

**Multi Agency Support Services  
in  
Secondary Schools  
(MASSiSS)**

**Draft Service Description**

**November 2008**



<b>Table of Contents</b>
--------------------------

<b>Section 1</b>	<b>MASSiSS Overview</b>	
	Introduction	4
	Background	5
	School selection for the service	6
	Social work service delivery	6
	Service outcomes	7
	Diagram: Outcomes summary and service components	8
	Service vision, core values, and guiding principles	9
 <b>Section 2</b>	 <b>The Service Required</b>	
	Introduction	10
	Objectives of service	10
	Components of service	11
	1. Social work for young people	11
	2. Prevention and intervention group programmes	12
	3. Community networking	13
	4. Systems and resource development	14
	Outputs of service	15
 <b>Section 3</b>	 <b>Parties – Roles and Responsibilities</b>	
	Introduction	16
	Diagram: MASSiSS service: key relationships	17
	1. Child, Youth and Family	18
	Approval of service provider	18
	Selection of and contracting with service provider	18
	Partnering Agreement: operational framework	18
	Monitoring of contracted service provider	18
	Service support	18
	2. Secondary Schools	19
	Mandate for social worker access in school	19
	School collaboration	19
	Partnering Agreement: operational framework	19
	Referrals	19
	Group programmes	19
	Resource provision	19
	Young person's safety: Statutory agency and notifications	20
	Property	20
	3. Service Provider	21
	Partnering Agreement: operational framework	21
	Young person's safety: statutory agency and notifications	21
	Service support	21
	Business and Information Technology support systems	21
	Reporting: financial, service, and group programme reports	22
	Back-up for Social Worker	22
	Group programmes	22
	Evaluation	22
	Service provider: recruitment and employment of social worker	23
	Recruitment and employment process	23
	Social worker competencies	24
	Supervision of social worker	24
	Training and professional development	24

<b>Section 4</b>	<b>Social Worker role</b>	<b>25</b>
<b>Appendices</b>		
Appendix 1	Model: Social service centre in a secondary school	29
Appendix 2	Outcomes Summary	30
Appendix 3	Example of MASSiSS outcomes framework	33
Appendix 4	Partnering Agreement template	35
Appendix 5	Stakeholder table	42
Appendix 6	Service provider report template: quarterly Report	43
Appendix 7	Guidelines: Supervision of a Social Worker	45

## Section 1: MASSiSS Overview

### Introduction

1. The Multi Agency Support Service in Secondary Schools (MASSiSS) is a component of the Ministry of Social Development–led Youth Gangs Initiative to reduce the proclivity of youth gang involvement. As part of this initiative MASSiSS contracts to provide a social worker in selected schools.
2. The provision of social workers in low decile schools recognises the importance of the holistic wellbeing of students in order to optimise their education outcomes.
3. For the purpose of this document young people are defined as the student population of the secondary school. This will include persons aged between twelve years and eighteen years.
4. MASSiSS contributes to the growth of strong and resilient young people in secondary schools and strengthens their ties with their families/whanau and communities. Research indicates that effective social support from within their family/whanau, community, school and peer group is crucial to young people’s wellbeing and positive development. This is represented in figures 1 and 2 below.

Figure 1: Social environments that shape youth development (Youth Development Strategy Aotearoa 2002)

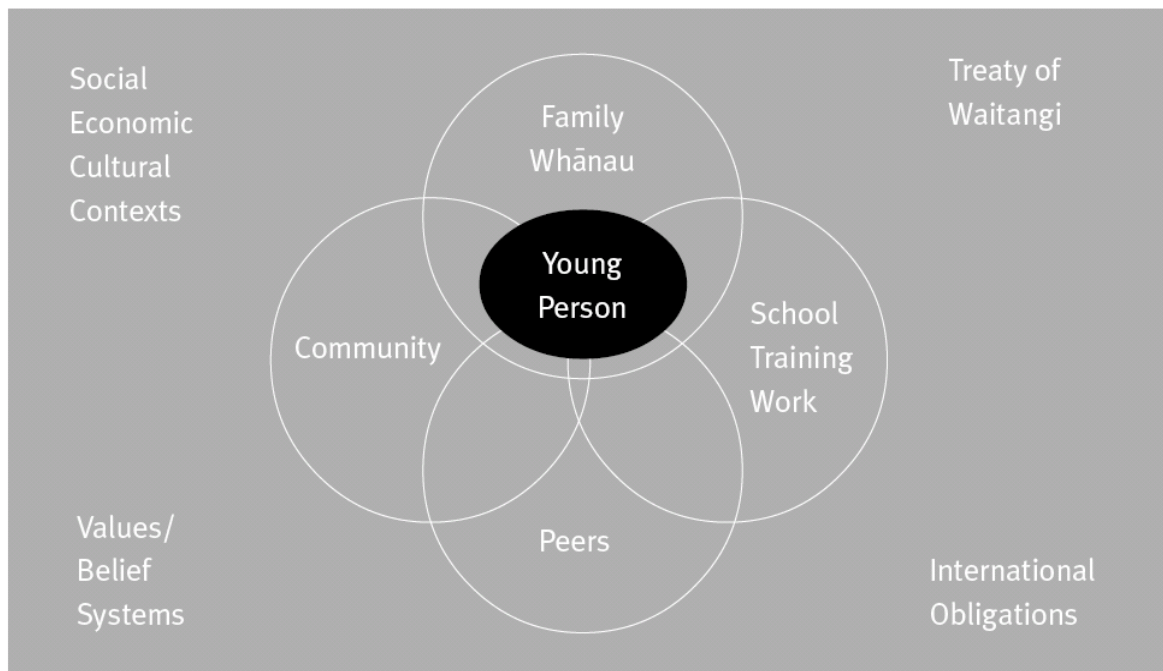
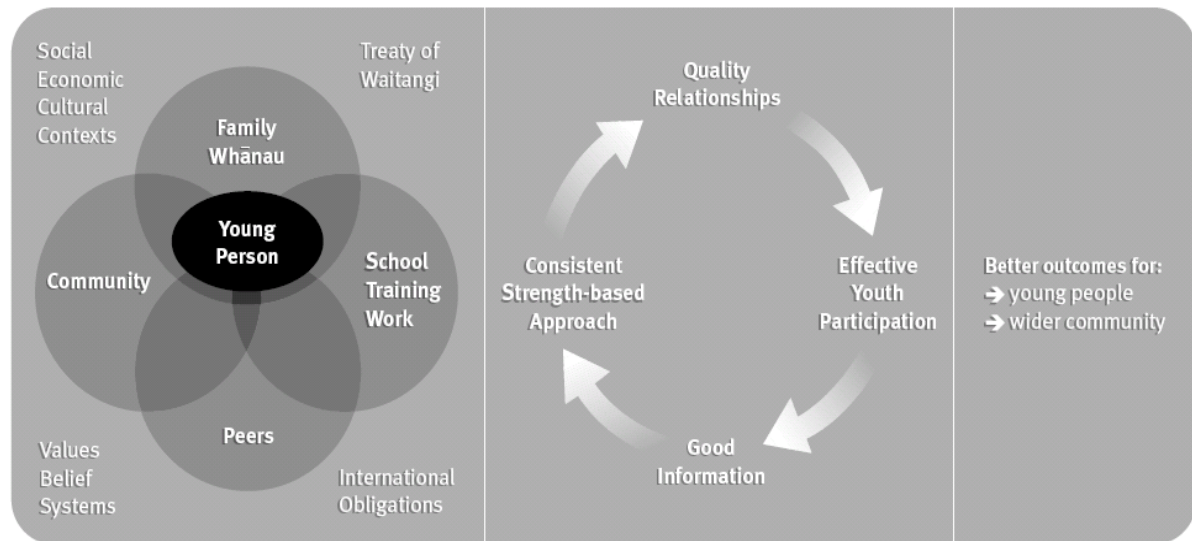


Figure 2: The youth development approach (Youth Development Strategy Aotearoa 2002)



When this support network fails, a young person is placed at high risk of anti-social behaviour as they struggle to confirm their identity and belonging. This failure may lead a young person to harmful behaviour towards themselves or others including the possibility of youth gang involvement.

5. The MASSiSS social workers, in collaboration with the school social services, support the school community to be a safe environment, conducive to learning. Long term it is envisaged that MASSiSS will move from primarily managing crisis situations with high risk young people to a place of early intervention and prevention.

## Background

6. AIMHI - Achievement in Multi-cultural High Schools – is a consortium developed to support ten decile 1 schools with high Pacific and Maori enrolments in Auckland, Counties Manukau, and Porirua. The initiative, originally known as the Full Service Education Pilot, commenced in January 2002.
7. The initiative intended to address the health and welfare needs of the AIMHI school students. Funding was used to employ social workers, community liaison officers, youth workers, and school nurses.
8. Goals of the initiative:
  - Improve educational outcomes by increasing the wellbeing of students and thus increasing effective learning time
  - Improve health and social service outcomes for students; and
  - Increase and strengthen connections of schools with the interests and aspirations of their communities.

