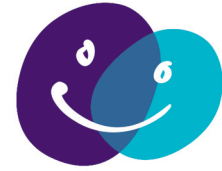


# Social Workers in Schools (SWiS) induction



social workers  
in schools

An induction programme for new SWiS social workers



Working with providers



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**Note:** *If you haven't already, read the Getting Started module first. It has important information on planning out your induction.*

**There are icons in the booklets to help you quickly recognise key components of this induction.**



**Checklist**

A checklist listing key information you can review or activities you can complete.



**Tip**



**Resources**

Important resources you need to refer to complete the activity.



**Your notes**

Make your own notes on this part of the page.

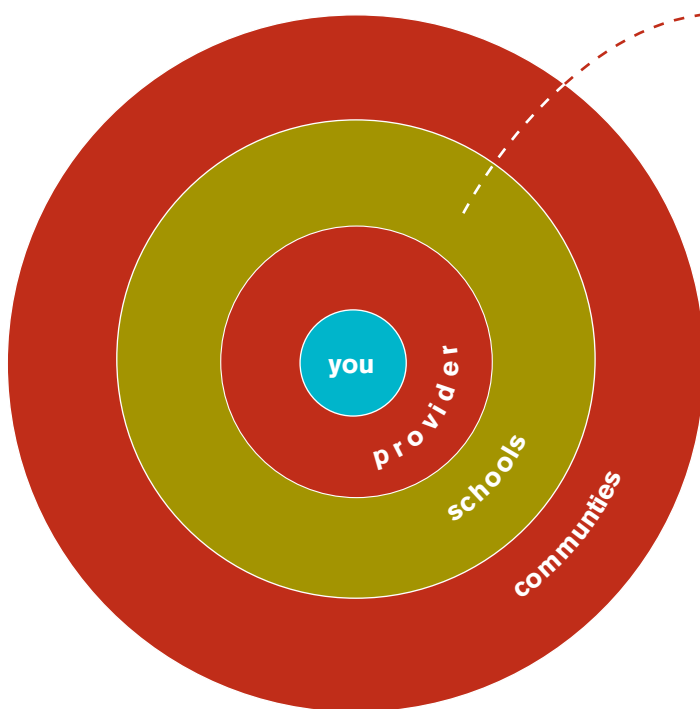


**Note**

The provider is the key to the success of SWiS. It is the provider's responsibility to provide the SWiS service to children and their whānau/families.

Your provider will have a close relationship with all the SWiS partners they work with. They are also your employer. It is their responsibility to look after all employment responsibilities (eg. your pay, your performance monitoring and appraisals, your training, and your health and safety).

They also have the key role of providing you with ongoing professional supervision and support.



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

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

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

The SWiS induction has been designed to run in conjunction with the induction a provider will give the new social worker about the provider's organisation.

SWiS induction is not designed to replace the provider's induction – both inductions can be completed at the same time. The SWiS induction is designed to run over three weeks. In this period there is also plenty of time to complete the provider's induction and other tasks.

There is a sample timetable in the *Getting Started* booklet to show how the SWiS and provider induction can be planned out over three weeks.

SWiS induction focuses on what a new social worker needs to know about their job to get **started** and feel confident.

