. This is reviewed and analysed by Child, Youth and Family and followed up with relevant stakeholders. Appropriate systems and resources are developed to meet service requirements.
- 45. Child, Youth and Family will review and revise the Social Workers in Schools resource materials and carry out training activities to introduce any new materials.

Evaluation of the service

- 46. The Ministry of Social Development, Child, Youth and Family service may periodically contract an external evaluator to design and undertake an evaluation. Each service provider and cluster of schools will be required to cooperate fully with any evaluation requirements, which may include meetings, interviews, and data collection.
- 47. An evaluation will typically involve evaluation of process, case outcomes and service effectiveness. The evaluation team will consult with the provider agencies and schools about their proposed evaluation methodology.

48. Disclaimer: Families/whanau referred to the service may participate in the service without agreeing to participate in an evaluation.

Outputs of the service

49. Outputs refer to the services produced by undertaking a series of activities as detailed in the service description.
50. Information about the outputs is detailed in the quarterly Output Report provided to Child, Youth and Family by the service provider.
51. The outputs of the SWiS service are presented in the following table.

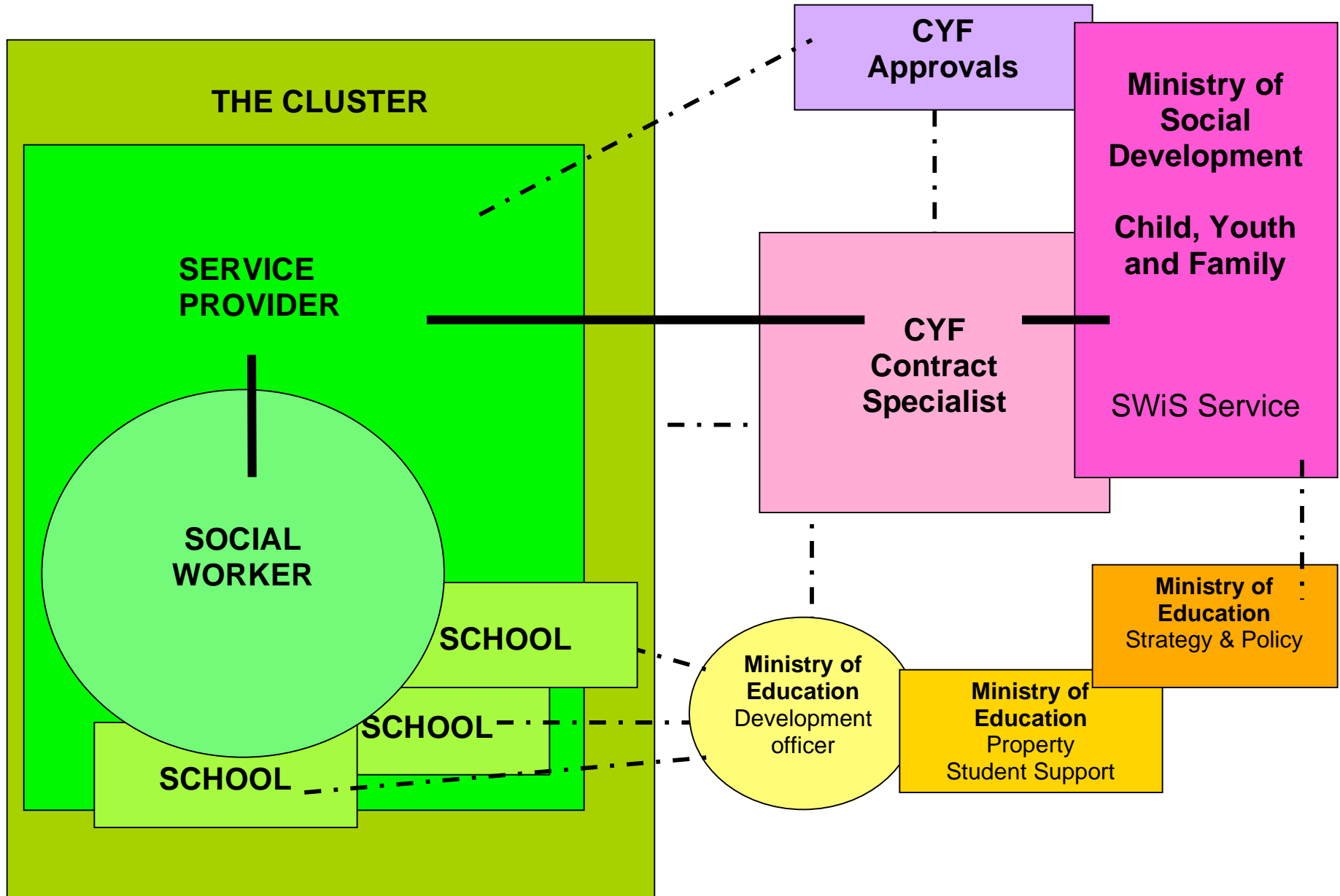
Outputs of SWiS service	
Component	Outputs
Social work with children and their families /whanau	# children referred to social work service
	# children's cases closed at initial referral
	# children's cases active at the end of the quarter
	# children's cases closed after social work during that quarter
Prevention and intervention group programmes	# group programmes for children
	# total attendances at children's group programmes
	# group programmes for adults
	# total attendances at adult family/whanau programmes
	# group programmes for adults & children together
	# total attendances at combined adults & children programmes
Community networking	# local NGOs and community services associated with SWiS service
	# referrals to Child, Youth and Family (notifications)
	# referrals to iwi agency
	# referrals to other community services
Key	# - number of

Section 3: Parties - Roles and Responsibilities

Introduction

52. The four parties with key roles and responsibilities in the Social Workers in Schools service are;
 1. Ministry of Social Development, Child, Youth and Family
 2. Ministry of Education
 3. primary and intermediate schools
 4. a service provider contracted by Ministry of Social Development.
53. The parties are responsible for developing a Partnering Agreement (Appendix 3), which provides the operational framework for service implementation in each cluster of schools
54. Partnering promotes a concept used by Child, Youth and Family in which the parties together demonstrate a firm commitment to the vision, core values, guiding principles and outcomes of this service; acknowledge the mutual objectives of each party; and work in collaboration with other stakeholders (Appendix 4 Stakeholder table).
55. Child, Youth and Family and the service provider will coordinate the initial Partnering Agreement workshops as part of establishing or reviewing any Social Workers in Schools service.
56. Quarterly meetings of the cluster are convened by the service provider and attended by parties identified in the Partnering Agreement. The service provider is responsible for the organisation of these meetings.
57. Child, Youth and Family and the Ministry of Education will undertake a review to determine whether access to the service remains appropriate in the event of any school having its decile rating reviewed, or schools being reorganised, or a significant change occurs in the cluster roll number (either below or above the 400–700 range).
58. All parties to the service will be involved in the review, to ensure an open and transparent decision-making process and that the service is appropriately situated to best meet the needs of children and their families/whanau.
59. The relationships amongst these parties are presented in the diagram on the following page.

