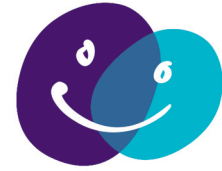


Social Workers in Schools (SWiS) induction



social workers
in schools

An induction programme for new SWiS social workers

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3

Working with communities



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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 could 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.



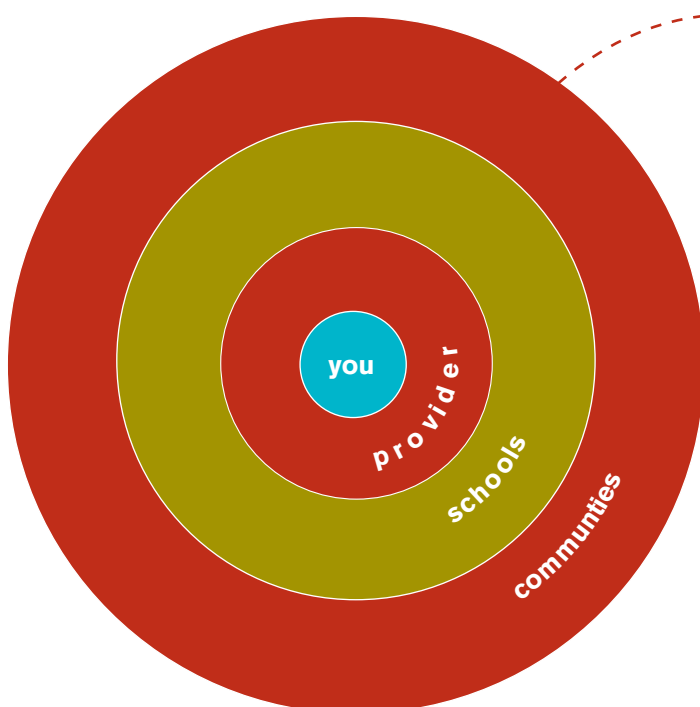
Note

The community is a great resource for you to turn to. Community members will be able to provide help and advice that will assist you to deliver the best service to your children and their whānau/families.

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

Community members could be invited to the quarterly meetings convened by the CYF contract specialist and attended by service providers, social workers, and school principals.

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



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

- seek collaboration and cooperation
- empower the community
- address collective needs – ‘it takes a village to raise a child’
- find resources – the resources are usually out there; you just have to track them down
- make referrals to appropriate agencies
- promote social responsibility
- be a broker, facilitator, advocate, and influencer
- promote the role of the SWiS service.