9. An evaluation of the initiative showed that the services benefit young people's health and wellbeing. Research acknowledges the need for government, community agencies and schools to work together to develop prevention and intervention programmes in respect to youth gangs issues (*Violence and New Zealand Young People: Findings of Youth 2000 A National Secondary School Youth Health and Wellbeing Survey 2007*).
10. In mid-2007 the funding responsibility for these social workers and youth workers in AIMHI schools was transferred to the Ministry of Social Development from the Ministry of Education.

### **School selection for the service**

11. The secondary schools initially selected for the service during the pilot phase were those in the AIMHI consortium. Some decile 1 secondary schools, in the areas surrounding the pilot schools and with social issues similar those of the AIMHI schools, also opted to participate in the pilot phase.
12. The secondary school must demonstrate a commitment to and the capacity to support the successful implementation of the social work service within their social service centre.

### **Social work service delivery**

13. A social worker is employed by a contracted service provider to work with secondary school students. (Appendix 1: Model - social service centre in a secondary school).

#### ***Social worker role***

14. The secondary school social worker is part of the existing social support team which is usually based in the social service centre of that school. The role of the social worker is to promote and support the social, emotional, spiritual and physical wellbeing of young people through the skills of engagement, social assessment, planning, and interventions that enable positive change, increase safety, and enhance educational and social outcomes. The social worker will also collaborate with other professionals in the team and network within the local community. The social worker will be qualified and registered with the New Zealand Social Work Registration Board.

#### ***Social service centre***

15. The secondary school social worker is part of a school's social services and works in a multi-disciplinary team to case manage high risk young people. The Child, Youth and Family contracted community service provider links the school social services with community social services and also has an interface with local Child, Youth and Family sites and local mental health services.
16. The MASSiSS service model evolved from the SWiS model, but has been adapted to the specific needs of an adolescent age group.

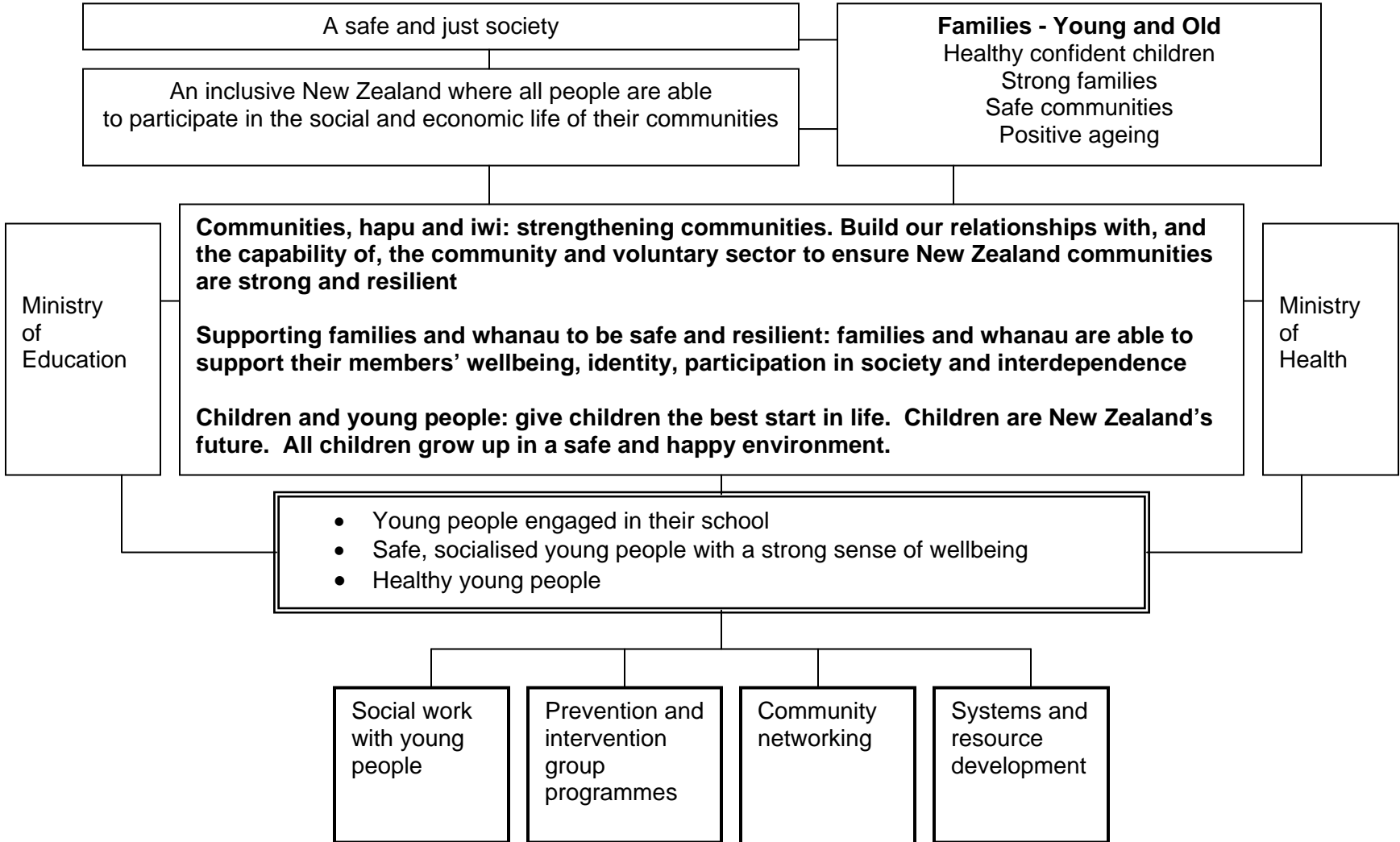
### ***Social service development and support***

17. The Ministry of Education; Ministry of Youth Development; Ministry of Social Development: Family and Community Services and Child, Youth and Family; and the Ministry of Health collaborate to support social services in selected schools.
18. The collaborative exchange of information amongst the agencies involved precludes duplication of services and ensures all areas of need are covered.

### **Service outcomes**

19. The service uses strengths-based social work practice to achieve positive outcomes for young people. An outcome is a “condition of well-being for children, adults, families or communities” (Friedman M, Results Accountability, The Fiscal Policy Studies Institute 2008). The service contributes to the achievement of New Zealand government and Ministry of Social Development and Child, Youth and Family outcomes (Appendix 2 Outcomes summary).
20. The outcomes for the service are:
  - young people engaged in their school;
  - safe, socialised young people with a strong sense of wellbeing; and
  - healthy young people
21. The four components of the service which contribute to the achievement of these outcomes are:
  - social work with young people;
  - prevention and intervention group programmes;
  - community networking; and
  - systems and resource development.
22. An overall Outcomes Summary including the service outcomes and service components is presented on the next page. A summary of Ministry of Social Development outcomes from the 2008-2011 Statement of Intent are presented in the bold print.
23. The chart in Appendix 3 presents an example of MASSiSS service outcomes and possible indicators, verification methods, and sources of verification for these outcomes. It is anticipated that outcome frameworks will be developed by each service provider to meet local needs.

Outcomes summary and service components



## **Service vision, core values, and guiding principles**

### **Vision**

24. The vision of the service is to “enhance life outcomes for young people whose social and family circumstances place them at risk of achieving optimum education, social and health outcomes.”

The core values and guiding principles provide a philosophical framework for the service.

### **Core values**

25. Young people have a right to have their wellbeing supported and to have access to information to achieve their full potential in a safe environment.
26. The existing strengths within families/whanau are acknowledged and enhanced through the application of a strengths-based practice social work philosophy.
27. The wellbeing of young people is a responsibility to be shared by the entire community of parents, extended family/whanau, schools, community, government agencies, local body authorities, non-governmental organisations and businesses.

### **Guiding principles**

28. The service will:
1. work in partnership with young people in a voluntary (non-statutory) relationship which respects the right of each person to participate fully in all aspects of service delivery;
  2. collaborate with professional services in the schools’ social service hub and the local community; and
  3. function using the partnering principles and framework as agreed in the Partnering Agreement (Appendix 4 Partnering Agreement template).

## **SECTION 2: The Service Required**

### **Introduction**

29. The service is designed to provide early assistance to young people in order to prevent social problems becoming more serious and thus creating a possible barrier to a young person's academic progress and success. It is targeted at young people in low decile secondary schools. Access to social services in these schools will be readily available to all students in the school.
30. Students are the primary focus for the services of the social worker. However, in keeping with the service's holistic, family/whanau-centred philosophy and approach, services can also be made available to other siblings within the same family, where appropriate even if the siblings are attending other schools. This is dependent on the young person consenting to their family/whanau and/or siblings being involved in the social work process. Students consent is also sought to allow the social worker to share information with staff members and/or professional in the social services team.
31. Young people may refer themselves to this service or they may be referred by family members/staff/volunteers/teachers aids etc working within the school. Ideally this referral would be discussed with the young person prior to the referral being made to the social worker.
32. The service will be promoted in the school so that all stakeholders are aware of the service and how they may access it.
33. The social worker is part of a broader social services team within the school: the social worker is expected to collaborate with other members of the team to ensure the best possible social, health and wellbeing outcomes for the young person accessing and using the service.

