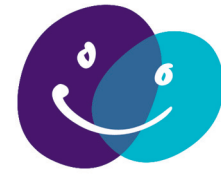


Social Workers in Schools (SWiS) induction



social workers
in schools

An induction programme for new SWiS social workers

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- *Guide for providers and schools*

This booklet is for providers and schools.
Use it to help prepare and run the SWiS induction
programme for new social workers.



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There are visual 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

Starting a new job is an exciting time for new staff – meeting new colleagues, learning about the job and its responsibilities, finding out about the organisation... and it can also be challenging.

The Social Workers in Schools (SWiS) induction programme has been developed to help new social workers in the SWiS programme to get up to speed as soon as possible, with support and guidance from both the provider and the school.

The provider and cluster of schools will have established a partnering relationship before a new SWiS service begins. This includes running the Partnering Workshop, where the goal is to negotiate and agree to the relevant protocols, policies, and procedures. It is anticipated that the Partnering Workshop will begin the development of a partnering agreement. The agreement will set out protocols and clearly detail important procedures such as:

- ongoing liaison
- frequency of meetings between the provider and the schools
- which school will provide a base for the social worker
- how the schools provide feedback to the service provider
- disputes resolution.

The cluster of schools will also be involved in the recruitment of the social workers through a representative on the interview panels.



Note: Refer to the Providers section in the Toolkit for further information on partnering agreements.

The safety and wellbeing of the social worker during the induction process is a shared responsibility between the provider and the school.

This booklet has been designed to help providers and schools prepare for and deliver a successful induction for new SWiS social workers. It outlines an induction process, the programme, and the role of the provider and school. It gives both of you:

- an overview of a SWiS induction
- an outline of your roles and responsibilities
- checklists to help you prepare for and deliver induction
- space to plan the induction and topics that you need to cover.

While this programme has been specifically designed for social workers to complete, some of the activities can also be used to inform and educate others (eg. teachers, non-SWiS social workers, principals, etc.).

Where SWiS has come from

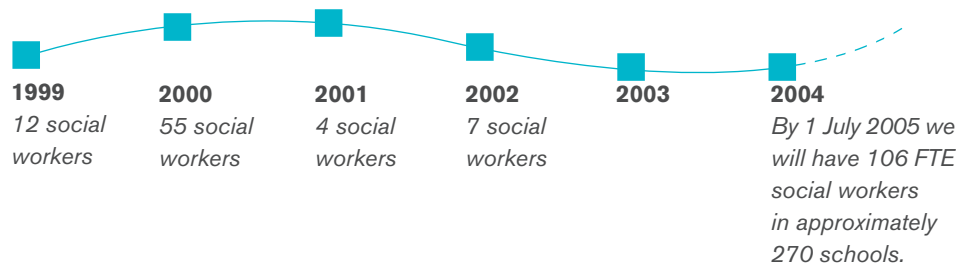
SWiS is a targeted early intervention programme for primary and intermediate aged children (school years 1–8). It is based on a well researched strengths-based model, which aims to harness the strengths that already exist in whanau/families.

SWiS was set up with the aim of ensuring a co-ordinated and integrated approach to service delivery for children and their whanau/families. The programme is part of a range of interventions available to help children and their whanau/families.

Child, Youth and Family (CYF) contracts with approved social service providers, who employ professional social workers to deliver the SWiS service within clusters of schools.

Initial work was undertaken by a range of communities during the mid-1990s to develop the models for placing social workers in schools to access children and their families. In 1995–96 Massey University established a social worker in North Shore schools. This early development work paved the way for the SWiS pilot, which was implemented in 1999 by CYF.

After the initial success of the pilot, the government committed to implementing the service in 2000 with a further allocation of 55 full-time-equivalent (FTE) social workers.



Where SWiS is going

SWiS has grown as a programme, and there is a focus on continually improving the service. We all want to know if the service is making a difference and look for opportunities to improve.

Providers, social workers, and schools aim to:

- continually increase our professionalism
- provide a consistent, quality service for all children and their whanau/families
- contribute effectively to helping children participate actively and achieve in learning
- promote a greater understanding of the programme and the role of the social workers in schools and the community
- make a positive difference to the lives of children and families
- add to the existing strengths in the community and use the resources in the community.

CYF is committed to supporting the ongoing development of the programme through its partnering relationships with the Ministry of Education (MoE), providers, and schools.