Social Workers in Schools service: relationships



1. Child, Youth and Family

60. The Social Workers in Schools service is led and financed by Child, Youth and Family, which has the key role in contract management of the service. The various components of this role are outlined below.

Approval of service provider

61. Each service provider will be approved under Section 403 of the Children, Young Persons and Their Families Act, 1989. This approval is undertaken by an assessor from the Child, Youth and Family approvals team and is reviewed six monthly or annually. This approval process is designed to ensure the service provider meets the required business viability and service quality standards set for community social services and the Social Workers in Schools service.

Selection of and contracting with service provider

62. Child, Youth and Family will lead the selection process of potential service providers for each school cluster and it will contract with the confirmed service provider for that cluster.

Partnering with contracted service provider

63. Child, Youth and Family will participate in the development of the Partnering Agreement and be a signatory to the Partnering Agreement and attend cluster meetings.

Monitoring of contracted service provider

64. In order to monitor service delivery and financial management by the service provider, all service providers are required to report to Child, Youth and Family quarterly (Appendix 5 Report template). The specific reporting requirements are detailed in the contract. Child, Youth and Family will also carry out service monitoring.

Service support

65. Child, Youth and Family will supply the service provider with a Microsoft Access database (the SWiS database) for use by the service provider and social worker.
66. Child, Youth and Family will provide orientation, database, and follow-up workshops for the social workers employed by the service provider. Relevant training materials including the SWiS Toolkit and a database manual are provided by Child, Youth and Family.

2. Ministry of Education

67. The Ministry of Education is a key partner with Child, Youth and Family in the ongoing development of the Social Workers in Schools service.
68. Ideally a representative from the Ministry of Education will participate in the development of the Partnering Agreement and be a signatory to the Partnering Agreement. On-going contact between the Ministry of Education local development or student support officer and the cluster will be negotiated during the development of the Partnering Agreement.
69. A Social Workers in Schools social worker (who is the employee of the service provider contracted by Child, Youth and Family) has a mandate to work within a particular school only with the consent of the Board of Trustees or someone acting with authority from the board, for example the principal. The authority of the board and the principal derives from their powers and responsibilities contained in the Education Act 1989 and the National Administration Guidelines set under that Act.

Powers and responsibilities contained in the Education Act, 1989 and the National Administration Guidelines (provided to schools by the Ministry of Education) include:

- a. (subject to other enactments) the board's discretion to control the management of the school as it thinks fit (s75 of the Education Act)
- b. (subject to board policy direction) the principal's complete discretion to manage the day-to-day administration of the school (s76 of the Education Act)
- c. the requirement to take all reasonable steps to ensure that students get good guidance and counselling (s77 of the Education Act)
- d. the Board of Trustee's obligation to provide a safe physical and emotional environment (National Administration Guideline 5).

Property

70. The Ministry of Education will provide funding to assist the base school in each cluster if there is a need to provide or adapt accommodation for the social work service.
71. The Ministry of Education and the cluster of schools, in consultation with the service provider will determine the most appropriate locations for the social worker in each school. Where possible, existing suitable accommodation will be used and the Ministry of Education will work with each school to determine what property modifications are required.
72. Where necessary, the Ministry of Education has property funding available to cover approved building provision or modification (that is, capital works extensions,

alterations, enhancements, fixtures and fittings forming part of the building). These would remain in place if the social worker was no longer accommodated at the school. Items in this category could include joinery repairs, painting, partitions, curtains, fixed shelving and cupboards, fixed floor coverings or light fittings.

3. Primary and Intermediate Schools

73. Collaboration within the school cluster is crucial to the effective delivery of the service. The schools will establish a working relationship with all parties and stakeholders. This will include collaborative involvement in the recruitment of the social worker, promotion of the service, referrals of children to the service, and community networking.
74. The Board of Trustees and Principals are active partners in the progression of the service including participating in developing the Partnering Agreement and attending the quarterly cluster meetings.
75. One of the cluster schools is the base for the social worker. The other (non-base) schools in the cluster will provide a suitable room for the social worker to work confidentially in privacy with children and their families/whanau.
76. Schools are responsible for providing social workers with the day-to-day resources they need. Specific details of these will be completed during the development of the Partnering Agreement.
77. Schools will provide materials for the social worker's use, such as a desk, filing system, furniture, free-standing shelving, heaters, books, stationery, whiteboards and pin boards, and services such as cleaning, insurance, equipment maintenance, heat, light and water, security, access to photocopiers and fax, administrative support (for example, message-taking), and access to kitchen and toilets.
78. A key role of the service provider, social worker, and schools is to implement group programmes for children within the cluster of schools and, to an extent, their families/whanau. The group programmes are planned within the cluster of schools.

4. Service Provider

79. Service providers are organisations approved and contracted by Child, Youth and Family to provide social work services to children and families/whanau in a selected school cluster. The service provider must maintain compliance with the Child, Youth and Family approval standards during the contract period.

Partnering Agreement: Operational Framework

80. The service provider, with support from Child, Youth and Family, will coordinate the development of the Partnering Agreement in cooperation with the Ministry of Education and representatives from the schools (Board of Trustees and the principal).
81. The service provider, with support from Child, Youth and Family if required, will organise and run the cluster meetings; prepare and distribute the minutes of the

meeting; and include the minutes in the quarterly Output Report. The Partnering Agreement will inform the agenda for the quarterly cluster meetings.

82. The Partnering Agreement will be reviewed annually.

Child safety: Statutory agency and notifications

83. The service provider and the schools in the cluster will agree on a process to notify Child, Youth and Family, (the statutory agency for dealing with care and protection) of any cases where there is concern about a child's immediate safety from abuse or neglect. Notification may also be made to the Police. This process will be decided during the development of the Partnering Agreement and documented in the appendix of the Partnering Agreement.

84. The notification protocol and process is detailed in the SWiS Toolkit *An Interagency Guide for Breaking the Cycle let's stop child abuse together and Interagency Information Sharing Guidelines for Organisations involved in Care and Protection of Children.*

Service support

85. The service provider will facilitate service implementation by providing:
- a. office and administrative support for the social worker while working outside the school offices and during the school holiday periods if the school buildings are not accessible;
 - b. a mobile telephone for the social worker and paying costs of this telephone;
 - c. internet access;
 - d. insurance; and
 - e. transport for the social worker, and if not transport, reimbursement of transport costs.