### **Objectives of service**

34. The service is:
  - a. aimed at promoting the wellbeing and safety of young people;
  - b. family/whanau inclusive (if requested by the young person);
  - c. community orientated;
  - d. committed to building on the young person's strengths;
  - e. culturally sensitive and responsive; and
  - f. early intervention and prevention focused.

## **Components of the service**

35. The four components of the service are social work with young people at risk; prevention and intervention group programmes; community networking; and systems and resource development. These four components are described in the following sections.

### **1. Social Work service for young people**

36. The provision of a Social Work service for young people who are referred to the service or who refer themselves to the service. Their families/whanau may be consulted during this service if the young person consents to their involvement.

37. The primary functions of this service are to:

- a. apply the paramountcy of the young person principle, in terms of safety; and
- b. provide an early intervention service delivery to young people.

38. With regard to the young person's wellbeing and development the service will:

- a. maintain a clear focus on a young person's physical and emotional health and their cultural and spiritual wellbeing;
- b. develop a relationship of trust with the young person to ensure they feel safe to discuss sensitive issues and personal problems;
- c. assist and foster positive parent/guardian relationships with the young person;
- d. model positive parent/guardian/young person interaction and activities;
- e. refer to and access the services of other appropriate agencies to address the young person's needs;
- f. advocate for the young person within the school; and
- g. work with school staff and members of the social service centre to achieve the aims of the service delivery plan.

39. If the young person agrees, the service will offer support to their parents/families/whanau. This may include assistance to

- a. overcome difficulties that have been identified as jeopardising the wellbeing of a young person in the family;
- b. obtain information on matters affecting the wellbeing of a young person in their family;
- c. maintain positive relationships with a young person in their family;

- d. maintain positive links with the school and advocate on behalf of the family/whanau to facilitate the resolution of any difficulties or misunderstandings arising in their relationships with the school;
  - e. access support for their care-giving role from within their own family/whanau or social and community networks; and
  - f. build on their individual and family/whanau strengths, and their capacity to increase their resilience and ability to meet the needs of a young person in their family.
40. The service will:
- a. advocate on behalf of students, with the consent of their family/whanau, by providing relevant information to school staff to enhance their work with the child; and
  - b. educate and inform school staff about the role of a social worker and about positive behaviours that will reduce problems for students within the school environment.

## ***2. Prevention and intervention group programmes***

41. Prevention and intervention group programmes are strengths- and needs-based planned group activities that provide positive social development opportunities to enhance and support a young person's learning and holistic well-being. The key point of a group programme is that it must be a planned group activity not individual service provision.
42. Objectives of group programmes are to:
- a. positively enhance the developing social interaction, knowledge, skills, attitudes, beliefs and behaviour of young people; and
  - b. build on young people's resilience as a way to strengthen protective factors and reduce risk factors.
43. Selection of group programmes is a joint decision-making process involving the social worker, the service provider, and the school social service centre members. Group programmes may be developed and implemented in conjunction with other members of the social support team.
44. The group programme implemented can be:
- a. an already established and verified group programme previously run by the social worker; or
  - b. an existing and verified programme which has been run previously outside the school and purchased for service delivery in the school to meet a specific need; or
  - c. a new programme developed to meet needs identified.

45. Consideration must be given to the cost of each programme and its “value for money”.
46. Outside providers supplying group programmes must adhere to Child, Youth and Family policy.

### **3. Community networking**

47. The service provider utilises community links and knowledge of community services for the advantage of the young people participating in the service. This includes:
  - a. working with other professionals, in particular, school support services and public health nurses, to identify and refer appropriately when specific problems affect a young person’s wellbeing;
  - b. ensuring that, where appropriate, other agencies have input into individual young person’s plans, and that these plans are delivered and monitored in a coordinated and effective way; and
  - c. supporting and participating in delivery of services when another agency/service is the lead provider for the young person.
48. The service may utilise the Strengthening Families strategy which focuses on coordinating services to young people in need and their families. The coordination of services will:
  - a. identify young people whose safety and wellbeing is at risk and comply with current protocols for the notification of child abuse and neglect;
  - b. develop links with and work within the integrated case management framework provided by the Strengthening Families local coordinating committee when young people with complex needs require a multi-agency approach.
49. The service will develop and consolidate:
  - a. an active relationship with and understanding between Child, Youth and Family local offices and schools for the reporting of child abuse and neglect, and have systems in place to ensure a notification is made within 24 hours of becoming aware of a child whose safety is at risk; and
  - b. links with community services including local mental health services, youth centres, and recreational clubs.

#### ***4. Systems and resource development***

50. Child, Youth and Family will work collaboratively with agencies, organisations and ministries for service development.
51. Information and data is gathered from social worker reports, service provider reports, data base reports, and monitoring visits with service providers. This is reviewed and analysed by Child, Youth and Family and followed up with relevant stakeholders. Appropriate systems and resources are developed to meet service requirements.
52. Child, Youth and Family will provide training materials and carry out training activities to introduce any new materials.

#### ***Evaluation of the service***

53. The Ministry of Social Development, Child, Youth and Family, may periodically contract an external evaluator to design and undertake an evaluation. Each service provider and school will be required to cooperate fully with any evaluation requirements, which may include meetings, interviews, and data collection.
54. An evaluation will typically involve evaluation of process, case outcomes and service effectiveness. The evaluation team will consult with the provider agencies and schools about their proposed evaluation methodology.
55. Disclaimer: Young people participating in the service may do so without agreeing to participate in an evaluation.

## Outputs of service

56. Outputs refer to the services produced by undertaking a series of activities as detailed in the service description.
57. Information about the outputs is detailed in the quarterly Report provided to Child, Youth and Family by the service provider.
58. The outputs of the MASSiSS service are presented in the following table.

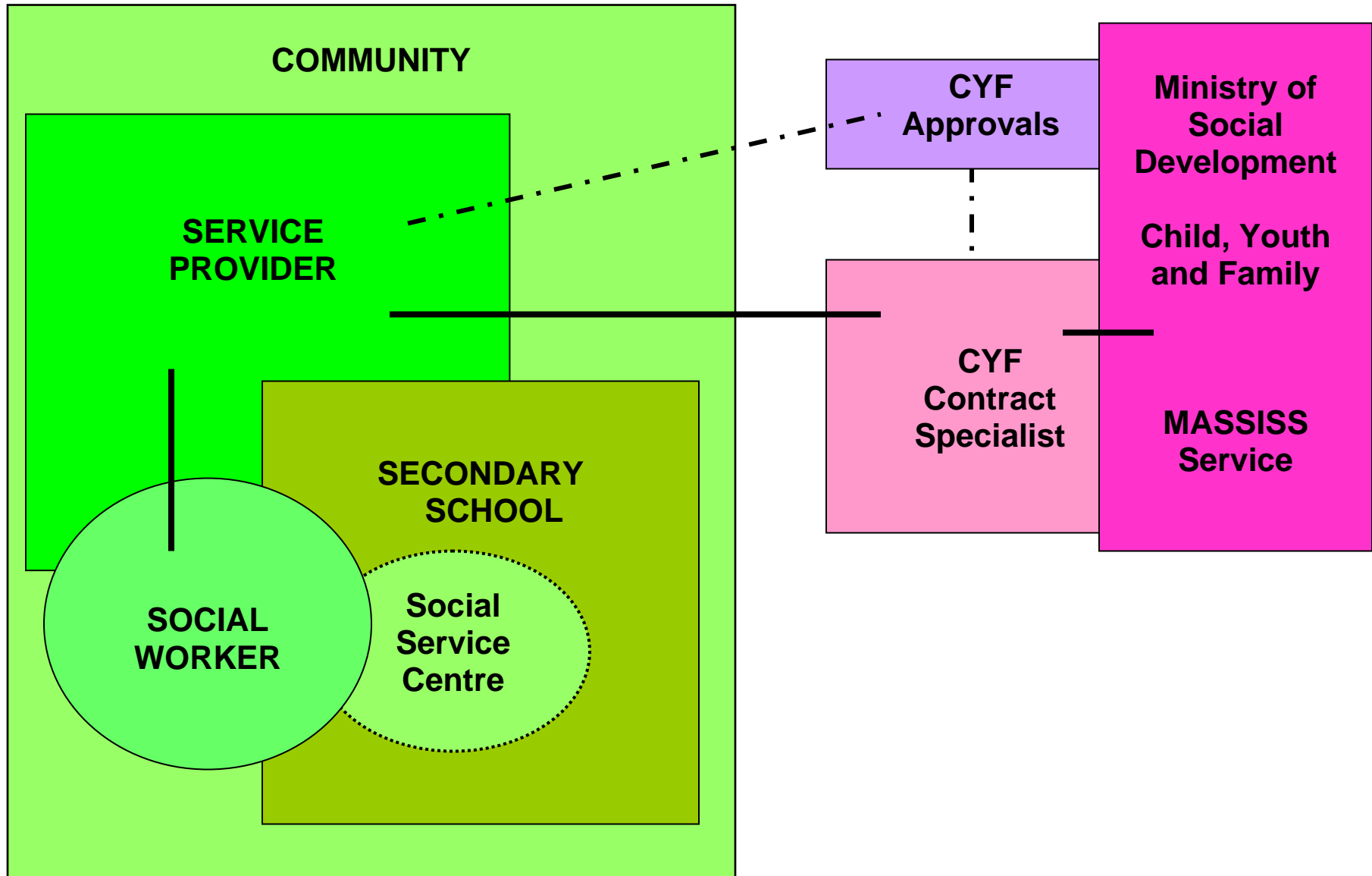
<b>Outputs of MASSiSS service</b>	
<b>Component</b>	<b>Outputs</b>
Social work with young people	# young people referred or self referred to social work service
	# young people social work cases closed at initial referral
	# young people's cases active at the end of the quarter
	# young people's cases closed after social work during that quarter
Group programmes	# group programmes for young people
	# total attendances at group programmes
Community networking	# local NGOs and community services associated with MASSiSS service
	# referrals to Child, Youth and Family (notifications)
	# referrals to iwi agencies
	# referrals to other community services
Key	# - number of