Why was the induction programme developed?

SWiS social workers are in a unique position – working in the ‘field’, often away from their immediate provider support. This position can be an extra challenge for new social workers especially. Feedback from social workers, providers, and schools showed that there was a gap in induction training for new social workers. Not all new social workers were receiving a structured induction into their new jobs due to a lack of supporting induction resources specific to the SWiS programme.

We wanted:

- to develop a carefully structured and planned induction programme to help new social workers to gain the knowledge and skills necessary for their new role
- a programme that could be done in conjunction with the induction supplied by the new social worker’s provider
- to draw on the experience and knowledge of existing social workers, providers, and schools that has developed since 1999
- everyone, wherever they worked, to have the option of completing the same programme
- to provide more support to providers and schools so they have a better understanding of the SWiS programme.

To develop this induction, a working group of experienced social workers, providers, schools, and MoE and CYF representatives was formed. We identified the necessary topics and key principles new social workers need to know to get started. We pulled this together into a flexible modular programme where people can customise the content to suit their needs.



Note: A Toolkit has also been developed containing key information, policy, processes, and templates. This is a reference for social workers to refer to throughout their career in SWiS.



We’ve designed this induction programme as a set of three modules; each module has its own set of activities to complete. This programme has been designed to be done over a three-week period, but the length of time it takes to complete will depend on how the provider and social worker plan to complete the induction.

Because the induction is modular, the social worker and provider can choose whether or not the social worker completes all the activities in all the modules. For example, if the social worker already has some experience then they might not need to do all the activities in module one.

Similarly, the provider’s current induction practices or the impact of travel on the social worker may mean the new social worker and provider alter the induction to suit their needs.

However, it is recommended that if the social worker is new to social work they should complete all the activities in the modules, as this will provide a sound understanding of the SWiS programme context.

Provider induction

The SWiS induction programme has been designed to run in conjunction with the induction that 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 later in this booklet to show how the social worker and provider's inductions can be planned out over three weeks.

SWiS induction focuses on what a new social worker needs to know about SWiS to get started and feeling confident.

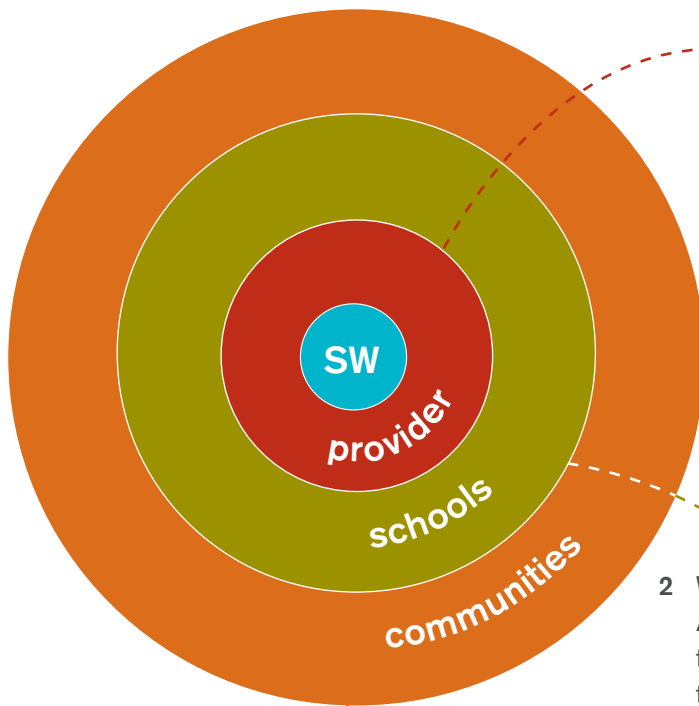
The provider's induction should cover everything the new social worker needs to know about their provider organisation. Some of the things the provider induction might include are indicated below.



Checklist

- Administration
 - business card
 - letterhead
 - payroll
 - computers
 - phones
 - permission forms
 - vehicles or transport arrangements
- Employment contract and conditions
 - professional association membership
 - union
 - training or 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 range of services provided
- 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 stakeholder meetings

Being a social worker is about building relationships – with the provider, schools, and communities. This induction module shows how these relationships build on each other and how the induction process has been structured.



1 Working with providers (module one)

The first relationship a new social worker will need to build is with their provider. They are the new social worker's employer, the hub of their role, their anchor.