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

Completing this module

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

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

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

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

Your community network

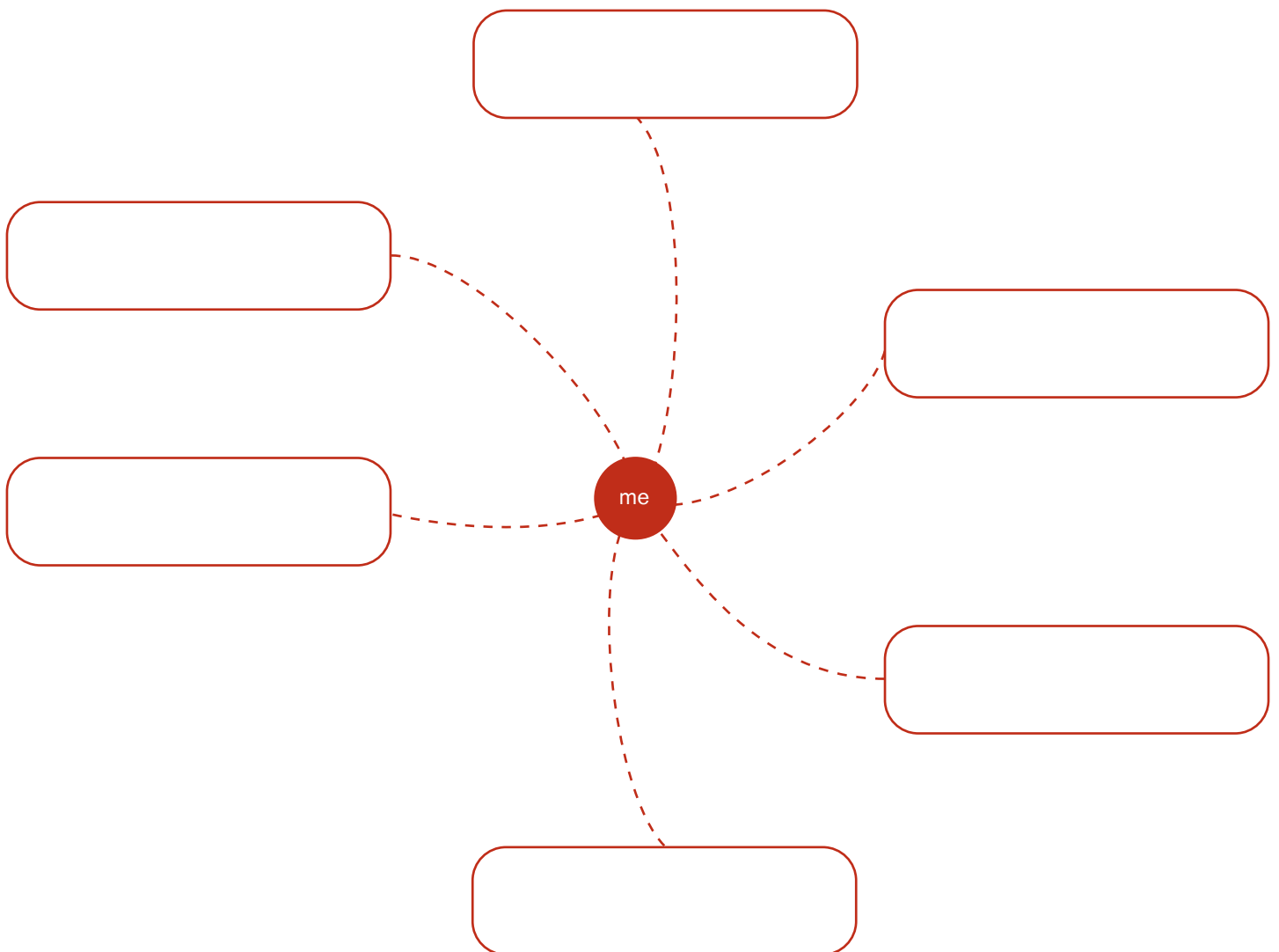
There are many different organisations and people that you will work with in the community.

Use the support agency list you drew up for each school visit (Module 2) and work with a colleague or peer to build up a list of organisations, contact people, contact details, and any other information.

Some of the organisations and people that you might include are:

- Police community section (Youth Aid or community constable)
- Strengthening Families coordinator
- education support
- local councils
- local marae (iwi and hapū)
- local Pacific Island and migrant services
- iwi Māori and Pacific Island social services
- Ministry of Education, Group Special Education (GSE)
- Housing Corporation New Zealand (HCNZ)
- Child, Youth and Family (CYF)
- Work and Income New Zealand
- Child and Adolescent Mental Health Services (CAMHS)
- Family and Community Services (FACS).

Use the diagram below to build a picture of all the people you'll work with and how they relate to one another.



Home visits – preparing for a visit



Resource:
SWIS toolkit

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

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

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

Once you've completed the table, discuss the answers with your supervisor, buddy, or provider.



Tip: You could ask the person you discuss your answers with to role play the situation with you so you get a chance to practise your answers.



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

Why are you going to visit the whānau/family (that is, why was there a referral)?

How are you going to explain the issue to them?

How are you going to explain your role in the process to the whānau/family? How are you going to explain SWiS to them?

How are you going to ask the parent or guardian for consent to proceed?

What type of reception might you get from the family/whānau?

What steps can you take to protect yourself from harm?