## **SECTION 3: Parties - roles and responsibilities**

### **Introduction**

59. The three parties with key roles and responsibilities in the service are;
1. Ministry of Social Development, Child, Youth and Family
  2. a secondary school; and
  3. a service provider contracted by Ministry of Social Development, Child, Youth and Family
60. These parties are responsible for developing a Partnering Agreement (Appendix 4) which provides the operational framework for service implementation in the school.
61. Partnering promotes a concept used by Child, Youth and Family in which the parties together demonstrate a firm commitment to the vision, core values, guiding principles and outcomes of this service; acknowledge the mutual objectives of each party; and work in collaboration with other stakeholders (Appendix 5 Stakeholder table).
62. Child, Youth and Family and the service provider will coordinate the initial Partnering Agreement workshops as part of establishing or reviewing any secondary school social work service.
63. Quarterly meetings of the parties identified in the Partnering Agreement are convened by the service provider. The service provider is responsible for the organisation of these meetings.
64. The relationships amongst parties involved in the service are presented in the diagram on the following page.

**MASSISS service: key relationships**



## **1. Child, Youth and Family**

65. The service is led and financed by Child, Youth and Family, which has the key role in contract management of the service. The various components of this role are outlined below.

### **Approval of service provider**

66. Each service provider will be approved under Section 403 of the Children, Young Persons and Their Families Act, 1989. This approval is undertaken by an assessor from the Child, Youth and Family Approvals Team and is reviewed six monthly or annually. This approval process is designed to ensure the service provider meets the required business viability and service quality standards set for community social services and the secondary schools social work service.

### **Selection of and contracting with service provider**

67. Child, Youth and Family will lead the selection process of potential service providers for each school and it will contract with the confirmed service provider for that school.

### **Partnering Agreement: operational framework**

68. Child, Youth and Family will participate in the development of the Partnering Agreement and be a signatory to the Partnering Agreement and attend regular quarterly meetings.

### **Monitoring of contracted service provider**

69. In order to monitor service delivery and financial management by the service provider, all service providers are required to report to Child, Youth and Family quarterly (Appendix 6 quarterly Report template). The specific reporting requirements are detailed in the contract.
70. Child, Youth and Family will also visit the provider twice a year to monitor the service.

### **Service support**

71. Child, Youth and Family will supply the service provider with a Microsoft Access database (currently the SWiS database) for use by the service provider and social worker.
72. Child, Youth and Family will provide orientation, database, and follow-up workshops for the social workers employed by the service provider. Relevant training materials including a database manual are provided by Child, Youth and Family.

## **2. Secondary Schools**

### **Mandate for social worker access in school**

73. A social worker (who is the employee of the service provider contracted by Child, Youth and Family) has a mandate to work within a secondary school only with the consent of the Board of Trustees or the principal. The authority of the board and the principal derives from their powers and responsibilities contained in the Education Act 1989 and the National Administration Guidelines set under that Act.

### **School collaboration**

74. Collaboration within a secondary school and its social service centre is crucial to the effective delivery of the social work service. A positive working relationship with all parties within the social service team members and other stakeholders will be encouraged. This will include collaborative involvement in the recruitment of the social worker, promotion of the social work service, making referrals to the service, and community networking.

### **Partnering Agreement: operational framework**

75. Principals are active partners in the progression of the service including developing the Partnering Agreement with the service provider and Child, Youth and Family.

### **Referrals**

76. The school's social support team and referral meetings will include the social worker. The meeting will provide a forum for referrals and discussion regarding social issues in the school.
77. School staff may refer young people at any time to the service. The method for referrals will be recorded in the Partnering Agreement.

### **Group programmes**

78. A key component of the service is to implement group programmes for young people. School staff and members of the social support team will work together to select appropriate programmes for the young people in that school.

### **Resource provision**

79. The school will provide:
- a suitable room for the social worker to work confidentially in privacy with young people
    - preferably this room will be located within the school's social service centre;
  - a landline telephone which can be used for private and confidential calls;
  - administrative support for the social worker;
  - materials for the social worker's use, such as a desk, filing system, furniture, free-standing shelving, heaters, books, stationery, whiteboards and pin boards;
  - services such as cleaning, equipment maintenance, heat, light, and security;

- insurance; and
- access to a photocopier and fax.

### **Young person's safety: Statutory agency and notifications**

80. The school and the service provider will agree on a process to notify Child, Youth and Family, (the statutory agency for dealing with care and protection) of any cases where there is concern about a young person's immediate safety from abuse or neglect. Notification may also be made to the Police. This process will be decided during the development of the Partnering Agreement and documented in the appendix of the Partnering Agreement. Notification protocols held by the school and the service provider will be followed during the notification process.

### **Property**

81. The school will negotiate with the Ministry of Education to provide funding to assist the school if there is a need to provide or adapt accommodation for the Social Worker.

### **3. Service Provider**

82. Service providers are organisations approved and contracted by Child, Youth and Family to provide social work services to young people in a secondary school. The service provider must maintain compliance with the Child, Youth and Family Approval Standards during the contract period.

#### **Partnering Agreement: operational framework**

83. The service provider, with support from Child, Youth and Family, will coordinate the development of the Partnering Agreement with the secondary school.
84. The service provider, with support from Child, Youth and Family if required, will organise and run the quarterly partnering meetings and prepare and distribute the minutes of the meeting. The Partnering Agreement will inform the agenda for the quarterly meetings. The Partnering Agreement will be reviewed annually.

#### **Young person's safety: Statutory agency and notifications**

85. The service provider and the secondary school will agree on a process to notify Child, Youth and Family of any cases where there is concern about a young person's immediate safety from abuse or neglect. Notification may also be made to the Police.
86. This process will be decided during the development of the Partnering Agreement and documented in the appendix of the Partnering Agreement. Notification protocols held by the school and the service provider will be followed during the notification process.

#### **Service support**

87. The service provider will provide;
- office and administrative support for the social worker when working outside the school premises;
  - a mobile telephone for the social worker and pay the costs of this telephone;
  - internet access;
  - insurance of capital assets provided through the service; and
  - transport for the social worker, and if not transport, reimbursement of transport costs.

#### **Business and Information Technology support systems**

88. The database developed for SWiS is currently being used by MASSISS. It is both a practice and data collection tool. The data collected is used for contract monitoring, reports, and evaluations. Client confidentiality in this data is ensured with the use of a unique identifier system.
89. Child, Youth and Family will assist the service provider to set-up this system: this includes funding support to purchase a laptop computer; the provision of software; training for users of the database; and back-up support.

90. The service provider will ensure that the use of this database is well understood by all relevant employees in their organisation.
91. The Social Workers will have a laptop computer with the capacity to operate the database software and will enter data and file reports as detailed in the guidelines *Social Workers in Schools Database User Manual January 2006*. The Social Worker will back-up the data recorded in the database on a regular basis (once a month minimum).

## **Reporting**

92. The service provider will provide to Child, Youth and Family:
  - a quarterly report (Appendix 6 Template for quarterly report); and
  - annual audited financial statements which include the money received for the service as a separate income item; details of how the money has been expended in the provision of the social work service; and will include Group Programme expenditure.

## **Back-up for social worker**

93. The service provider will provide professional back-up if the social worker is on leave or undergoing training to ensure continuity of service delivery. Information about the back-up plan and contact person will be included in the Partnering Agreement.

