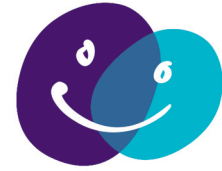


Social Workers in Schools (SWiS) induction



social workers
in schools

An induction programme for new SWiS social workers

... 2

Working with schools



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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.



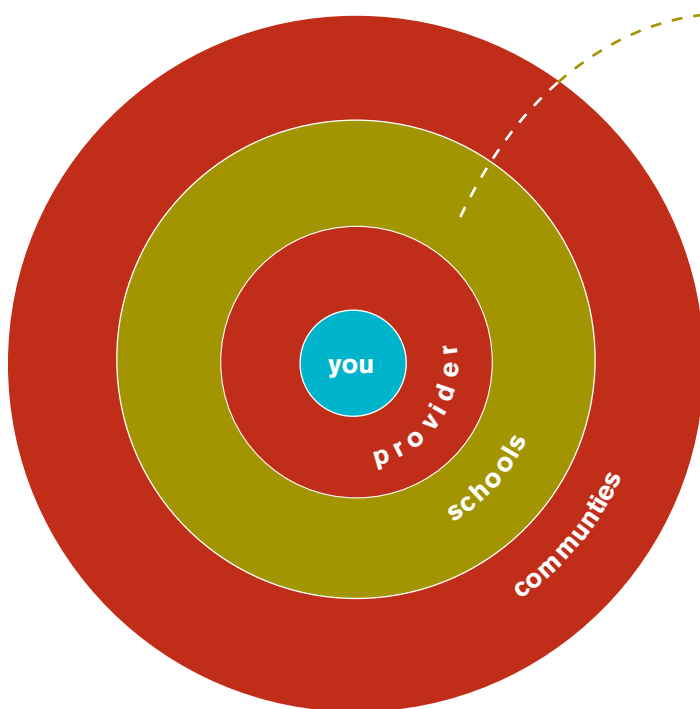
Note

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

You need to:

- build and maintain a visible presence at each of the schools you work with
- work with the schools to promote the SWiS service to the students and their families/whānau
- build trusting relationships with the leaders and staff at each of your schools.

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



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

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

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

How this module works

In this module there is a set of activities you'll need to work through for each school (pages 3–12). The activities and the questions are the same for each school. They will help you build up a file of important information for each school that you can keep in your toolkit.

There are also activities in this module that you only need to do once (pages 2 and 13–20).



Tip: Each of the pages with a school activity has a box at the top where you can write down the name of the school.

The image shows a sample activity page titled "Key people in the school". At the top, there is a box for "Name of school". Below this, there are instructions: "Once all the changes are made to this box for each school in each of your schools, they'll all contain the same information and will read as follows: 'Name of school: ...'. The next module will be used to record the names, titles and other information of all the people who work in the school. Copy a copy of this page into your SWiS toolkit." There is also a note: "Address the school principal for school:". The main part of the page is a flowchart for identifying key people in the school. It starts with "Head of school" and branches into "Deputy head" and "Senior management team (e.g. deputy principal and assistant principals)". From "Deputy head", it branches into "School business manager" and "School support staff". From "Senior management team", it branches into "School support staff" and "School support staff". There are also boxes for "School support staff" and "School support staff". At the bottom, there is a note: "Make: This page is used to record the names and titles of key people in the school." The page number "20" is visible in the bottom right corner.

Preparing for each school visit

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

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



Resources:

- School website
- Ministry of Education website (www.minedu.govt.nz)

- 1 Photocopy a set of activities for each of the schools you work with (pages 3–12). For example, if you work with three schools, you'll want at least three copies.



Tip: You can also print off a copy from the SWiS resources CD-ROM or the provider's network.

- 2 Read through all the activities and questions.
- 3 Begin to answer as many of the questions as you can. You will need to do some research to find answers. You can use the suggested resources and anything else you can think of to help with your research.
- 4 Any questions you don't or can't answer, you can complete when you do your school visit.