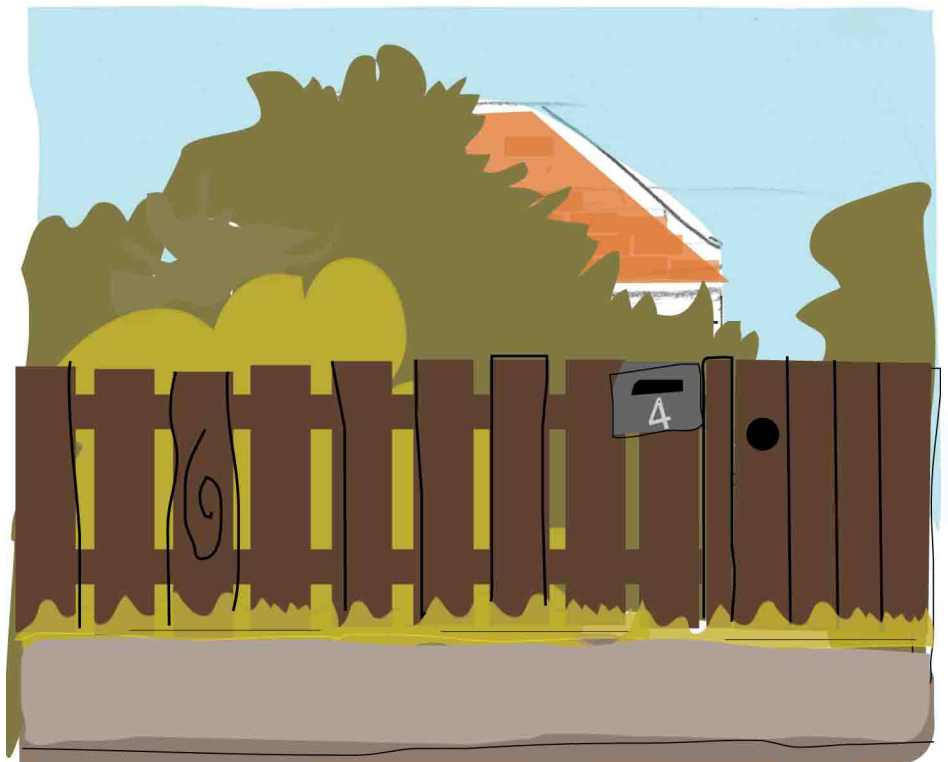
Home visits – identifying hazards and risks