## **Group programmes**

94. A key role of the service provider and the MASSiSS social worker is to implement group programmes for young people. The group programmes are planned and carried out in cooperation amongst all stakeholders.
95. Guidelines for the development, implementation and reporting of these group programmes are detailed in the reference: *Guidelines and Resources for SWiS Prevention and Intervention Group Programmes*.

## **Evaluation**

96. When any evaluation of the service is being undertaken, the service provider will:
  - provide the evaluation team with record data;
  - provide clients with objective information about the evaluation, advise them that they may be requested to participate in evaluation activities and that participation is voluntary;
  - provide a mutually agreed time for social workers delivering the service to participate in interviews with the evaluation team;
  - allow mutually agreed time for social workers to review written material such as draft interview schedules and reports, and to liaise about evaluation activities such as interviews, observations and reviewing material;

- allow programme document analysis at times and places that are mutually agreed between the provider, evaluation team and other participants whose informed consent is required; and
- undertake any other activities relevant to the evaluation as mutually agreed with the evaluation team.

### **Service Provider: recruitment and employment of social worker**

97. The service provider is responsible for employing the social worker to provide social work services to young people in a selected secondary school and for ensuring the Social Worker complies with professional standards.
98. The Social Worker, while employed by the service provider, will work collaboratively with school staff within the agreed protocols and student care systems, but remain independent of the school's student disciplinary process in order to maintain professional autonomy and ensure a relationship of trust is maintained with students.
99. The service provider must attend to all the employment responsibilities including:
- recruitment and employment process including job description and contract;
  - supervision; and
  - training.

### **Recruitment and employment process**

100. The service provider will employ a qualified and registered social worker whose qualification is recognised by the New Zealand Social Work Registration Board; or a Social Worker who is working towards a recognised social work qualification as defined by the Social Work Registration Board.
101. The Service Provider must ensure that:
- positions are filled on the basis of an interview conducted in cooperation with the school. All interview panels must include a representative from the school, an experienced social work practitioner, supervisor or manager and Maori and/or Pacific people's representation where appropriate;
  - there is a clear process for vetting applicants, including speaking to referees and a criminal convictions check from official records; and
  - each worker has a clear, detailed job description which includes school holiday activities.

## **Social worker competencies**

102. While the service provider has discretion to develop the job description they believe best reflects the position requirements, standard core social worker competencies must be considered to ensure the best fit for the role.

## **Supervision of social worker**

103. The success of the service relies significantly on the ability and competency of the social worker, the quality of the professional supervision and support they receive, and their access to appropriate training and development opportunities. The service provider is responsible for the professional supervision, training, and professional development of the social worker. Supervision is a compulsory requirement of the service. (Appendix 7 Guidelines for Professional Supervision).
104. All social workers must receive no less than one hour per fortnight of formal, one-to-one professional supervision. For new workers this should be weekly for at least the first six months of their employment. Supervision must be provided by supervisors with a supervision qualification in social services or equivalent that has been awarded by a registered and accredited education provider.
105. The service provider is responsible for ensuring supervision, for developing a supervision plan between the contracted supervisor and the social worker, and for monitoring the implementation of this plan.

## **Training and professional development**

106. All social workers must have opportunities for ongoing training and professional development. The service provider will work with the social worker to develop plans for individualised and team training and development.
107. All social workers and their professional supervisor, manager or coordinator should be supported by the service provider to attend any specific training provided by Child, Youth and Family. This training may be part of their induction support, for example the orientation training, or cover specific topics that support the ongoing development of the service.

## Section 4: Social Work Role

108. A social worker is employed by the service provider contracted by Child, Youth and Family to carry out the social work service in a secondary school.
109. The social worker will have a social work qualification at diploma level or higher, be social work registered, and hold a current practising certificate. They will have proven practice with working with young people and sound developmental knowledge of young people especially in relation to mental health and well being.
110. The three key roles of the social worker are to:
- 1. Provide social assessment and supports for students within the context of their family to promote positive social health, wellbeing and safety*
    - to identify young people whose short or long term wellbeing and safety is at risk;
    - to establish, develop and maintain a supportive relationship with the young person and their families;
    - undertake comprehensive youth social assessments (Eg HEADSS) with young people to recognise risk and protective factors and determine what services may be required;
    - take joint responsibility for the formulation and implementation of individual plans in consultation with students and their families;
    - review and monitor progress according to specific planned goals including education, social, and risk management;
    - to undertake a therapeutic role in addressing the social needs of a young person by using social work intervention methods such a supportive counselling, group work and community involvement;
    - liaise with agencies/persons to support access to appropriate services (culturally safe, specific and sensitive to the identified issue);
    - access and refer young people to appropriate treatment options and specialised services; and
    - work actively with young people and their families to promote positive life attitudes and skills.
  - 2. Support young people's educational development within the context of their family in collaboration with the school system; for examples, community liaison officer, guidance counsellor, and the senior management team*
    - establish and maintain links between families, the school, and other agencies in order to benefit the education development of young people;
    - work alongside student support services and school teaching staff to establish an accurate assessment of educational needs including strengths and needs;

- identify with the young person and their families ways to best support educational development; and
  - advocate within school and family meetings so the student's educational needs are best supported.
3. *Participate and contribute to the daily functions and programmes of the school multidisciplinary team (student support services team)*
- maintain interaction with other team members to ensure information is shared appropriately and that the needs and agreed goals of the student and their families are known and understood by the team;
  - participate in regular team meetings, contributing new ideas to maximise positive outcomes for young people;
  - participate in student support service development and implementation of quality initiatives;
  - participate and contribute to team building/planning sessions;
  - foster cooperation across professional groups; and
  - adhere to the team's service policies, procedures and protocols.
111. The social worker's practice accountability will:
- demonstrate adherence to the Aotearoa New Zealand Social Workers Association code of ethics;
  - comply with the Social Work Registration Board standards of competent practice and policy; and
  - ensure regular professional/clinical supervision as described in the MASSiSS service specification.
112. The social worker will participate in on-going professional development. This will include:
- contribution to team-peer supervision;
  - cultural consultation when required;
  - participation in yearly performance appraisals; and
  - identification of their own learning needs and the establishment of professional development goals to enhance and strengthen practice especially with young people.
113. The provider may contribute to undergraduate social work training by providing work and learning experience for social work students whilst on field placement.
114. The key functional relationships of the social worker are:
- internal - service provider and supervisor; student support services team or school multi disciplinary team; and school senior management team; and
  - external - community organisations, networks and social service agencies including local iwi and Pacifica social services; government departments (for

examples; Ministry of Health, Child Youth and Family; Work and Income; and Ministry of Youth Development); health services including mental and sexual health; and alternative education services.

115. The social worker will demonstrate the following competencies to carry out this role:

- excellent relationship management skills - an ability to engage with young people and to establish working relationship with agencies, voluntary groups and individuals;
- resilience – a demonstrated ability to persevere with complex situations;
- interpersonal understanding – a desire to understand the structure and protocols of other cultures and a willingness and aptitude to utilise these for the benefit of young people and their families. Also the ability to understand the reasons for the feelings and behaviour of others through the ability to interpret unspoken or partially expressed thoughts feelings and concerns, and through an appreciation of the cultural framework within which that person operates;
- conceptual thinking – the ability to identify patterns or connections between situations; identify key or underlying issues in complex situations and resolve these by using creative, conceptual and inductive reasoning;
- analytical thinking – the ability to understand a situation by breaking it into smaller pieces, to be systematic, to trace cause and effect implications, and to set priorities;
- achieving the task – the ability to organise work through an efficient use of time, setting targets and achieving them; and
- self confidence – confidence in ones own judgement and a willingness to express an independent view point.