Business and Information Technology support systems

86. A SWiS database has been developed specifically for this service. Use of the database is a compulsory component of the service. It is both a practice and data collection tool. The data collected is used for contract monitoring, reports, and evaluations. Client confidentiality in this data is ensured with the use of a unique identifier system. The service provider will use this database as the sole service reporting system.
- a. Child, Youth and Family will assist the service provider to set-up this system: this includes funding support to purchase hardware; the provision of software; training for users of the database; and back-up support.
 - b. The service provider will ensure that the use of this database is well understood by all relevant employees in their organisation.
 - c. The Social Workers will have a computer with the capacity to operate the SWiS database software and will enter data and file reports as detailed in the guidelines *Social Workers in Schools Database User Manual January 2006*. The Social worker will back-up the data recorded in the SWiS database on a regular basis (once a month minimum).

Reporting: financial, service, and group programme reports

87. The service provider will provide to Child, Youth and Family/Ministry of Social Development with a quarterly report (Appendix five Report template). This report will include:
- a. financial statement for the Prevention and Intervention Group Programmes;
 - b. output details from service delivery; and
 - c. a narrative section commenting on service delivery.

88. An annual audited statement of accounts which includes the money received for the SWiS service as a separate income item; details of how the money has been expended in the provision of the social work service; and will include the Prevention and Intervention Group Programmes.

Back-up for social worker

89. The service provider will provide professional back-up if the social worker is on leave or undergoing training to ensure continuity of service delivery. The back-up strategy and contact person will be communicated to the cluster of schools.

Prevention and intervention group programmes

90. A key role of the service providers and the schools is to implement programmes for groups of children within the cluster of schools and, to an extent, their families/whanau. The programmes are planned within the cluster of schools and carried out in cooperation amongst all stakeholders.

91. Guidelines for the development, implementation and reporting of these group programmes are detailed in the SWiS Toolkit reference: *Guidelines and Resources for SWiS Prevention and Intervention Group Programmes*.

Evaluation

92. When any evaluation of the Social Workers in School service is being undertaken, the service provider will:
- a. provide the evaluation team unit with record data;
 - b. provide client families/whanau with objective information about the evaluation, advise them that they may be requested to participate in evaluation activities and that participation is voluntary, and receive the informed consent of the parent/guardian for participation;
 - c. provide a mutually agreed time for social workers delivering the service to participate in interviews with the evaluation team;
 - d. allow mutually agreed time for social workers to review written material such as draft interview schedules and reports, and to liaise about evaluation activities such as interviews, observations and reviewing material;
 - e. allow programme document analysis at times and places that are mutually agreed between the provider, evaluation team and other participants whose informed consent is required; and
 - f. undertake any other activities relevant to the evaluation as mutually agreed with the evaluation team.

5. Service Provider: recruitment and employment of social worker

93. The service provider is responsible for employing the social worker to provide social work services to children and their families/whanau in a selected school cluster and ensuring the social worker complies with professional standards.
94. The social worker, while employed by the service provider, will work collaboratively with school staff within the agreed protocols and student care systems, but remain independent of the school's student disciplinary process in order to maintain professional autonomy and ensure a relationship of trust is maintained with students and their families/whanau.
95. The service provider must attend to all the employment responsibilities including:
- a. recruitment and employment process including job description and contract;
 - b. supervision; and
 - c. training.

Recruitment and employment process

96. The service provider will employ a qualified social worker who holds a social work qualification that is recognised by the New Zealand Social Work Registration Board; or a social worker who is working towards a recognised social work qualification as

defined by the Social Work Registration Board. A qualified social worker should be registered with the Social Work Registration Board or working towards registration.

97. The Service Provider will ensure that:
- a. Schools are consulted when appointing a new social worker;
 - b. Representatives from the school cluster, an experienced social work practitioner, supervisor or manager and Maori and/or Pacific people's representation where appropriate may participate in the interview process;
 - c. there is a clear process for vetting applicants, including speaking to referees and a police check; and
 - d. each worker has a clear, detailed job description which includes school holiday activities.

Social worker competencies

98. While the service provider has discretion to develop the job description they believe best reflects the position requirements, standard core social worker competencies must be considered to ensure the best fit for the role. The service provider should be informed by Standard Core Competencies (Appendix 6 Standard Core Competencies) and by the specific social workers practice competencies detailed in the SWiS Toolkit *The Competency Framework for Practice Excellence*.

Supervision of social worker

99. The success of the service relies significantly on the ability and competency of the social worker, the quality of the professional supervision and support they receive, and their access to appropriate training and development opportunities. The service provider is responsible for the professional supervision, training, and professional development of the Social Worker. Supervision is a compulsory requirement of the SWiS service. (Appendix 7 Guidelines: Professional Supervision of a Social Worker).
100. All social workers must receive no less than one hour per fortnight of formal, one-to-one professional supervision. Ideally for new workers this should be weekly for at least the first six months of their employment. Supervision must be provided by a qualified, registered and experienced supervisor or social science professional, who must have previous successful experience in social work supervision. It is preferable that the supervisor also holds a supervision qualification in social services that has been awarded by a registered and accredited education provider, or is working towards this.
101. The service provider is responsible for employing or contracting a supervisor, for developing a supervision plan between the supervisor and the social worker, and for monitoring the implementation of this plan.

Training and professional development

102. All social workers must have opportunities for ongoing training and professional development. The service provider will work with the Social worker to develop plans for individualised and team training and development.
103. For registered social workers to maintain their registration they must complete 150 hours of continuing professional development over a three year period. Professional development includes training, research, journal contributions, professional reading, peer review meetings, and attending workshops and training seminars.
104. All social workers and their professional supervisor, manager or coordinator should be supported by the service provider to attend any specific Social Workers in Schools training provided by Child, Youth and Family. This training may be part of their induction support, for example the Social Workers in School orientation training, or cover specific topics that support the ongoing development of the Social Workers in Schools service.