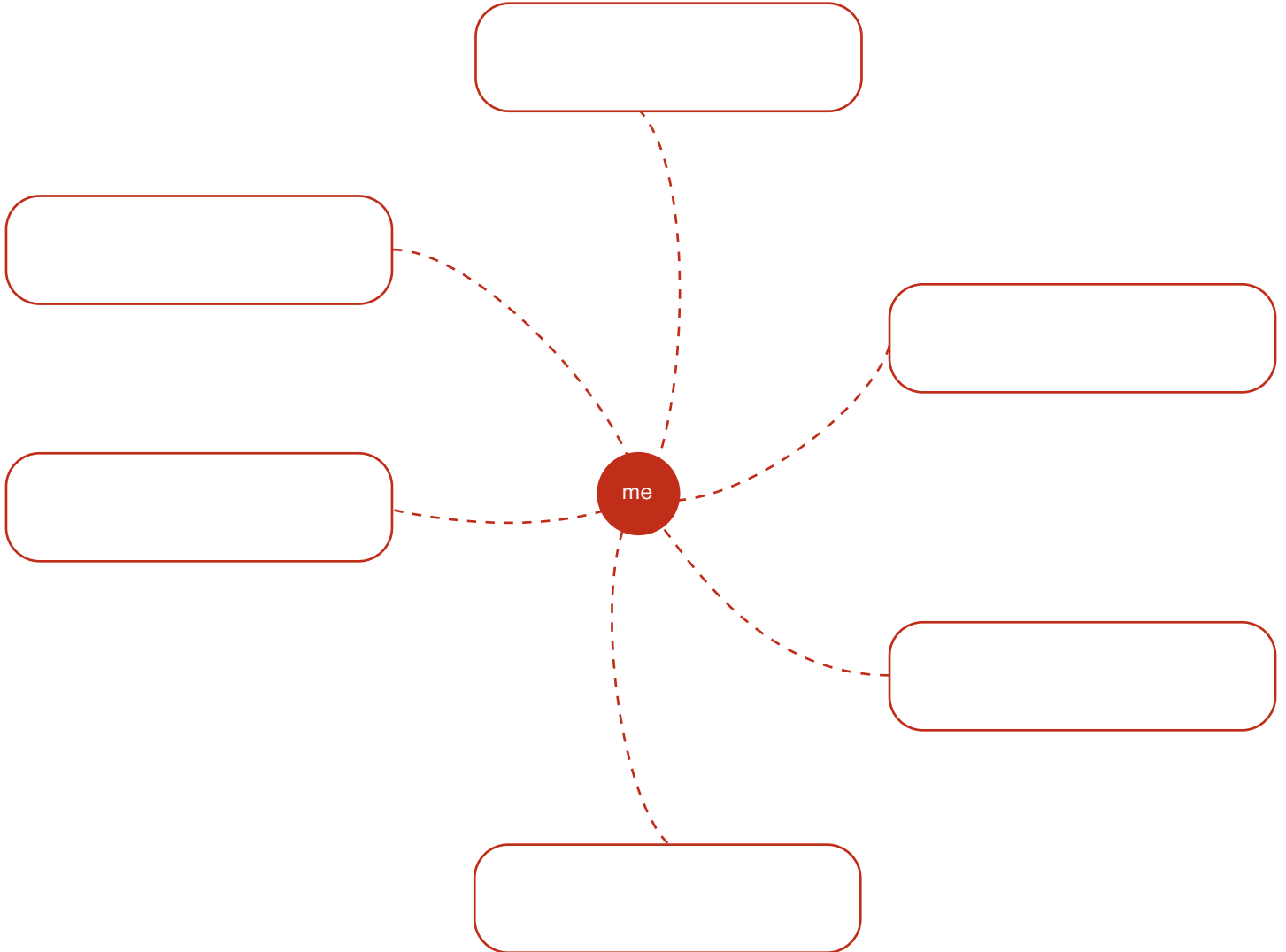
The provider's induction should cover everything the new social worker needs to know about their provider organisation. Some of the things the provider's induction **might** include are in the checklist below.

### Checklist

- Administration
  - business card
  - letterhead
  - payroll
  - computers
  - phones
  - permission forms
  - vehicles/transport arrangements
- Employment contract and conditions
  - professional association membership union
  - training/qualifications
  - supervision
  - job description (expectations of the SWiS social worker)
  - social worker registration
- Overview of the provider's organisation
  - structure
  - key people
  - reporting structure
  - range of services provided
  - interface with the SWiS service
- Provider's philosophy
  - mission
  - vision
  - objectives
  - aims
- Provider's policies
  - confidentiality
  - health and safety
  - complaints
  - delegations
  - travel
  - cultural inclusiveness
  - approvals review
  - professional indemnity
- Regular meetings and engagements
  - staff meetings
  - staff functions
  - quarterly partnering meetings.