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

- 5 Once you've completed the activities, you can store them in your SWiS toolkit.



Tip: You can also take copies of any important information you come across when completing the activities and store these in your toolkit.



Resources:

- SWiS toolkit
- Ministry of Education website (www.minedu.govt.nz)
- Te Kete Ipurangi website (www.tki.org.nz)

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

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



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

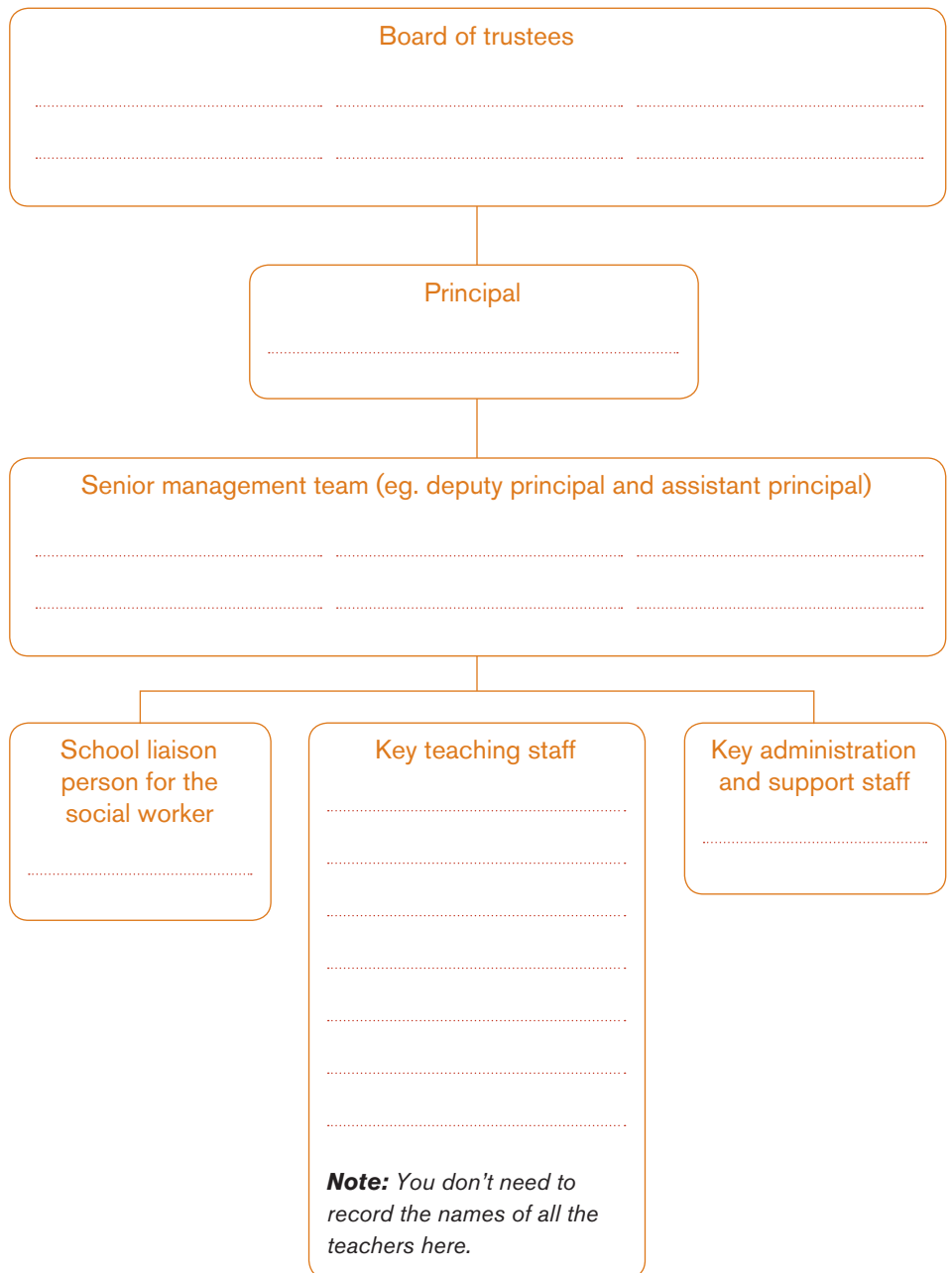
For each school, use the diagram below to record the names, roles, and other information of key people you'll work with. Get a copy of a contact list for these people and store this in your SWiS toolkit.