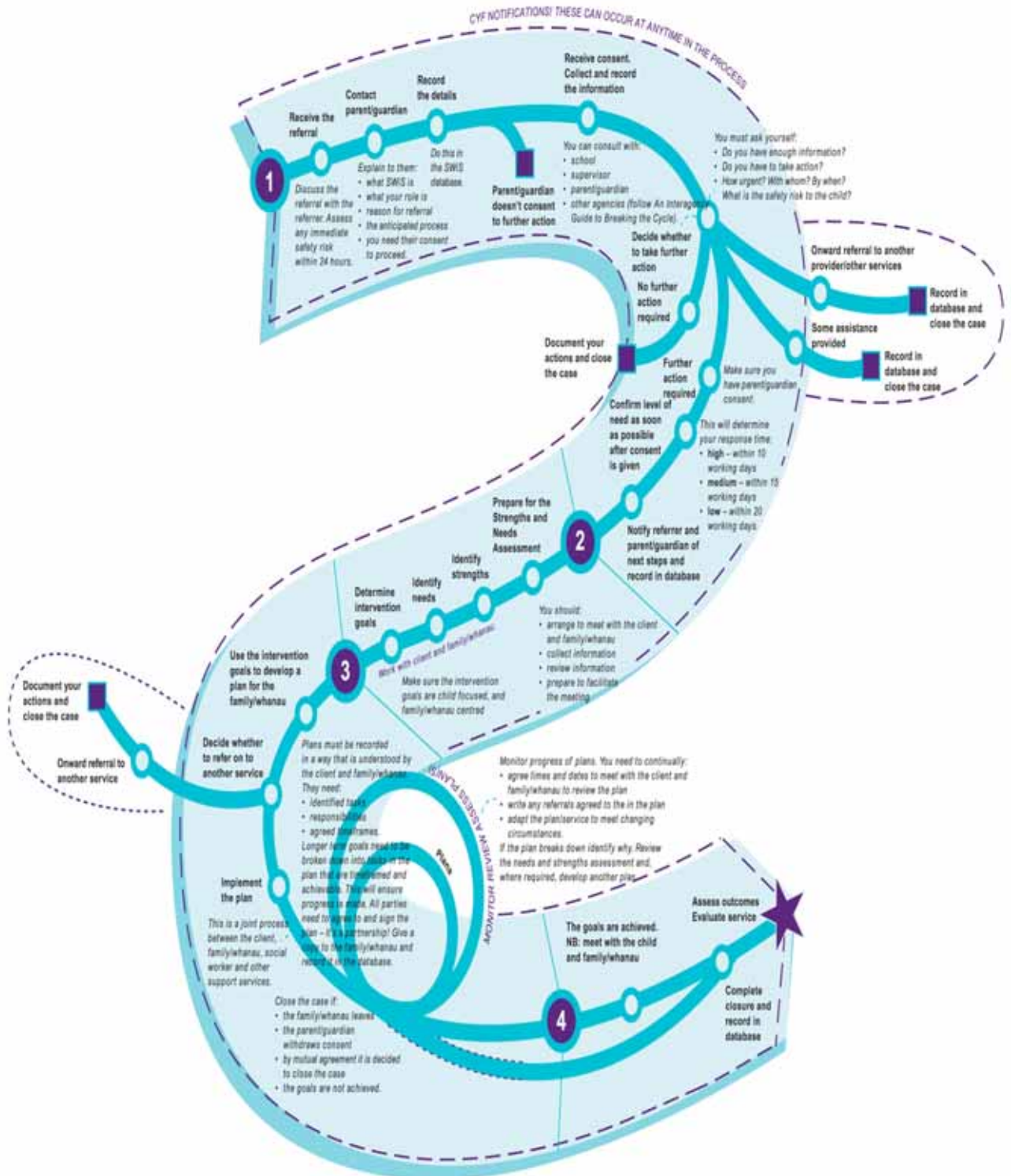
Section 4: Social Worker Role

Introduction

105. A qualified social worker is employed by the service provider contracted by Child, Youth and Family to carry out the SWiS service in a cluster of schools.
106. The role of the social worker is to promote and support the social, emotional, spiritual and physical well being of children and their families/whanau through the skills of engagement, social assessment, planning, and interventions that enable positive change, increase safety, and enhance educational and social outcomes.
107. The Partnering Agreement developed by the parties details the operational framework for the delivery of the SWiS service in the cluster and each school.
108. The SWiS Toolkit provides the guidelines for the social work process and this should be used continuously as a reference by the Social Worker. Supporting information is also detailed in Appendix 8 Guidelines: Social Worker Role and Practice.
109. The SWiS Toolkit includes:
 - a. Notification protocols and guidelines for making a notification;
 - b. Induction package for getting started in the work;
 - c. The Supervision Policy;
 - d. The Competency Framework for Social Workers; and
 - e. The Database User Manual to assist with case note recording and the filing reports.

Flow chart summary of social work practice process

(This process is fully and explained in the SWiS Toolkit).



Appendix 1 - Outcomes summary

Government: New Zealand government Statement of Intent 2006

The government's three key priority areas for the next decade as identified by the cabinet are:

- a. economic transformation;
- b. families - young and old; and
- c. national identity.

"All families, young and old, have the support and choices they need to be secure and be able to reach their full potential within our knowledge based economy;

Families, young and old theme can usefully be approached using the following sub-themes:

- strong families
- healthy confident kids
- safe communities
- positive ageing."

Ministry of Social Development: Ministry of Social Development Statement of Intent 2008-2011

- The Ministry of Social Development is responsible for assisting people in need throughout their lives.
- The Ministry's high level outcomes regarding children and young people, families and whanau, and communities, hapu and iwi are:
 - Children and young people**
 - Give children the best start in life
Children are New Zealand's future. All children grow up in a safe and happy environment.
 - Help young people achieve their potential
Young people are supported to overcome barriers, and develop their understanding and ability to make good decisions about the range of issues and opportunities they may face.
 - Families and whanau**
 - Supporting families and whanau to be safe and resilient
Families and whanau are able to support their member's wellbeing, identity, participation in society and interdependence.
 - Communities, hapu and iwi**
 - Strengthening communities

Build our relationships with, and the capacity of, the community and voluntary sector to ensure New Zealand families and communities are strong and resilient.

The Ministry is seeking to achieve (with respect to children and young people)

- Children and young people live free from abuse, neglect and offending
- Children and young people have permanent and stable care
- Children and young people are in education, training and other activities
- Children and young people have healthy social relationships

The Ministry is seeking to achieve (with respect to families and whanau)

- families and whanau have the knowledge, capabilities, skills and resources to support their members to play a fully functional role
- families and whanau provide a safe and secure environment, where all members live free from violence
- families and whanau are strong and resilient

The Ministry is seeking to achieve (with respect to communities, hapu, and iwi)

- Communities (hapu and iwi) are able to provide for their members
- Communities (hapu and iwi) get the services they need
- Build the capacity of communities (support communities and community organisations)

Child, Youth and Family

The vision of Child, Youth and Family is “safe children and young people in strong families and communities:

- free from abuse
- free from neglect
- free from offending.”