## Who's in your provider team and what do they do?

Your provider is your primary support base! Meet with your provider team(s) and find out who they are, what they do, and how they'll work with you. You can introduce yourself or discuss who is in your team with your buddy or colleague.



# What is SWiS?



## Resources:

- SWiS toolkit
- SWiS service specification
- SWiS pamphlets

How much do you know about SWiS? Locate the resources in the list and refer to them to answer the following questions. 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 SWiS service specification?

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What is the SWiS partnering agreement?

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What is the difference between the SWiS service specification and the SWiS toolkit?

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## SWiS philosophy and principles

What are the desired outcomes of SWiS?

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What are the goals of SWiS?

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What are the objectives of SWiS?

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What are the core values of SWiS?

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What are the guiding principles of SWiS?

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*'We work with families,  
schools, and communities  
to create brighter  
futures for children.'*



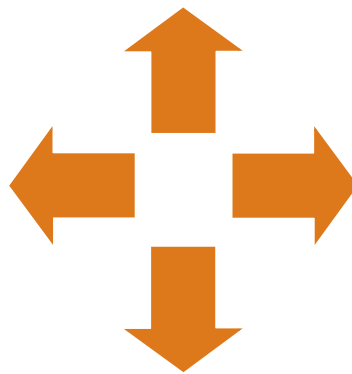
**Child, Youth and Family**

**Social Workers in Schools (SWiS)**

Local contract specialist ..... (name)	Senior advisor ..... (name)	Advisor ..... (name)
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**Providers**

Your provider organisation  
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(Provider's name)  
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(Manager's name)  
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(Supervisor's name)



**Schools**

Schools in your cluster  
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**Ministry of Education**

Local student support officer  
.....  
(Name)

# Your role as a SWiS social worker

Your provider 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 SWiS achieving its goals.

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Continued over page...

*'Having a proactive attitude is a key to being a successful SWiS social worker!'*





# Professional supervision

## Types of professional supervision



### Resources:

- SWiS toolkit
- SWiS service specification
- Your provider's professional supervision contract
- Social Workers Registration Act 2003
- ANZASW Code of Ethics

The purpose of professional supervision is to provide you with professional support and advice. Read through the resources listed and then talk with your provider about professional supervision.

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

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③

In the service specification, what are the minimum requirements for professional supervision?

Review your provider's professional supervision contract. Discuss this with your provider.

How does your provider manage the professional supervision negotiation process?

## Your professional supervisor(s)

Who will provide you with professional supervision and how often will you meet?

Record the date and time of your first professional supervision meeting.



# Your first professional supervision meeting

You can prepare for your first professional supervision meeting by reading the ANZASW Code of Ethics your 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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② .....

③ .....

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Identify four areas where you have an opportunity to develop.

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**Your notes**

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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?