- This is where professional support is supplied.
- The provider is the link to the government, as they have the contract to deliver the service.
- The provider will arrange professional supervision.
- The new social worker is accountable to their provider, that is, the new social worker will need to show their provider they are doing their job well. They will have to follow their compliance guidelines (eg. for health and safety).

2 Working with schools (module two)

A key part of the role of a social worker is to work with schools, the children, and whanau/families. A social worker will need to do this to be able to do their job effectively.

- Build trusting relationships with the principals and staff of each of the schools.
- Everyone needs to be clear in their roles: what they are there to do, or not do, and the social work process.
- Understand the school environment to help schools achieve educational outcomes for their children. The social worker will help reduce barriers to children's achievement, some of which are social, hence this social work initiative.
- Improve relationships between the schools and the families/whanau of the children worked with.

3 Working with communities (module three)

The community is a great resource for the social worker to tap.

The social worker will need to get to know and work with the community, eg:

- seek collaboration and co-operation
- empower the community
- address collective needs – 'it takes a village to raise a child'
- find resources – the resources are usually out there, they just need to be tracked down
- make referrals to appropriate agencies
- promote social responsibility
- be a broker, facilitator, advocate, and influencer
- promote the role of the SWiS service.

It is recommended that new social workers don't start doing casework during the first three weeks of the induction process. This is especially important if the social worker is also new to social work.

Feedback from social workers, providers, and schools show that before a social worker begins casework it is important that:

- the appropriate structure is in place – one that creates an environment where the new social worker has a strong feeling of support from their provider organisation and they feel part of the team
- the new social worker has had a chance to clarify their role and properly understand their responsibilities
- the new social worker understands what strengths-based social work is and how to apply it to their job
- the new social worker understands the safety mechanisms in place and when and how to access them when required.

Casework can be introduced in the later stages of induction, when the new social worker and provider believe it is appropriate. If the new social worker needs to start handling casework in their first three weeks, it should be done in a closely supervised or co-worked way. The new social worker should have a colleague supporting and guiding them. Ideally they should not be sent out into the field alone.

How the induction works

The process for inducting a new social worker begins before the new social worker starts. The provider and school need to do some forward planning before the start to ensure everything is prepared.

The new social worker owns this induction, but they will need the support and guidance of the provider and schools to make the induction successful.

A new social worker is given the SWiS induction modules on their first day of the job; from then on they have an active role in managing their induction. The induction has information and activities for them to work through during their first three weeks. This ensures they aren't 'thrown in the deep end', but work through a carefully managed process.

For SWiS staff

The induction is designed so new staff:

have access to an induction programme on SWiS when they need it

learn about their team and their job as soon as possible

take responsibility for their own learning

use their initiative (eg. by asking questions) to complete activities and tasks

receive focused support, guidance, and feedback.

- They need this on their first day and spanning the first three weeks in their new job.

- This leads to better outcomes and fewer mistakes on the job. It also gives them a clear understanding of their role and what they need to know to get started.

- The modules make it clear what is expected, and with your support and guidance the new social worker can plan what they will do and when.

- The new social worker is very much 'in the driver's seat'!

- This helps them settle into their role quickly and positively.

Continued...

For the provider and schools

Your role is to 'kick start' the induction with each new social worker and provide support and guidance during the induction programme.

There are checklists in this booklet to help you plan this.

The provider and schools will work together to:

- prepare for the induction before the new social worker starts
- provide ongoing support and guidance during the induction period.

Generally, the provider will:

- formally introduce the social worker to the school principals on day one of the school visits
- meet the social worker when they arrive on their first day and introduce the social worker induction to them
- use their own induction materials to induct the new person into the provider organisation
- meet regularly with the person over the three weeks to discuss questions and check on how they are doing (this may take the form of a supervision meeting)
- at the end of three weeks, check that the programme has been completed and sign it off.

Generally the school will:

- introduce the new social worker to staff and children
- provide orientation around the school
- provide a person who can act as school liaison with the social worker.



Note for providers: It's important to make sure the new social worker has access to a buddy or coach during the induction. Organise a person to buddy up or coach.

- This person will provide ongoing support and guidance to the new person throughout the programme.
- Choose someone who knows your organisation and the SWiS programme well and is also enthusiastic and positive about your organisation. If you do not have another SWiS social worker in the team you may be able to contact other SWiS providers for support.