Address and contact details for school:

.....
.....



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





It's important to develop a detailed understanding of each school you'll work in. This detailed knowledge will help you provide a better service for each school.

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

General information

What type of school is it (eg. primary or intermediate)?

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What is the school's decile level?

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How many children attend the school?

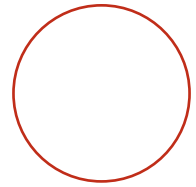
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How many staff work at the school?

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What ethnicities are the children and their families?

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Tip: You can make a pie chart to record the ethnic breakdown of children and families.

Regular events and the school calendar

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

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

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.....

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

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

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.....

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

.....



Support people and programmes

Make a list of any other support people (eg. Resource Teachers: Learning and Behaviour, public health nurse, etc.) and programmes (eg. Reading Recovery, lunch club, etc.) that work in the school and get the name and details of the contact persons.

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Tip: You'll look at support agencies in more detail in the module on Working with Communities.



Your notes

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'SWiS is a child-focused, family-centred programme.'



Sorting out access and mail can be challenging in a new role!

Checklist

To help you with this, use the checklists below and make notes.



Tip: *If you have any issues, you should bring this up with your provider who will resolve it with the school.*



Access to the school

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

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Phones

- What is your phone number at school?
- Do your phone calls come directly through to your phone or do they go through the office?
- Who pays for phone calls?

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Mail

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

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Email and internet

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

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Photocopier and fax

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

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Stationery and resources

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

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Keeping in touch

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

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If you accidentally set off the alarm in the weekend, or a window in your office gets smashed, who do you contact?

Use this page to record the procedures you need to follow if there is an incident or emergency. Remember to take note of the names or contact details of any people you may need to call.

A series of horizontal dotted lines for writing.



Checklist

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

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

Use the checklist to collect all the policies relevant to the school. Read through them when you have a chance and make your own notes below.

If you have any questions discuss them with your provider or someone from the school.



Your notes

A series of horizontal dotted lines for taking notes.



RT:LBs are key players in your wider school network. You will work with them closely, so it is important to understand what they do and how you will work in cooperation with them.

Make a list of all the RT:LBs in your area.

Meet with the RT:LBs to discuss their role, and answer the following questions.

What is the purpose of their role?

What are the key functions that they perform?

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

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

Public health nurse (PHN)

PHNs are key players in your wider school network. You will work with them closely, so it is important to know what they do and how you will work in cooperation with them.

Make a list of all the PHNs in your area.

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

What is the purpose of their role?

What are the key functions that they perform?

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

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





Resources

- SWiS toolkit

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

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

Want more practice? There are more scenarios and case studies in the toolkit.

Scenario

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

How would you try to resolve the disagreement?

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





Resources

- SWiS Database User Manual

You will use the SWiS database daily to record information about your children.

If you haven't already, get someone to talk you through the database and spend some time showing you how it works.

Get them to demonstrate the following:

- logging in
- viewing a child's details
- recording a referral.



Tip: Don't worry too much about mastering everything on the database right away. You'll do some formal training later that will teach you all the important things you need to know.

For detailed information on how to use the database, use the SWiS Database User Manual. To help you get started on the database, read through Section 1 of the manual and answer the following questions.

What model of social work is the database based on?

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Who has access to the database?

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What is the database used for?

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Who are some of the people or parties you can send database reports to?

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What does CYF use the database reports for?

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

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



Checklist

- What were five of the key things you have learnt 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 then you can take these points to your next supervision meeting.



Your notes

A series of horizontal dotted lines provided for writing notes.



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

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



Checklist

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