Child, Youth and Family key roles are to:

- protect and improve wellbeing of children who need care and protection, and to support and assist them to keep their families safe;
- deal with children and young people who offend, so that they are held to account, do not re-offend, and their wellbeing is improved; and
- facilitate and collaborate in the delivery of high quality services by other service provider to children and young people who are at risk of being in need of care or protection or committing offences.

Child, Youth and Family outcomes are:

- Care and protection:
 - To prevent the re-occurrence of child abuse, of neglect, and of insecurity of care i.e. to keep children safe who have already been harmed
 - To prevent the first occurrence of abuse, neglect, or insecurity of care

- Youth offending:
 - To reduce the rate and severity of child and youth offending
 - To hold young people to account for offending
- Child Youth and Family works with other agencies
 - To restore or improve the wellbeing of the young person

Appendix 2: Example of SWiS Outcomes Framework

The chart on the following page presents an example of SWiS service outcomes and possible indicators, verification methods, and sources of verification for these outcomes. It is anticipated that outcome frameworks will be developed by each service provider to meet local needs. This development will be facilitated by Child, Youth and Family.

Example of SWiS Outcomes Framework

Outcome	Possible Indicators	Verification	Source of Verification
Children engaged in their school	Reduction in stand-downs/expulsions	Statistics	School Ministry of Education
	Increase in attendance levels		
	Increase in academic achievement		
	Increase in parent participation and involvement in school activities	Statistics Survey and Focus group findings with adults, children, and school staff	School Research
	Decrease in behavioural issues impacting in the classroom	Survey and Focus group findings with children and school staff	School Research
	Successful transition to secondary school for children using SWiS Service	Case management – database records	School Service Provider Social worker
Safe, socialised children with a strong sense of wellbeing	Improved collaboration amongst social services in school & community	Minutes cluster meetings Group Programme reports	School Service Provider
	Reduction in CYF referral numbers	Statistics	Child, Youth and Family Service Provider
	Improved appropriateness and timeliness of CYF referrals		
	CYF intervention sought when abuse identified		
	Decrease in Youth Aid referrals	Statistics	Ministry of Youth Development
	Reduction in repeated youth offending - recidivism	Case management – database records Survey and Focus group findings with adults, children, and school staff	School Service Provider Social Worker Research
	Reduction of bullying in school		
Reduction in crisis and chronic case management with increased prevention work	Statistics Case management – database records Survey and Focus group findings with adults, children, and school staff		
Healthy children	Increase in primary health care referrals	Statistics	Public health nurses Primary care providers (PHOs)
	Decrease in hospital admissions especially skin and respiratory problems		
	Increase in access and early intervention	Details of preventative programmes & awareness campaigns implemented Focus group findings	Local District Health Board Ministry of Health Research
	Improved access to health information and service		
	Early identification and referral following mental health presentation	Statistics Case management – database records	

Appendix 3: Partnering Agreement template



**social workers
in schools**

Partnering Agreement

[Service Provider]
[Name of schools]

[Date]



**child, youth
and family**

A service of the Ministry of Social Development

Contents

1. Purpose of the Partnering Agreement
 2. Glossary of terms
 3. Parties to the Partnering Agreement
 4. Term of the Partnering Agreement
 5. Disclaimer
 6. The parties agree ...
 7. Objectives of the Social Workers in Schools Service
 8. The Partnering Principles
 9. Our Mission Statement
 10. Our Values
 11. Operational Structure
 12. Referrals to Child, Youth and Family
 13. Social Workers in Schools Assets
 14. Social Workers in Schools Service Support
 15. School and Service Provider Contacts
 16. Social Worker Availability
 17. Service Planning
 18. Prevention and Intervention Group Programmes
 19. Resolving Differences
 20. Review of issues for Output report
 21. Review of the Partnering Agreement
 22. Signatories
- Appendix A. Referral policy to Child, Youth and Family
Appendix B. Group Programmes: financial report

1. Purpose of Partnering Agreement

The purpose of this Partnering Agreement is to establish an operational framework for managing the Social Workers in Schools (SWiS) service across the cluster enabling effective service delivery and development. The content of the Partnering Agreement will demonstrate a willingness to collaborate and it will reflect local needs.

All sections from point 8 onwards can be discussed, agreed, and signed off by all parties.

2. Glossary of terms

Terms used in this Partnering Agreement are:

- Party (parties) – the organisation or institution or government body who collaborate to develop this Partnering Agreement and who participate in SWiS service delivery
- Stakeholders – groups or individuals who may participate in or be affected by the SWiS service
- The Cluster – a group of schools with one social worker employed by a contracted service provider
- Outcome – a condition of well-being for children, adults, families, or communities
- Outputs – the services produced by undertaking a series of activities as detailed in the service description

3. Parties to the Partnering Agreement

The parties to the Partnering Agreement are:

- [name of schools]
- [name of service provider]
- Child, Youth and Family Services (a service line of the Ministry of Social Development)
- Ministry of Education

The specific responsibilities of each party in implementing the SWiS service are detailed in “The Social Workers in Schools Service Description Section 3: Parties – Roles and Responsibilities.” A copy of this section is held by each party.

4. Term of the Partnering Agreement

The term of this Partnering Agreement is for the term of the contract agreement between the Service Provider and the Ministry of Social Development: Child, Youth and Family Services from XXXXX 2008 – XXXX XXXX.

5. Disclaimer

This Partnering Agreement does not constitute a legal partnership.

6. The Parties agree

- to comply with their specific responsibilities and roles as set out in the SWiS Service Description and this Partnering Agreement;
- to demonstrate a firm commitment to the vision, goals, core values, and guiding principles of the SWiS service; and
- to work in a cooperative manner to ensure successful SWiS service delivery and to achieve the SWiS service outputs and outcomes.

7. Objectives of the Social Workers in School Service

The SWiS service is:

- aimed at promoting wellbeing and safety of children rather than being problem and crisis focused;
- child focused;
- family/whanau centred;
- community orientated;
- committed to building on child and family/whanau strengths;
- culturally sensitive and responsive; and
- early intervention and prevention focused.

8. The Partnering Principles (this point onwards is open for discussion)

These principles guide SWiS service delivery amongst the parties.

Examples of Partnering Principles are:

- act honestly and in good faith;
- communicate openly and in a timely manner;
- work in a co-operative and constructive manner;
- recognise each other’s responsibilities to children and stakeholders;
- encourage quality and innovation to achieve positive outcomes for children and their families/whanau who receive the SWiS service; and
- encourage collaboration between parties

9. Our Mission Statement

The mission statement is developed by the cluster.

10. Our Values

The values are developed by the cluster.

11. Operational Structure

This section identifies Partnering Agreement parties.

