

Working with children/family/whānau

1 Building relationships

A person with this competency establishes, maintains and can re-establish rapport and trust with children and parents.

- Level 1** Establishes warm, friendly relationships.
- Level 2** Maintains trusting relationships.
- Level 3** Re-establishes and sustains positive relationships even in difficult situations.

2 Cultural skills

A person with this competency works from a bicultural base and relates to clients within their cultural context.

- Level 1** Shows respect for different cultures.
- Level 2** Shows an understanding of different cultures.
- Level 3** Moves comfortably within different cultures.

3 Facilitating change through assessment and intervention skills

A person with this competency supports planned approaches to change for the benefit of the child.

- Level 1** Undertakes comprehensive needs and strengths assessments and facilitates the development and implementation of outcome-focused strengths-based plans for the well-being of the child and family/whānau.
- Level 2** Demonstrates working with children and families/whānau to make progress toward agreed goals.
- Level 3** Reviews effectiveness of all plans from an outcomes perspective and demonstrates the transfer of this learning into other work with children and families/whānau.

4 Application of specialist knowledge and skills

A person with this competency uses professional experience together with professional social work theory to accurately assess and address needs of children and families/whānau.

- Level 1** Has a general understanding of the social work field of child and family/whānau work and applies knowledge in day-to-day work.
- Level 2** Has in-depth knowledge and skill in the social work field of child and family/whānau work in schools.
- Level 3** Has expert knowledge in the social work field of child and family/whānau work in schools and demonstrates this.

5 Managing conflict

A person with this competency takes action to reduce/resolve conflict with other professionals.

- Level 1** Recognises and responds to conflicts.
- Level 2** Resolves simple conflicts.
- Level 3** Takes action to resolve complex or on-going conflicts.

Personal and professional management

13 Administration

A person with this competency plans and manages time efficiently, understands agency and wider policy and standards, and keeps accurate records.

- Level 1** Effectively manages own day-to-day work and keeps accurate records.
- Level 2** Plans and prioritises own work effectively in times of complexity and unpredictable situations.
- Level 3** Can instruct others in agency policy and standards.

14 Supervision and reflective practice

A person with this competency utilises professional supervision to support practice excellence.

- Level 1** Attends supervision regularly and engages in reflective practice.
- Level 2** Demonstrates putting practice reflection back into daily work.
- Level 3** Develops new ways of working that can be utilised by others.

15 Personal and professional development

A person with this competency models a high standard of work and seeks to improve this through partaking in personal and professional development opportunities.

- Level 1** Demonstrates the key elements of quality practice.
- Level 2** Takes responsibility to enhance and improve own practice and professional development.
- Level 3** Contributes and provides professional development.

16 Teamwork

When a person has this competency their actions reflect a commitment to their colleagues and the organisation.

- Level 1** Participates in the team.
- Level 2** Actively contributes to the team.
- Level 3** Takes on key responsibilities within the team.

17 Self-care

A person with this competency can articulate their needs and take steps to meet these.

- Level 1** Supports own well-being and recognises indicators of stress and trauma.
- Level 2** Can safely articulate what is happening if experiencing stress or trauma and what assistance they require.
- Level 3** Utilises their own resilient traits and coping skills to manage stress and trauma and seeks appropriate help if required.

Programme work

6 Assessing needs/strengths

A person with this competency determines what programmes are required by analysis of existing needs and strengths.

- Level 1** Observes and identifies collective needs and strengths through their interaction with the school community.
- Level 2** Can describe how widespread the need is along with any possible barriers and challenges related to addressing the need.
- Level 3** Undertakes analysis of trends in their caseload and can link these to wider social issues

7 Implementation

A person with this competency implements a programme with consideration to group management, relationship building, and the environment.

- Level 1** Facilitates the implementation of existing programmes.
- Level 2** Individually leads programmes.
- Level 3** Implements programmes that require involvement from other adults such as professionals and parents/caregivers and manages the additional complexities around this.

8 Evaluation/review

A person with this competency uses an evaluation and review process to inform the future sustainability of programme provision.

- Level 1** Completes individual participant performance evaluations and overall programme performance and contributes this to annual programme performance plan.
- Level 2** Seeks wider feedback from others such as family/whānau and other professionals and applies this to critique the strengths and weaknesses of a programme.
- Level 3** Identifies trends from evaluations and actively contributes this feedback to the school and community to improve planning around programmes.

9 Group facilitation skills

A person with this competency can work with groups of children or adults so that programme objectives are met.

- Level 1** Has clear and agreed group guidelines or ground rules and can implement these.
- Level 2** Understands group processes and dynamics and consistently maintains a safe environment.
- Level 3** Has effective conflict resolution knowledge and applies this to group situations to manage difficulties.

Networking/community support

10 Interpersonal skills and communication

A person with this competency creates understanding, builds relationships and has influence with others.

- Level 1** Communicates clearly and hears what others are saying.
- Level 2** Helps people express themselves as well as considers alternative points of view.
- Level 3** Displays highly developed communication and influencing skills.

11 Linking to resources

A person with this competency uses networks and resources in the community to assist children and families/whānau.

- Level 1** Uses general community knowledge and contacts to support children and families/whānau.
- Level 2** Uses specific community knowledge and contacts to support and, when necessary, advocate for children and families/whānau.
- Level 3** Uses extensive community knowledge and influential contacts to support children and families/whānau, and assist colleagues.

12 Working in partnership

A person with this competency works with other professionals to best assist children and families/whānau.

- Level 1** Develops regular contact with other professionals within the school and provider agency context.
- Level 2** Initiates and maintains positive relationships with other professionals both inside and outside of the school and provider context.
- Level 3** Actively leads and promotes the development of effective professional relationships across a variety of settings.