Tip for providers and schools: Check in with the social worker regularly during the induction. See how they are progressing, because there is a lot of information to cover and they might feel swamped. If they get stuck, help them to reprioritise and replan their induction programme.

Checklist – before the new person arrives

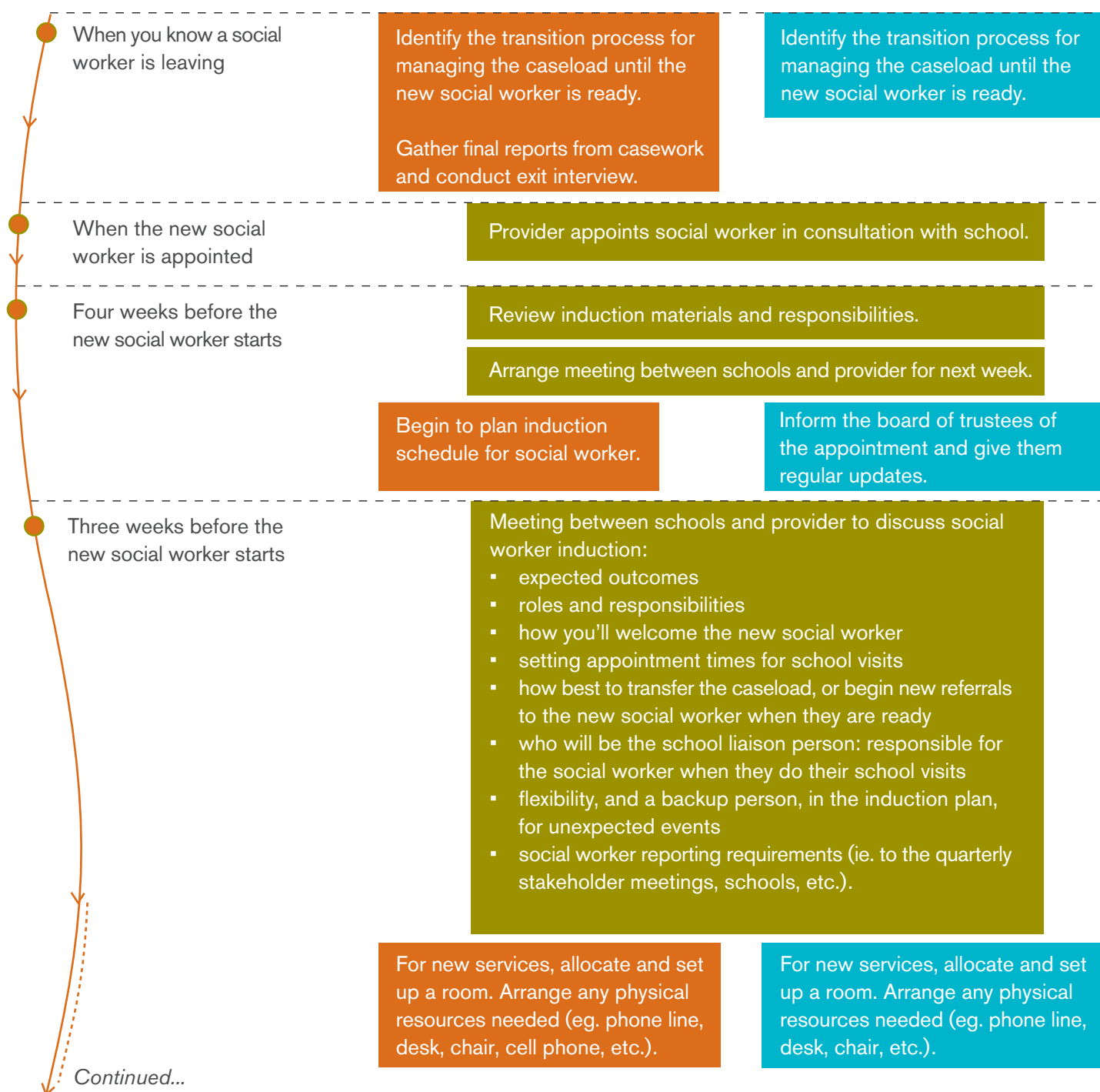
Key:

- Provider tasks
- School tasks
- Shared tasks

Good planning and preparation will help to ensure the induction runs smoothly. The checklist gives you an overview of the preparation steps the provider and schools should complete for the induction. The checklist identifies the individual tasks for the provider (eg. contacting CYF) and schools (eg. arranging a school tour). It also identifies the tasks where the provider and schools need to work together to prepare for the induction (eg. joint planning meeting). Use it to make sure everything is prepared when the new social worker begins.