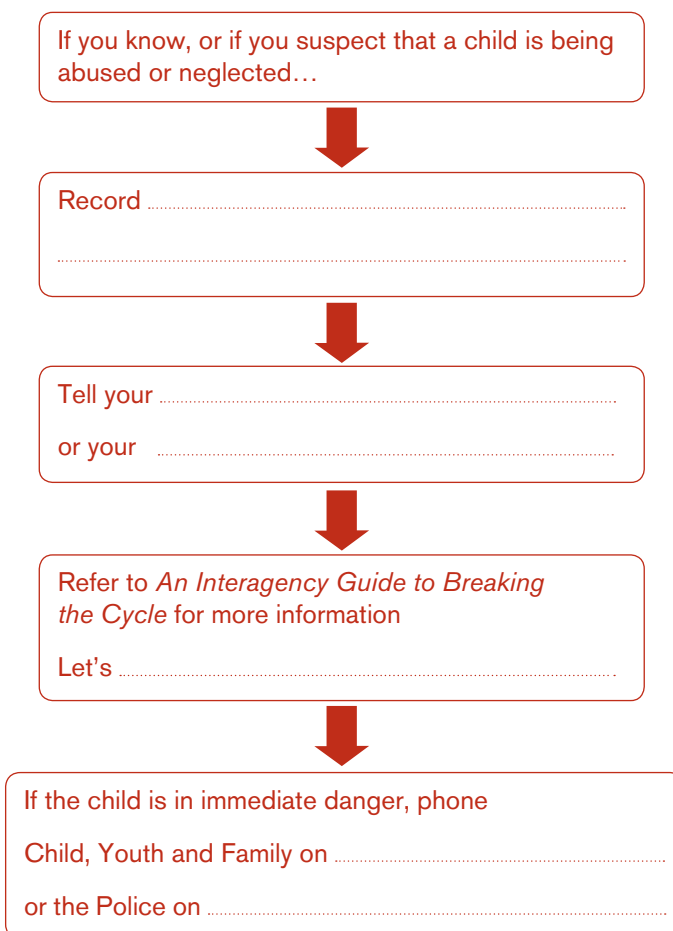
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Complete the blank spaces in the flow chart below. Refer to *An Interagency Guide to Breaking the Cycle* to help you complete this question



**Consent, consultation,  
and feedback**

When do you need to get the consent of a parent or guardian?

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How can you go about getting their consent?

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# The SWiS social work process – The Needs and Strengths Assessment



## Resources:

- SWiS social work process diagram
- SWiS toolkit
- SWiS service specification

If you and the whānau/family agree that the case requires further action, you'll need to work together to conduct a Needs and Strengths Assessment with the child and their whānau/family.



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

What is a Needs and Strengths Assessment?

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When would you complete one?

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

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What steps do you need to take when preparing for an assessment interview with the child and whānau/family?

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'SWiS is focused on drawing out the strengths of children and their families/whānau.'



# The SWiS social work process – the intervention plan



## Resources:

- SWiS social work process diagram
- SWiS toolkit
- SWiS service specification

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 Needs and Strengths Assessment phase. Planning is a collaborative process; you should work with the whānau/family 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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Under what circumstances might the plan finish?

# The SWiS social work process – service delivery reduction and closure



## Resources:

- SWiS social work process diagram
- SWiS toolkit
- SWiS service specification

Once you and the whānau/family agree that they can carry on independently with their goals, or if they leave or withdraw consent, you should reduce then close the service.

What steps are involved in reducing the service?

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What steps are involved in closing the service?

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

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



**Note:** By now you should have a good idea of the resources you can use to find answers to questions. We haven't included the resources you should use to answer these questions so as to give you a chance to practise your research techniques.



**Tip:** As you answer these questions, take copies of any reports you find and add them to your toolkit. That way you'll always have a copy to refer to in the future.

Give three reasons why producing accurate reports will help ensure we're providing the best possible service.

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Name three forms of reporting and briefly describe what is involved in each.

①

②

③



Resources:

- SWiS toolkit

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 practise 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.

There are more scenarios and case studies to practise responding to in the toolkit.



**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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*Continued over page...*



**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 Child, Youth and Family.
- c** Ask the teacher to talk to him.
- d** Visit the family and ask the whānau/parents

What factors would influence your decision?

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Now is good chance to sit down and plan out some of your workload and appointments for the next few weeks.

Use the checklist below as a guide.



### Checklist

- Confirm your appointments for next week.
- Finalise your induction plan for next week.
- Begin to collect any resources you might need for your appointments next week.
- Catch up on any induction tasks you didn't complete during the week.



### Your notes

A series of horizontal dotted lines provided for taking notes.