Party	Representative	Role	Substitute representative

Meetings of the parties	
Quarterly	<i>Put dates here for the 4 meetings in the current year</i>
Organisational responsibility: planning, minutes, distribution	Service Provider
Purpose	Review SWiS service implementation with Partnering Agreement sections as the agenda for meeting
Follow-up action	Identify person/group responsible for follow-up plan and action in minutes of each meeting and distribute the minutes and plan to all parties within 10 days of the meeting

12. Referrals to Child, Youth and Family

Supporting resources for making this referral are: "An Interagency Guide for Breaking the Cycle"; the current policy of each school; and the current policy of the Service Provider. These are attached in Appendix A.

The parties decide on the course of action for making referrals to Child, Youth and Family i.e. who will take the responsibility in each school to make the referral to Child, Youth and Family.

Course of action for a referral in each school in the cluster:

[Name of School]

[Name of School]

[Name of School]

[Name of School]

13. Social Workers in Schools Assets

The parties clarify the responsibility for procurement, supply, installation and maintenance of Social Worker in Schools assets to ensure equipment and property meets all health and safety requirements. This responsibility is detailed in the table below. The parties add to this list as required.

<i>Key identifying specific responsibility of the party</i>	
Procurement	P
Supply	S
Installation	I
Maintenance	M

Ref.	Asset	Party responsible	P. S. I. M
1	Base office of Social Worker	School	
2	Base office furniture desk, filing system, furniture, free-standing shelving, heater	School	
3	Non-base office for Social Worker	School	
4	Non-base school office furniture desk, filing system, furniture, free-standing shelving, heater	School	
5	Laptop computer with case management records	Service provider	
6	Insurance – details of items insured and responsibility for these items	School Service provider	
7			
8			

14. Social Workers in Schools Service Support

The parties clarify the responsibility for procurement, supply, installation and maintenance of Social Worker in Schools service support and the payment and maintenance of this support. This responsibility is detailed in the table below. The parties add to this list as required.

<i>Key identifying specific responsibility of the party</i>	
Procurement	P
Supply	S
Installation	I
Maintenance	M

Ref.	Service support	Party responsible	P. S. I. M.
1	Promotion of the SWiS service for example using website, newsletters	School Service provider	
2	Referral system set up and maintained in each school	School Service provider	
3	Services such as cleaning, heat, light and water, security	School	
4	Supplies for office including books, stationery, whiteboards and pin boards		
5	Administrative support in each school including message taking	School	
6	Access to school facilities including photocopiers and fax, staffroom, recreation areas, kitchen and toilets	School	
7	Fixed line telephone in school	School	
8	Mobile telephone and payment of telephone calls	Service Provider	P M
9	Transport	Service Provider	P M
10	Internet access	Service provider	P I M

15. School and Service Provider Contacts

The parties identify a contact person in each school as a first point of contact for the social worker.

Key cluster contacts		
Name	Telephone	Role
[Service Provider]		
[Social Worker]		
[School 1]		
[School 2]		
[School 3]		

16. Social Worker Availability

The cluster agrees on a weekly plan for social worker availability.

Day	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

17. Service Planning

The parties decide on the annual plan for the service including school holiday activities for the social worker, special events, and social worker training and professional supervision; a plan for social worker absence; health and safety issues; and what to do if an emergency (natural disaster) occurs.

Annual plan: examples may include

- School holiday plans for social worker:
- Special events: for example school camps, celebrations
- Social worker training and supervision: for example the supervisor may visit the schools

Referral process in each school:

Back-up for social work service:

For example when the social worker is on training days or on leave

Health and Safety issues:

For example knowledge of social worker whereabouts during out-of-school visits

Emergency situation:

For example the plan for the social worker if he/she is not at the Service Provider base when an emergency or natural disaster occurs.

18. Prevention and Intervention Group Programmes

The parties decide on plan for implementing group programme. Guidelines for assessment of needs, choice of programmes, and reporting are included in the SWiS Toolkit – Section 6 “Guidelines and Resources for SWiS Prevention and Intervention Group Programmes”.

Process for establishing programmes:

- Identification of needs in the school: e.g. information gathered by Social Worker during their work
- Development of resource proposal:
- Group Programme selection:
- Group Programme review:
- Group Programme reports: (template for report in “SWiS database”)

Budget (invoices to be retained by provider):

- Annual budget (Appendix B):
- Allocation to each of the schools in the cluster:

19. Resolving Differences

The parties agree on a protocol for resolving differences which may arise amongst the parties during the implementation of this Partnering Agreement.

Resolution of differences – examples of two complaints matrix: *Parties agree on which matrix to use or develop an alternative matrix.*

Complaints matrix			
Complaint about	Made by	First contact for resolution of difference	If no solution, first contact will discuss unresolved difference with
Social Worker	Client	School - Provider	
Social Worker	School	Provider	
School	Social Worker	Provider	School
School	Provider	Own disputes protocol	
Provider	School	Own disputes protocol	Child, Youth and Family
Social Worker	Client	Provider	CYF Contract Specialist and/or Approval Staff
Social Worker	School	Provider	CYF Contract Specialist and/or Approval Staff
School	Client	School	BOT / MoE
School	Social Worker	School	BOT / MoE
Provider	School	Provider	CYF Contract Specialist and/or Approval Staff
School	Provider	School	CYF / MoE
School	School	School	BoT / MoE

20. Review of issues for quarterly Report

The parties discuss points to be included in the service provider quarterly Report. The headings include: trends in social issues in the schools and community; gaps in service provision; school issues; group programmes; and the process of the cluster meetings.

The service provider records these points and includes them in the quarterly Report.

21. Review of this Partnering Agreement

The parties agree to review this Partnering Agreement annually.

22. Signatories

Name _____

Position _____

Signed _____ Date _____

School representative as delegated by the Board of Trustees

Name _____

Position _____

Signed _____ Date _____

School representative as delegated by the Board of Trustees

Name _____

Position _____

Signed _____ Date _____

School representative as delegated by the Board of Trustees

Name _____

Signed _____ Date _____

Chief Executive Officer

[provider name]

Name _____

Signed _____ Date _____

Contract Specialist, Child, Youth and Family Services

Name _____

Signed _____ Date _____

Representative, Ministry of Education

Designation, Representative, Ministry of Education

Appendix A: Referral policy to Child, Youth and Family

[name of school]

[name of school]

[name of school]

Appendix B: Group Programmes: Financial Report

SWiS Group Programmes Financial Report				
Provider name				
Allocation \$7,400.00 ex GST				
Cluster schools				
Programme details	Expense	Date	Cost	Total
Self Esteem 18 Students	Travel	20/05/2008	\$150.00	
	Confidence climbing	20/05/2008	\$180.00	
	Mystery Maze	20/05/2008	\$90.00	
	Food	20/05/2008	\$200.00	
				\$0.00
				\$0.00
Grand Total				\$620.00
7,400.00				\$6,780.00