Resource:
SWIS toolkit

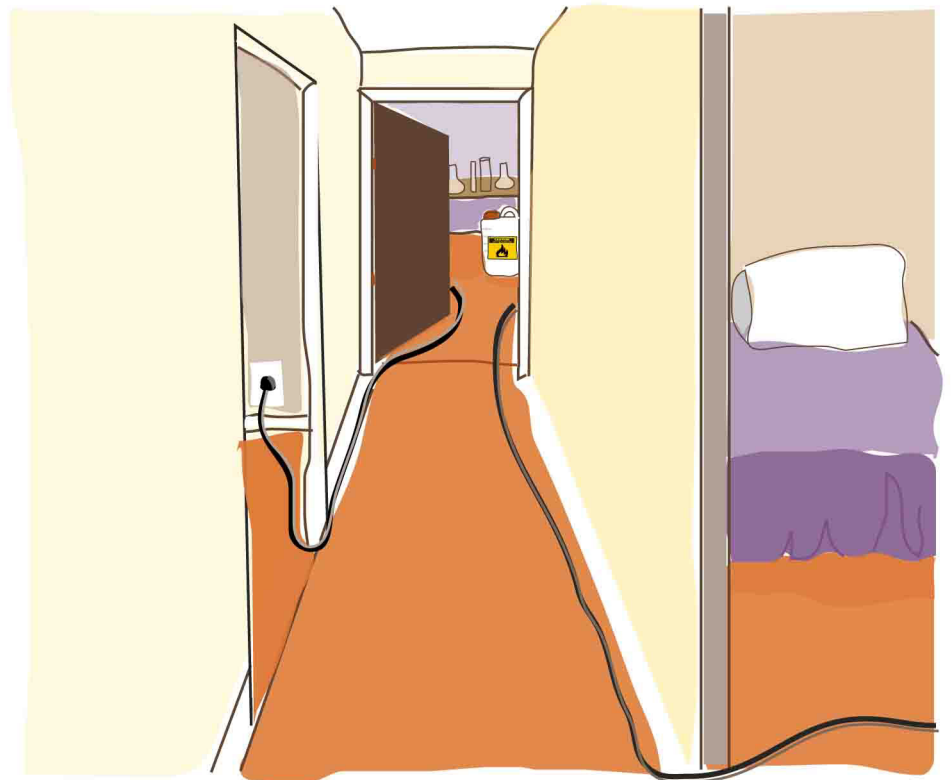
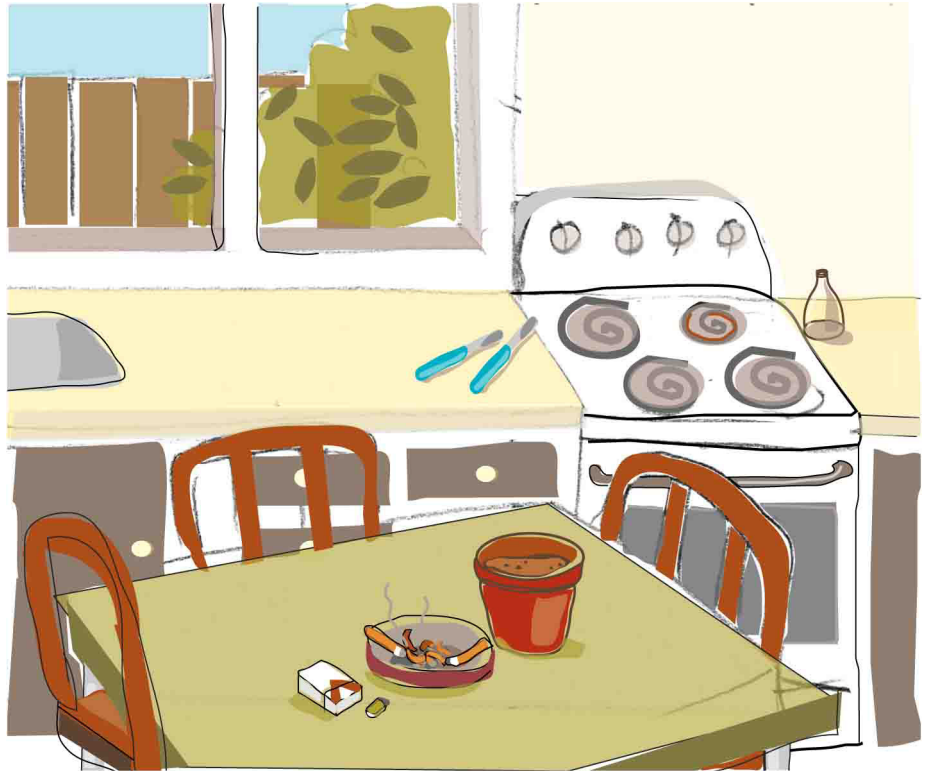
SWiS social workers generally work alone, so you need to take appropriate steps to protect your own safety. There are certain precautions you should take and hazards and risks to be watchful of.