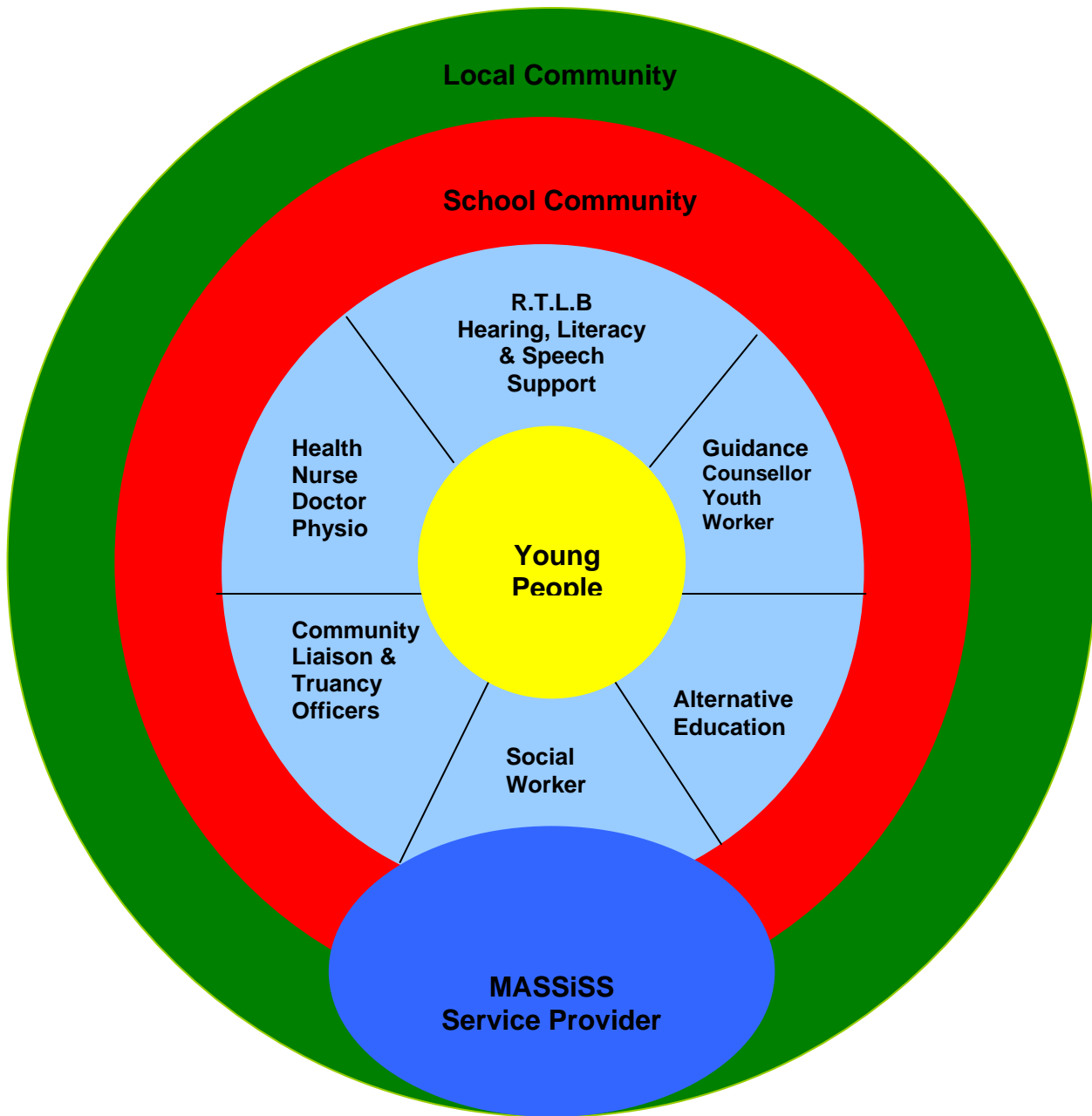
116. The following competencies are highly desirable for entry for this social worker position:

- information seeking and interpretation – an ability to elicit basic information through a wide range of information gathering skills and analysis this;
- listening and responding – an ability to listen, to interpret, clarify and respond appropriately;
- role clarity – an ability to be clear about one’s role and to evaluate the purpose of taking a particular action;
- service orientation – a desire to work within the framework of the student support services team to best meet the desired outcomes for young people and their families; and
- team work and co-operation – a commitment to work co-operatively as part of a team, and to be flexible in a changing work environment.

117. The social worker will demonstrate the following skills and behaviour:
- building and maintaining rapport with others based on their own integrity and honesty, demonstrating effective interpersonal skills;
  - innovation and keen to explore new delivery practices and approaches;
  - excellent verbal, written and communication skills;
  - commitment towards positive outcomes for young people and their families;
  - sensitivity towards Maori, Pacific Peoples and other cultures;
  - ability to influence action in areas for which they have responsibility;
  - anticipate and resolve problems by making decisions based on sound risk management and strengths based practice analysis;
  - ability to create and promote a supportive culture and open communication; and
  - working knowledge of basic computer skills including email, word and excel.
118. The social worker will have a current New Zealand full driver's licence.
119. Knowledge of Statutory Requirements in this role are:
- The Treaty of Waitangi
  - Official Information Act (1982)
  - Privacy Act (1991)
  - Education Act (1989) and
  - Code of Health and Disability Services Rights (1996)
120. Regarding Health and Safety the employed social worker will accept their responsibility to take all practicable steps to ensure their own safety and wellbeing while at work, and ensuring that no action or inaction on their part endangers themselves or others.
121. Resources available to support this social work process include:
- Notification protocols and guidelines for making a notification;
  - The Supervision Policy; and
  - The Database User Manual.
122. Suggested texts and information pamphlets include:
- Martin, Lloyd. *The Invisible Table* 2002 Dunmore Press Limited, Palmerston North;
  - Weld, N., and Appleton, C. *Walking in People's Worlds* 2008 Pearson Publishing, New Zealand; and
  - Skylight publications which can be viewed at [skylight.org.nz](http://skylight.org.nz).

**Appendix 1**

**Model: a social service centre in a secondary school**



## Appendix 2

### Outcomes summary

#### **Government: New Zealand government Statement of Intent 2006**

- The government's three key priority areas for the next decade as identified by the cabinet are:
  - a. economic transformation;
  - b. families - young and old; and
  - c. national identity.
- "All families, young and old, have the support and choices they need to be secure and be able to reach their full potential within our knowledge based economy;
- Families, young and old theme can usefully be approached using the following sub-themes:
  - strong families
  - healthy confident kids
  - safe communities
  - positive ageing."

#### **Ministry of Social Development: Ministry of Social Development Statement of Intent 2008-2011**

- The Ministry of Social Development is responsible for assisting people in need throughout their lives.
- The Ministry's high level outcomes regarding children and young people, families and whanau, and communities, hapu and iwi are:

##### **Children and young people**

- Give children the best start in life  
Children are New Zealand's future. All children grow up in a safe and happy environment.
- Help young people achieve their potential  
Young people are supported to overcome barriers, and develop their understanding and ability to make good decisions about the range of issues and opportunities they may face.

### **Families and whanau**

- Supporting families and whanau to be safe and resilient  
Families and whanau are able to support their member's wellbeing, identity, participation in society and interdependence.

### **Communities, hapu and iwi**

- Strengthening communities  
Build our relationships with, and the capacity of, the community and voluntary sector to ensure New Zealand families and communities are strong and resilient.
- **The Ministry is seeking to achieve (with respect to children and young people)**
  - Children and young people live free from abuse, neglect and offending
  - Children and young people have permanent and stable care
  - Children and young people are in education, training and other activities
  - Children and young people have healthy social relationships
- **The Ministry is seeking to achieve (with respect to families and whanau)**
  - families and whanau have the knowledge, capabilities, skills and resources to support their members to play a fully functional role
  - families and whanau provide a safe and secure environment, where all members live free from violence
  - families and whanau are strong and resilient
- **The Ministry is seeking to achieve (with respect to communities, hapu, and iwi)**
  - Communities (hapu and iwi) are able to provide for their members
  - Communities (hapu and iwi) get the services they need
  - Build the capacity of communities (support communities and community organisations)

<b>Child, Youth and Family</b>
--------------------------------

- The vision of Child, Youth and Family is “safe children and young people in strong families and communities:
  - free from abuse
  - free from neglect
  - free from offending.”
- Child, Youth and Family key roles are to:
  - protect and improve wellbeing of children who need care and protection, and to support and assist them to keep their families safe;
  - deal with children and young people who offend, so that they are held to account, do not re-offend, and their wellbeing is improved; and

- facilitate and collaborate in the delivery of high quality services by other service provider to children and young people who are at risk of being in need of care or protection or committing offences.
- Child, Youth and Family outcomes are:
  - Care and protection:
    - To prevent the re-occurrence of child abuse, of neglect, and of insecurity of care i.e. to keep children safe who have already been harmed
    - To prevent the first occurrence of abuse, neglect, or insecurity of care
  - Youth offending:
    - To reduce the rate and severity of child and youth offending
    - To hold young people to account fro offending
  - Child Youth and Family works with other agencies
    - To restore or improve the wellbeing of the young person

## **Appendix 3**

### **Example of MASSiSS Outcomes Framework**

The chart on the following page presents an example of MASSISS service outcomes and possible indicators, verification methods, and sources of verification for these outcomes. It is anticipated that outcome frameworks will be developed by each service provider to meet local needs. This development will be facilitated by Child, Youth and Family.