Appendix 4: Stakeholder table

Stakeholder	Involvement
Primary school children	Active participation
Siblings of primary school children	
Family – whanau of primary school children	
Social worker	
Primary school staff	
School Board of Trustees	
SWiS service provider	Contracted provider Active participation
Child, Youth and Family contract specialist	Contract manager
Ministry of Education local development officer	Advisory role
Primary school visiting professionals including Resource Teacher: Learning and Behaviour; Public Health Nurse; doctors; special educators; teacher's assistants;	Ad hoc involvement, with active participation at times
Child, Youth and Family local site office staff	
Primary Health Organisations	
Municipality/local body groups	
Mental Health providers	
Strengthening Families service	

Work and Income New Zealand	
Police	
Sports clubs	Ad hoc involvement, with active participation at times
Recreational clubs	
Children's organisations e.g. cubs,	
Service organisations e.g. Rotary	
Local businesses and industries	
Philanthropic Trusts	
Religious bodies	
Ministry of Education	Strategic planning Policy and advisory role Property management
Ministry of Health	Strategic planning Policy and advisory role
Ministry of Social Development; Child, Youth and Family	Funding and contracting of service Strategic planning Policy and advisory role

Appendix 5: Template for report: Service Provider quarterly report

Service Provider	
Schools in the cluster	
Social Worker[s] in the cluster	
Person completing report 1/4 and date	
Person completing report 2/4 and date	
Person completing report 3/3 and date	
Person completing report 4/4 and date	
Output Summary	
Key: # - number of	Outputs
	1/4 2/4 3/4 4/4 pa
Social work with children and their families /whanau	
# children referred to social work service	
# children's cases closed at initial referral	
# children's cases active at the end of the quarter	
# children's cases closed after social work during that quarter	
Prevention and intervention group programmes	
# group programmes for children	
# total attendances at children's group programmes	
# group programmes for adults	
# total attendances at adult family/whanau programmes	
# group programmes for adults & children together	
# total attendances at combined adults & children programmes	
Community networking	

# local NGOs and community services associated with SWiS service					
# referrals to Child, Youth and Family (notifications)					
# referrals to iwi/Maori agencies					
# referrals to other community services					
Narrative overview of cluster Maximum of 5 lines for each box					
Trends in social issues in schools and community					
1/4					
2/4					
3/4					
4/4					
Gaps in service provision					
1/4					
2/4					
3/4					
4/4					
Partnering Agreement cluster meetings					
1/4					
2/4					
3/4					
4/4					
School issues					
1/4					
2/4					
3/4					
4/4					
Community networking and use of community services					
1/4					
2/4					
3/4					
4/4					
Group Programmes					
1/4					
2/4					
3/4					
4/4					
Social Worker highlights					
1/4					
2/4					
3/4					
4/4					
Documents attached					
	1/4	2/4	3/4	4/4	pa
Group programme financial report	1	1	1	1	4
Cluster meeting minutes	1	1	1	1	4
Audited Financial Statements	when available				1

Appendix 6: Social work standard core competencies

The most important factor in the success of Social Workers in Schools lies in the ability of the social worker to establish a professional, supportive and effective working relationship with each child and their family/whanau to ensure agreed goals are achieved. It is essential, therefore, that these social workers are highly skilled and are able to demonstrate standard core competencies.

The social worker should demonstrate knowledge of and competence in:

- social work processes, roles and models
- child/human growth and development
- family/whanau dynamics, including issues of power and domestic violence
- working with children and families/whanau to promote change
- applying professional social work values (acceptance, non-judgemental attitudes, client self-determination, culturally sensitive and responsive practice, worker accountability)
- delivering culturally sensitive and responsive services to Maori, with particular reference to the principles of the Treaty of Waitangi and their implications for practice (Fluency in te reo Maori would be a distinct advantage in areas where clients are most likely to be Maori speakers.)
- delivering culturally sensitive and responsive services to Pacific peoples
- delivering culturally sensitive and responsive services to people of other cultures
- working cooperatively as an effective team member, with the ability to transfer this into a school setting
- developing and maintaining good community networks and experience in dealing with people from the range of cultural backgrounds in the community
- group facilitation processes
- the values and principles underpinning Social Workers in Schools
- issues of child abuse and neglect
- issues of domestic violence, mental health and alcohol and drug abuse
- safety issues, including client and worker safety
- networking with other service provider agencies and ability to promote the work of the Social Workers in Schools service
- communication and interpersonal skills
- advocacy and accessing resources

- time management, caseload planning and management,

In addition,

- all social workers need a current full New Zealand driver's licence,
- have flexibility to work outside normal working hours and to be on call as necessary, and
- to demonstrate computer literacy skills using Microsoft word and email.

Specific competencies of a social worker in a Social worker in Schools service are detailed in the SWiS Toolkit.

Appendix 7: Guidelines: Supervision of a social worker

Formal professional supervision

All social workers must receive no less than one hour per fortnight of formal, one-to-one professional supervision. Ideally for new workers this should be weekly for at least the first six months of their employment.

Supervision must be provided by a qualified, registered and experienced social worker or a social science professional, who must have previous successful experience in social work supervision. It is preferable that the supervisor also holds a supervision qualification in social services that has been awarded by a registered and accredited education provider, or is working towards this.

Wherever possible, the selection of a professional supervisor should take into account the following criteria:

- the social worker's gender, ethnicity and culture
- the social worker's identified professional and personal needs
- the supervisor's identified skills.

Every supervisor and social worker must have a negotiated and written contract that specifies:

- the expectations and responsibilities of both parties
- the frequency and duration of supervision sessions
- how interruptions and changes will be managed
- what contact with the supervisor is available between formal supervision sessions
- other methods of supervision and the accountabilities that go with these

- record keeping
- a time frame and process to review the contract.

A record is to be maintained of all internally and externally provided supervision. Should the service provider contract an external supervisor to supervise the social worker, the external supervisor must report to the social worker's manager at least monthly.

Professional supervision of social workers

The purpose of professional supervision is to:

- ensure the provision of consistent and effective service for children and their families/whanau
- ensure the social worker is clear about their roles, responsibilities and accountabilities
- enhance the social worker's development
- ensure that the social worker complies with legislation, policies and practice guidelines
- ensure the social worker has a manageable and appropriate caseload
- develop a supportive and positive climate for practice and performance
- support the social worker in accessing resources and managing the physical, mental and emotional demands of the work.