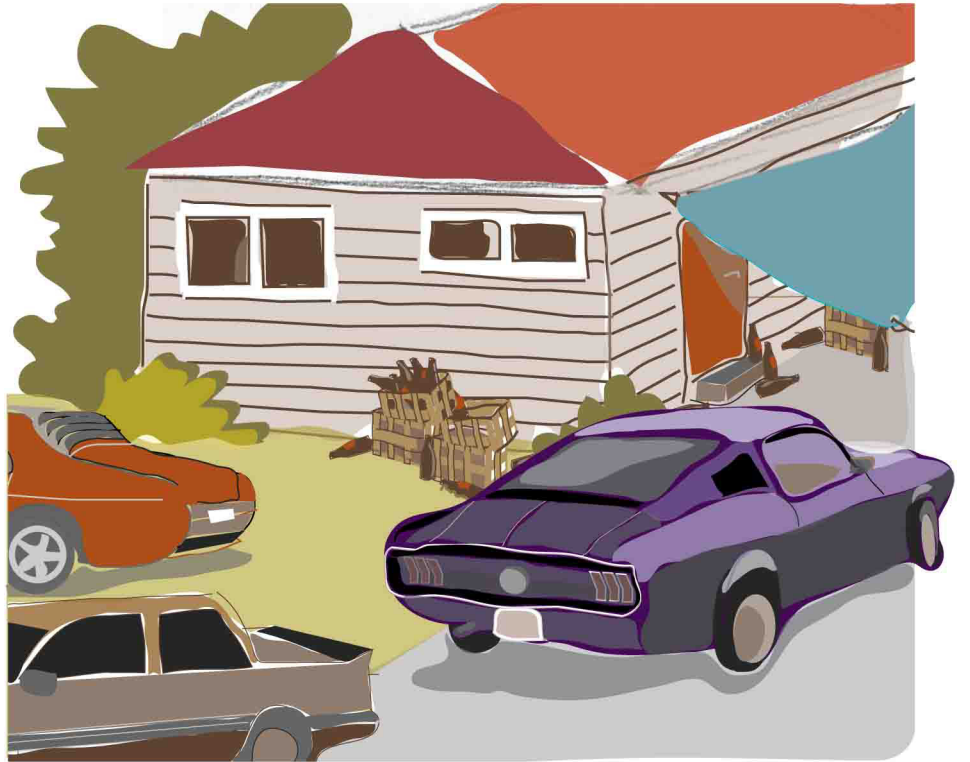
Look through the pictures below. Try to identify the hazards and risks in each picture. Talk through your answers with your buddy, provider, or supervisor. You can also discuss some of the precautions you should take to protect yourself.



Continued over page...







Preventative programmes

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

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

Programmes

What are the different types of programme available?

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Who can provide programmes?

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Who approves the finance and pays for a programme?

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

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*'We are professionals!
We need to make sure
people know who we are
and what we do.'*

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

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If you find you have some extra time to do some more induction activities, here's a list of things you can do:

- Meet with the schools' boards of trustees and discuss your role with them.
- Spend half a day observing another SWiS social worker.
- Visit the local marae, introduce yourself, and explain what you do.
- Do some research on the local iwi/hapū in your area.
- Put together a flyer about yourself and the services you offer that can go on the school noticeboard.

Your notes



A series of horizontal dotted lines for taking notes, starting from the top of the 'Your notes' section and extending down to the bottom of the page.

This is a good point to stop and reflect on the week you've had. This reflection will give you an opportunity to review your learning so far and think about what you need to do next.

Spend about 30 minutes thinking about and writing down notes for the items in the checklist below.



Checklist

- What were five of the key things you learned this week?
- What are some of the challenges you had during the week?
- How did you overcome these challenges, or what do you need to do to overcome them?
- What areas do you want to focus on in the following fortnight?
- What do you want to discuss at your next supervision meeting?



Tip: *If you have anything you need to discuss with your provider manager or clinical supervisor, then you can take these points to your next supervision meeting.*



Your notes

A series of horizontal dotted lines provided for writing notes.



You've covered a lot of ground in this module. This is a good chance to have your third professional supervision meeting.



Checklist

At this meeting you and your manager could discuss the following:

- Review and discuss your new child caseload.
- What types of case do you have?
- How big is the caseload, and what is the split between the different schools?
- What factors do you need to look at when prioritising cases?
- Look at and discuss the different types of documentation that make up a case file.
- Review your answers for the home-visit activity in this module.



Your notes

A series of horizontal dotted lines provided for taking notes during the supervision meeting.

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

Use the checklist below to begin to plan out some of these important activities.



Checklist

- Confirm your appointments for next week.
- Book in any new appointments for the following weeks.
- 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 writing notes.