### Example of MASSiSS outcomes framework

<b>Outcome</b>	<b>Possible Indicators</b>	<b>Verification</b>	<b>Source of Verification</b>
<b>Young people engaged in their school</b>	Reduction in stand-downs/expulsions	Statistics	School Ministry of Education
	Increase in attendance levels		
	Increase in academic achievement		
	Increase in parent participation and involvement in school activities	Statistics Survey and Focus group findings with students and school staff	School Research
	Decrease in behavioural issues impacting in the classroom	Survey and Focus group findings with students and school staff	School Research
	Improved collaboration amongst social services in school & community	Partnering meetings minutes Group Programme reports	School Service Provider
<b>Safe, socialised young people with a strong sense of wellbeing</b>	Reduction in CYF referral numbers	Statistics	Child, Youth and Family Service Provider
	Improved appropriateness and timeliness of CYF referrals		
	CYF intervention sought when abuse identified		
	Decrease in Youth Aid referrals		
	Reduction in repeated youth offending - recidivism		
	Reduction of bullying in school	Statistics Case management – database Survey and Focus group findings with students, and school staff	Ministry of Youth Development
	Reduction in crisis and chronic case management with increased prevention work		
<b>Healthy young people</b>	Increase in safe referral numbers in family violence situations	Statistics Details of preventative programmes & awareness campaigns implemented Focus group findings	Public health nurses Primary care providers (PHOs) Local District Health Board Ministry of Health Research
	Increase in referral numbers to drug and alcohol services		
	Decrease in hospital admissions especially with skin and respiratory problems		
	Increase in use of early intervention health services including access to confidential sexual health support; community public health services; and primary health care services;		
	Early identification and referral following mental health presentation		

**Appendix 4**

**Partnering Agreement**

**Multi Agency Support Services  
in  
Secondary Schools  
(MASSiSS)**

**Partnering Agreement 2008**

**[Service Provider]  
[School]**



**child, youth  
and family**

*A service of the Ministry of Social Development*

## Contents

1. Purpose of the Partnering Agreement
2. Glossary of Terms
3. Parties to the Agreement
4. Term of the Partnering Agreement
5. Disclaimer
6. The Parties agree
7. Objectives of the MASSiSS service
8. The Partnering Principles
9. Our Mission Statement
10. Our Values
11. Operational Structure
12. Referrals to Child, Youth and Family
13. Assets and Service Support
14. Service Promotion
15. School and Service provider contacts
16. Social Worker availability
17. Service Planning
18. Referrals
19. Collaboration and Team Work
20. Prevention and Intervention Group Programmes
21. Resolving Differences
22. Review of issues for Output Report
23. Review of Partnering Agreement
24. Signatories

### 1. Purpose of Partnering Agreement

The purpose of this Partnering Agreement is to establish an operational framework for managing the Social Work in Secondary Schools service (MASSiSS) which will be implemented in accordance with the principles of partnering. The content of the Partnering Agreement will demonstrate a willingness to collaborate and it will reflect local needs.

All sections from point 8 onwards can be discussed, agreed, and signed off by all parties.

### 2. Glossary of terms

Terms used in this Partnering Agreement are:

- Party (parties) – the organisation or institution or government body who collaborate to develop this Partnering Agreement and who participate in MASSiSS service delivery
- Stakeholders – groups or individuals who may participate in or be affected by the MASSiSS service
- Outcome – a condition of well-being for young people, adults, families, or communities
- Outputs – the services produced by undertaking a series of activities as detailed in the service description

### 3. Parties to the Partnering Agreement

The parties to the Partnering Agreement are:

- [name of school]
- [name of service provider]
- Child, Youth and Family (a service line of the Ministry of Social Development)

The specific responsibilities of each party in implementing the MASSiSS service are detailed in “The MASSiSS Service Description Section 3: Parties – Roles and Responsibilities.” A copy of this section is held by each party.

#### **4. Term of the Partnering Agreement**

The term of this Partnering Agreement is for the term of the contract agreement between the Service Provider and the Ministry of Social Development: Child, Youth and Family from XXXXX 2008 – XXXX XXXX.

#### **5. Disclaimer**

This Partnering Agreement does not constitute a legal partnership.

#### **6. The Parties agree**

- to comply with their specific responsibilities and roles as set out in the MASSiSS Service Description and this Partnering Agreement;
- to demonstrate a firm commitment to the vision, goals, core values, and guiding principles of the MASSiSS service; and
- to work in a cooperative manner to ensure successful MASSiSS service delivery and to achieve the MASSiSS service outputs and outcomes.

#### **7. Objectives of the MASSiSS Service**

The MASSiSS service is:

- aimed at promoting wellbeing and safety of young people;
- family/whanau inclusive (if requested by the young person);
- community orientated;
- committed to building on the young person’s strengths;
- culturally sensitive and responsive; and
- early intervention and prevention focused.

#### **8. The Partnering Principles (this point onwards is open for discussion)**

*These principles guide MASSiSS service delivery amongst the parties.*

Examples of Partnering Principles are:

- act honestly and in good faith;
- communicate openly and in a timely manner
- work in a co-operative and constructive manner;
- recognise each other’s responsibilities to young people and stakeholders;
- encourage quality and innovation to achieve positive outcomes for young people and their families/whanau who receive the MASSiSS service; and
- encourage collaboration between parties.

#### **9. Our Mission Statement**

*The mission statement is developed by the parties.*

#### **10. Our Values**

*The values are developed by the parties.*

## 11. Operational Structure

*This section identifies Partnering Agreement parties.*

Party	Representative/Contact	Role	Substitute representative /Contact

<b>Meetings of the parties</b>	
Quarterly	<i>Put dates here for the 4 meetings in the current year</i>
Organisational responsibility: planning, minutes, distribution	Service Provider
Purpose	Review MASSiSS service implementation with Partnering Agreement sections as the agenda for meeting
Follow-up action	Identify person/group responsible for follow-up plan and action in minutes of each meeting and distribute the minutes and plan to all parties within 10 days of the meeting
<b>Possible meeting format</b>	
<b>Reporter</b>	<b>Discussion</b>
Social worker	Caseloads, new referrals, case closures, group programme delivery/planning, any issues and community liaison
Provider Practice Manager	Supervision and training undertaken, update on MASSiSS matters, any issues and community liaison
School	Developments, achievements, any issues and community liaison.
School Social Support Service Representative	Caseloads, group programme development, Partnerships, any issues and community liaison. Collaboration
CYF Contract Specialist	Changes and contractual issues MASSiSS material/news

## 12. Referrals to Child Youth and Family

*Supporting resources for making this referral are: "An Interagency Guide for Breaking the Cycle"; the current policy of each school; and the current policy of the Service Provider. These are attached in Appendix 1.*

*The parties decide on the course of action for making referrals to Child, Youth and Family i.e. who will take the responsibility in the school to make the referral to Child, Youth and Family.*

The "Interagency Guide for Breaking the Cycle" will be followed in the making of referrals to CYF.

## 13. Assets and Service Support

*The parties clarify the responsibility for procurement, supply, installation and maintenance of assets and service support. They ensure equipment, property, and services meet all health and safety requirements. This responsibility is detailed in the table below. The parties add to this list as required.*

<b>Asset key</b>	
Procurement	P
Supply	S
Installation	I
Maintenance	M

*Examples of assets and P.S.I.M. can be added to each component*

<b>Workspace</b>	Office is provided by the school, including water, cleaning, security, heating, cooling, kitchen and toilets. Administrative support including message taking will be provided by the school. Staff room recreation.
<b>Office Equipment</b>	School provide all office furniture; desk, lockable filing cabinet, stationary, and shelving.
<b>Telephone</b>	School provide phone line and internet access (school database), photocopying and printing
<b>Computer / Cell phone</b>	Provider to supply lap top and mobile phone.
<b>Transport</b>	The social worker will use their own vehicle and will receive a transport allowance which also covers WOF, services insurance etc. Social workers shall only use their vehicle in line with their professional social work requirements, and Provider transport policy.

#### **14. Service Promotion**

Promotion of the MASSiSS service for example using website, newsletters

*The parties clarify the responsibilities of each party for promoting the service in the school and community.*

#### **15. School and Service Provider Contacts**

*The parties identify a contact person in each school as a first point of contact for the social worker*

#### **16. Social Worker Availability**

*The parties agree on a weekly plan for social worker availability.*

<b>Day</b>	<b>Morning</b>	<b>Afternoon</b>
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

## 17. Service Planning

*The parties decide on the annual plan for the service including school holiday activities for the social worker, special events, and social worker training and professional supervision; a plan for social worker absence; health and safety issues; and what to do if an emergency (natural disaster) occurs.*

### **Annual plan:**

- School holiday plans for social worker:
- Special events: for example school camps, celebrations
- Social worker training and supervision: for example the supervisor may visit the schools

### **Back-up for social work service:**

For example when the social worker is on training days or on leave

### **Health and Safety issues:**

For example knowledge of social worker whereabouts during out-of-school visits

### **Emergency situation:**

For example the plan for the social worker if he/she is not at the service provider base when an emergency or natural disaster occurs.

## 18. Referrals

*The parties agree on the referral process.*

*For example:*

A referral to a secondary school social worker is defined as “a formal request for professional social worker services to assist a young person”. The referral form will be provided by the social worker/provider. Referrals are accepted from a range of sources including the school, self referral (young person or family) or concerned individuals in the community.

A young person who asks to see the social worker may do so without parental consent.

## 19. Collaboration and team work

*For examples:*

- The social worker is expected to work collegially, and will seek to cooperate with other members of the social support team and school staff. It is expected that the social support team members work together in such a way that the needs and safety of young people and families are paramount.
- Information sharing is the key to good collaboration. It is expected that information gathered by the social worker will be shared with the social support team unless it is considered confidential or embargoed by a legal process.