Professional supervision must be:

- planned and thorough
- based on a written, negotiated contract
- explicit about power and inequality and the use of authority
- accurately recorded.

Functions of professional supervision

The essential and interrelated functions of supervision are management and accountability, and support. At times they may compete. Competent practice occurs when the relationship between functions is recognised.

Management and accountability

The management and accountability function ensures that policies, practice guidelines and priorities are understood and adhered to. This includes casework management activities to:

- manage workload and time
- allocate and prioritise work
- regularly review and evaluate case activity to ensure it is progressing and contributes to safe and positive client outcomes

- monitor for signs of “capture” or dependency by clients
- ensure access to practice wisdom and advice
- ensure casework recording is adequate, appropriate and timely.

It is also expected that:

- there will be a written contract outlining terms of supervision and agreed timeframes for joint meetings of internal and external supervisors with the social worker
- the external supervisor will advise the social worker’s manager on both strengths and concerns regarding professional practice, training and professional development needs, and any pertinent concerns regarding the health, safety and wellbeing of the social worker
- external supervision is provided on the understanding that the external supervisor has a responsibility to advise the social worker’s manager immediately of any potential or real risk to children, the social worker, or any other person.

Support

The supportive function enables affirmation and validation of social workers in the difficult work they do, both as professionals and as people. Without this, social workers can be left feeling vulnerable and lacking confidence. It enables the supervisor to:

- create a positive environment where they are accessible and approachable
- share responsibility for decisions
- seek to prevent the development of potentially challenging situations
- discuss any challenging situations with the social worker to identify support and development needs in order to reduce the likelihood of recurrence
- assist the social worker manage emotional, mental and physical fatigue
- promote positive working relationships
- promote confidence
- provide perspective
- support the social worker to maintain their personal health, safety and wellbeing in accordance with relevant policies and legislation. ¹

Informal management supervision

In addition to formal, one-to-one professional supervision, social workers will also require management supervision as the need arises. The social worker’s manager should ensure they have an “open door” policy and may need to schedule regular management meetings to allow the social worker to access this form of supervision as required.

¹ A. Kadushin, *Supervision in Social Work*. Columbia University Press, 1992.

Peer supervision is an important tool and should also be encouraged. As the social workers may have different areas of professional expertise, they should be encouraged to discuss issues and review cases as a team. Team meetings should be scheduled on a regular basis, weekly or fortnightly, if this is feasible.

Cultural supervision

Cultural supervision is either a formal or informal relationship between members of the same culture for the purpose of ensuring that the Social worker is practising according to the values, protocols and practices of that particular culture. For example, practice that is tika. Cultural supervision is about both cultural accountability and cultural development. Cultural supervision does not replace professional supervision.

Social workers should also have cultural supervision, which may constitute:

- supervision by someone from their own culture, to ensure their practice matches the values, protocols and practices of that culture, and/or
- access to cultural expertise or consultation when working with clients who are not from their own culture.

Appendix 8: Guidelines: Social work role and practice

Notifications

- If at any time a social worker is in contact with a child whose immediate safety is in doubt, a notification must be made to Child, Youth and Family and/or the Police, using the referral process as agreed by the cluster parties during the development of the Partnering Agreement for that cluster.
- The protocols for this process are detailed in *An Interagency Guide for Breaking the Cycle* and each school and service provider also has their own protocol.
- Notifications are made to Child, Youth and Family National Call Centre on 0508 FAMILY (0508 326 459)

Referrals to the social worker

- Referrals can be made to the social worker in writing.
- All referrals for the Social Workers in Schools service received by the school should be made directly to the social worker.
- Where a referral or a contact is received at the school and the social worker is not available for more than 72 hours (because they are on leave or on a training course, for example), the school will pass the referral to the provider for the back-up social worker to follow-up as appropriate.

- In all cases, the referrer must receive an acknowledgement of their referral and where appropriate be advised that services were provided.
- The social worker will assess referrals and make appropriate decisions about any actions required.

Consent: contacting the parent/guardian

- Depending on the circumstances the parent/guardian must be notified of a social worker's contact with their child as soon as possible, unless there are clear indications that this would endanger the child's safety.
- Parental/guardianship consent must be obtained before any further assessment or follow-up action is undertaken.
- Details of the contact must be clearly recorded in the SWiS database.

Assessment and service delivery

Where the family/whanau has agreed to work with the Social Workers in Schools service, the Social worker will:

- undertake a comprehensive assessment of the needs and strengths of the child and their family/whanau;
- develop and manage a service delivery plan in partnership with the child and parent/guardian or family/whanau and other appropriate agencies;
- focus for planning on the solution, not the problem, and the social worker must ensure that the needs of the child are clearly understood by the child and family/whanau. While the individual plan will include the family/whanau and adults within the household, the focus must remain on the child as the social worker's client that is, the plan will be child focused and family centred;
- deliver and/or coordinate the delivery of services agreed to in the plan;
- work directly with the child and family/whanau in a therapeutic relationship to achieve the goals outlined in the plan; and
- monitor and review the effectiveness of any interventions in individual cases to ensure that services are appropriately coordinated and focused, and that goals set are achieved.

The social worker will also:

- maintain records of the processes and outcomes of their work
- where appropriate, work with Strengthening Families local coordination groups to ensure there is a coordinated approach to managing individual cases

- work with others in the school and/or other education, health and social agencies and community providers to develop and provide preventative group programmes for the school and local community that promote the wellbeing of children and families
- contribute to any evaluation of the service required by the service provider, Child, Youth and Family or Ministry of Social Development.

Database management

- Social worker uses the database as detailed in the guidelines *Social Workers in Schools Database User Manual January 2006*. Child, Youth and Family provides orientation training for database management and on-going technical support.
- When the needs and strengths assessment has been completed and an outcome agreed, the social worker must record the assessment results in the SWiS database and maintain on-going records for each child on a regular basis.
- Back-up files on a regular basis.

Reassessment

Refer to SWiS Toolkit

Closedown of a file

Refer to SWiS Toolkit

Transfer of files

If a child moves to a school that has a different Social Workers in Schools service provider or no Social Workers in Schools service provider, then the parent/guardian's written consent must be obtained before the file is transferred.

Onward referral

In all cases, except in emergency or abuse situations, the social worker must obtain the consent of the child's parent/guardian before making an onward referral.

Privacy and confidentiality

- Clients have the right to expect and receive privacy and confidentiality. It is expected that, in conjunction with the schools, each service provider will have in place, or will set in place, a policy governing the maintenance of privacy and confidentiality.
- All children and their families/whanau will have the privacy and confidentiality policy and procedures explained to them in a clear and age-appropriate way.