Note: You may need to adjust this timetable based on when the social worker actually begins, eg. they are appointed with two weeks' notice instead of four weeks'.



Three weeks before the new social worker starts continued...

Contact Child, Youth and Family and:

- advise them you have a new social worker starting
- get the SWiS database training schedule.

Arrange introduction times for the social worker with staff and children. These can be informal (eg. walk through playground, walk through classrooms, etc.) or formal (eg. powhiri, assembly, etc.).

Two weeks before the new social worker starts

Begin administration set-up tasks:

- access (keys, codes, swipe cards, etc.)
- set up computer (eg. email and login)
- timesheets and IR5
- mobile phone
- transportation
- any special stationery needs (eg. ergonomic mouse, etc.).

Begin administration set-up tasks:

- access (keys, codes, swipe cards, etc.)
- parking
- mail delivery.

Identify someone who can provide peer support or be a buddy during induction.

Identify and alert the school liaison person for the new social worker.

Identify a professional supervisor(s) and schedule the first supervision meeting. Schedule in meeting times to catch up with the new social worker on a regular basis.

One week before the new social worker starts

Brief your team about the induction process and your induction plan for the new social worker.

Prepare the induction materials:

- toolkit
- modules
- pamphlets
- etc.

Brief staff about the induction and plan.

Arrange a welcome.

Arrange a welcome.

Contact the new social worker, confirm their start time, and let them know if they need to bring anything along (eg. bank account details, identification, Inland Revenue number, etc.).

Confirm the back-up person.

New social worker starts!



Checklist – a typical programme

Below, we've included an example of a timetable to show how the induction should be arranged to reflect the induction model discussed earlier. The topics in the timetable have been ordered so each topic builds on the next and all link together.

Week one					
	Mon	Tue	Wed	Thu	Fri
Morning	<ul style="list-style-type: none"> Welcome and introduction to team Discuss induction PROVIDER'S INDUCTION Who's in your team and what do they do? 	<ul style="list-style-type: none"> Your role as a SWiS social worker Discuss professional supervision PROVIDER'S INDUCTION 		<ul style="list-style-type: none"> Needs and strengths assessment PROVIDER'S INDUCTION The plan 	<ul style="list-style-type: none"> PROVIDER'S INDUCTION Reflection point
Afternoon	<ul style="list-style-type: none"> What is SWiS? PROVIDER'S INDUCTION Your role as a SWiS social worker 	<ul style="list-style-type: none"> PROVIDER'S INDUCTION Reporting 	<ul style="list-style-type: none"> SWiS social work process PROVIDER'S INDUCTION Referrals and initial assessment 	<ul style="list-style-type: none"> PROVIDER'S INDUCTION Reducing and closing service Scenarios 	<ul style="list-style-type: none"> First professional supervision meeting Planning





Week two		Mon	Tue	Wed	Thu	Fri
Morning		<ul style="list-style-type: none"> PROVIDER'S INDUCTION 	<ul style="list-style-type: none"> Day at school 	<ul style="list-style-type: none"> Day at school 	<ul style="list-style-type: none"> Day at school 	<ul style="list-style-type: none"> Scenarios Reflection point
Afternoon		<ul style="list-style-type: none"> The school and education system SWiS database overview 	<ul style="list-style-type: none"> Day at school 	<ul style="list-style-type: none"> Day at school 	<ul style="list-style-type: none"> Day at school 	<ul style="list-style-type: none"> Second professional supervision meeting Planning

Week three		Mon	Tue	Wed	Thu	Fri
Morning		<ul style="list-style-type: none"> SWiS database setup 	<ul style="list-style-type: none"> Promoting SWiS 	<ul style="list-style-type: none"> Programmes that promote SWiS 		<ul style="list-style-type: none"> Scenarios Reflection point
Afternoon		<ul style="list-style-type: none"> Your community network 	<ul style="list-style-type: none"> Home visits Meet local truancy officer (and others) Home visits continued 		<ul style="list-style-type: none"> Go on home visit 	<ul style="list-style-type: none"> Third supervision meeting Planning