## 20. Prevention and Intervention Group Programmes

*The parties decide on an annual plan for implementing group programmes.*

## 21. Resolving differences

*The parties decide on a plan to resolve any differences which arise during the implementation of the service.*

*For example;* Where complaints or disputes arise, those involved should refer to the matrix below to determine whose procedures are to be used for the correct outcome to be achieved. Copies of

the procedures are available from the organisation/s involved and a summary of some of the key features listed below.

Example Disputes – Complaints Matrix			
Issue about	Made by	Procedure to follow	Where to next
Social Worker	Client	Provider Management	Provider Board of Trustees
Social Worker	School	Provider Management	Provider Board of Trustees
School	Client	School	BOT / MoE
School	Social Worker	School	BOT / MoE
Provider	School	Provider Management	Provider Board of Trustees
School	Provider	School	CYF / MoE
School	School	School	BOT / MoE

## 22. Review of issues for Report

*The parties discuss points to be included in the service provider quarterly Report. The headings include: trends in social issues hub schools and community; gaps in service provision; school issues; group programmes; and the process of the Partnering Agreement meetings. The service provider records these points and includes them in the Output Report for that quarter.*

## 23. Review of this Partnering Agreement

*The parties agree to review this Partnering Agreement annually.*

## 24. Signatories

Principal of school:

Name: .....

Signed:.....

Date .....

Chairperson of Board of Trustees:

Name: .....

Signed.....

Date .....

Chief Executive Officer contracted provider:

Name: .....

Signed

Date .....

Contract Specialist Child Youth and Family:

Name: .....

Signed.....

Date .....

## Appendix 5

### Stakeholder table

Stakeholder	Involvement
Young people in secondary schools	Active participation
Siblings of young people (if consent given)	
Family – whanau of young people (if consent given)	
Social worker	
Secondary school teaching staff	
Secondary school social service centre team	
Board of Trustees	
Service provider	Contracted provider Active participation
Child, Youth and Family contract specialist	Contract manager
Secondary school visiting professionals including Resource Teacher: Learning and Behaviour; Public Health Nurse; doctors; special educators; teacher's assistants;	Ad hoc involvement, with active participation at times
Child, Youth and Family local site office staff	
Primary Health Organisations	
Municipality/local body groups	
Mental Health providers	
Strengthening Families service	
Work and Income New Zealand	
Police	
Sports clubs	Ad hoc involvement, with active participation at times
Recreational clubs	
Youth and young people's groups and organisations	
Vocational – career programmes and advisory bodies	
Service organisations e.g. Rotary	
Local businesses and industries	
Philanthropic Trusts	
Religious bodies	
Ministry of Social Development; Child, Youth and Family	Funding and contracting of service Strategic planning Policy and advisory role
Ministry of Education	Strategic planning Policy and advisory role Property management
Ministry of Health	Strategic planning Policy and advisory role
Ministry of Social Development; Ministry of Youth Development	
Youth Gangs Initiative	

## Appendix 6

### Service Provider quarterly Report

#### Service Provider Quarterly Report

Service Provider	New Lynn Community Development Trust
Secondary School	Highgate Secondary School
Social Worker[s]	Penny Brown; Michael Green
Person completing report 1/4 and date	Jane Smith 15 August 2008
Person completing report 2/4 and date	
Person completing report 3/3 and date	
Person completing report 4/4 and date	

#### Output Summary

	Outputs				
	1/4	2/4	3/4	4/4	pa
<b>Social work with young people</b>					
# young people referred or self referred to social work service – example	5	10	6	7	28
# young people referred or self referred to social work service					
# young people social work cases closed at initial referral					
# young people's cases active at the end of the quarter					
# young people's cases closed after social work during that quarter					
<b>Prevention and intervention group programmes</b>					
# group programmes for young people					
# total attendances at group programmes					
<b>Community networking</b>					
# local NGOs and community services associated with MASSiSS					
# referrals to Child, Youth and Family (notifications)					
# referrals to iwi agencies					
# referrals to other community services					
Key: # - number of					

#### Narrative overview Maximum of 5 lines for each box

##### Trends in social issues in school and community

1/4	
2/4	
3/4	
4/4	

##### Gaps in service provision

1/4	
2/4	
3/4	

4/4					
<b>Partnering Agreement meetings</b>					
1/4					
2/4					
3/4					
4/4					
<b>School issues</b>					
1/4					
2/4					
3/4					
4/4					
<b>Community networking and use of community services</b>					
1/4					
2/4					
3/4					
4/4					
<b>Group Programmes</b>					
1/4					
2/4					
3/4					
4/4					
<b>Social Worker highlights</b>					
1/4					
2/4					
3/4					
4/4					
<b>Documents attached</b>					
	<b>1/4</b>	<b>2/4</b>	<b>3/4</b>	<b>4/4</b>	<b>pa</b>
Group programme financial statement	1	1	1	1	4
Audited Financial Statements	when available				1

## Appendix 7

### Guidelines: Supervision of social worker

#### Professional supervision of social workers

The purpose of professional supervision is to:

- ensure the provision of consistent and effective service for young people
- ensure the social worker is clear about their roles, responsibilities and accountabilities
- enhance the social worker's professional development
- ensure that the social worker complies with legislation, policies and practice guidelines
- ensure the social worker has a manageable and appropriate caseload
- develop a supportive and positive climate for practice and performance
- support the social worker in accessing resources and managing the physical, mental and emotional demands of the work.

Professional supervision must be:

- based on a written, negotiated contract; and planned, thorough, and accurately recorded.
- explicit about power and inequality and the use of authority

#### Management and accountability

Management and accountability ensures that policies, practice guidelines and priorities are understood and adhered to. This includes casework management activities to:

- manage workload and time
- allocate and prioritise work
- regularly review and evaluate case activity to ensure it is progressing and contributes to safe and positive client outcomes
- monitor for signs of "capture" or dependency by clients
- ensure access to practice wisdom and advice
- ensure casework recording is adequate, appropriate and timely.

It is also expected that:

- there will be a written contract outlining terms of supervision and agreed timeframes for joint meetings of internal and external supervisors with the social worker

- the external supervisor will advise the social worker's manager on both strengths and concerns regarding professional practice, training and professional development needs, and any pertinent concerns regarding the health, safety and wellbeing of the social worker
- external supervision is provided on the understanding that the external supervisor has a responsibility to advise the social worker's manager immediately of any potential or real risk to children, the Social Worker, or any other person.

### **Informal management supervision**

In addition to formal, one-to-one professional supervision, social workers will also require management supervision as the need arises. The social worker's manager should ensure they have an "open door" policy and may need to schedule regular management meetings to allow the social worker to access this form of supervision as required.

Peer supervision is an important tool and should also be encouraged. As the social workers may have different areas of professional expertise, they should be encouraged to discuss issues and review cases as a team. Team meetings should be scheduled on a regular basis, weekly or fortnightly, if this is feasible.

### **Cultural supervision**

Cultural supervision is either a formal or informal relationship between members of the same culture for the purpose of ensuring that the social worker is practising according to the values, protocols and practices of that particular culture; for example, practice that is tika. Cultural supervision is about both cultural accountability and cultural development. Cultural supervision does not replace professional supervision.

Social workers should also have cultural supervision, which may constitute:

- supervision by someone from their own culture, to ensure their practice matches the values, protocols and practices of that culture, and/or
- access to cultural expertise or consultation when working with clients who are not from their own culture.

### **Formal professional supervision**

All social workers must receive no less than one hour per week of formal, one-to-one professional supervision. Supervision must be provided by trained and experienced social workers with previous successful experience in social work supervision.

Wherever possible, the selection of a professional supervisor should take into account the following criteria:

- the social worker's gender, ethnicity and culture
- the social worker's identified professional and personal needs
- the supervisor's identified skills.

Every supervisor and social worker must have a negotiated and written contract that specifies:

- the expectations and responsibilities of both parties
- the frequency and duration of supervision sessions
- what contact with the supervisor is available between formal supervision sessions
- other methods of supervision and the accountabilities that go with these
- record keeping
- a time frame and process to review the contract.

A record is to be maintained of all internally and externally provided supervision. Should the service provider contract an external supervisor to supervise the social worker, the external supervisor must report to the social worker's manager at least monthly.

## **Support**

The supportive function enables affirmation and validation of social workers in the difficult work they do, both as professionals and as people. Without this, social workers can be left feeling vulnerable and lacking confidence. It enables the supervisor to:

- create a positive environment where they are accessible and approachable
- share responsibility for decisions
- seek to prevent the development of potentially challenging situations; to discuss any challenging situations with the social worker; to identify support and development needs in order to reduce the likelihood of recurrence
- assist the social worker manage emotional, mental and physical fatigue
- promote positive working relationships
- provide perspective and promote confidence
- support the social worker to maintain their personal health, safety and wellbeing in accordance with relevant policies and legislation. <sup>1</sup>

---

<sup>1</sup> A. Kadushin, *Supervision in Social Work*. Columbia University Press, 1992.