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PROVIDER-SUBMITTED ITEMS: ALWAYS WELCOMED FOR FUTURE ISSUES

We welcome items submitted in all languages. We are particularly seeking:

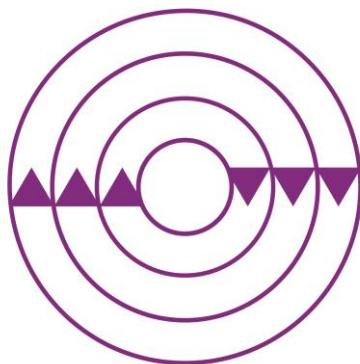
- stories on how you have celebrated/marked the twenty-year anniversary of SWiS (this year)
- What SWiS social workers did to mark Children's Day (Sunday 3 March 2019)?

Please feel free to comment on any item in this newsletter, or send in submissions (signed off by Team Leaders/managers) for future issues.

Please email: marten.hutt@ot.govt.nz

SWiS Biz

SECTION
1



SWiS RESEARCH PROJECT: CAPTURING THE VOICES OF TAMARIKI AND THEIR WHĀNAU

All SWiS providers should now have received a communication brief and FAQ factsheet about this research project. This collaboration is between Oranga Tamariki's Evidence Centre, the Education Review Office (ERO) and the New Zealand Council for Educational Research (Kaupapa Māori team - Te Wāhanga).

Researchers will be contacting selected providers shortly to set up interviews to be carried out across March/April with: social workers, providers, tamariki and their whānau. The timeframe for the research to be completed is June 2019.

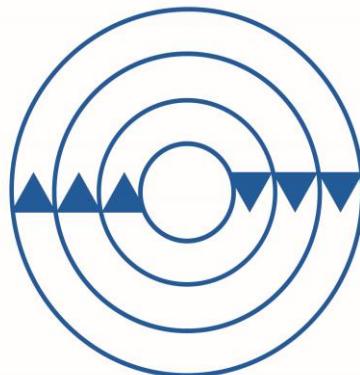
The research is incorporating a kaupapa Māori *He Awa Whiria* approach as a model for reconciling western science (Te Ao Pakeha) and Te Ao Māori research and evaluation perspectives.

Once the research is concluded, and a report compiled, a copy will be made available to your provider.

If you have any questions please get in touch with your SWiS contract manager or contact [\(michele.olds@ot.govt.nz\)](mailto:michele.olds@ot.govt.nz) (04 918 9311) for further details.

SWiS stories

SECTION
2



R.E.I.N.S (JIGSAW, WHANGANUI)

(This article was submitted by Nicola Silvester, from her experiences as a third-year BSW student on placement at Jigsaw Whanganui)

The Social Workers in School team based at jigsaw Whanganui is a busy team with six social workers who work across 23 schools in the greater Whanganui region. In this team sits a therapeutic horse riding programme called R.E.I.N.S. that children aged between 8-12 years old can be referred to. R.E.I.N.S is an acronym that stands for Riding Experiences Inspiring Next Successes and is based on transferable skills that children and their caregivers learn when working with the horses. These sessions are run out of a local farm every school term and classes are made up of



3 to 4 children of similar ages. There are currently 3 separate sessions running a week.

R.E.I.N.S was the brain-child of a past social worker at jigsaw who saw the benefits of horse care and riding in children experiencing anxiety, low self-esteem, low self-control and other behavioural challenges. When it first started there were around six places on the programme a term and it ran for 45 minutes a session. This was for a total of six sessions. From there it has expanded and grown to be 1 hour long sessions for a total of 8 sessions. In late 2017 a Stage Two R.E.I.N.S was added due to popular demand which allows those children who have done stage one to come back for a further 8 sessions to build on what they've learnt and extend upon it. This term (Term 4 2018) there are 11 children on the programme across both stage one and two.

Children and a caregiver come for 8 sessions where they learn to work together to first of all care for the horses with activities including brushing, how to safely move around the horse when they are in the stables and cleaning out their hooves. They then move on to riding and controlling the horses through obstacle courses as well as taking a turn to teach their caregiver how to groom and lead the horses. They face challenges such as how to think through problems when they arise, how to slow down and how to express how they are finding challenges. Often this is due to the horse not doing what the child wants it to and so skills of problem solving are taught and practiced. The children are matched to a horse based on size and temperament chosen by the instructor which will be 'their' horse for the sessions. The horses are all slightly older, pony sized and chosen for their docile nature. The programme also serves as a special time for the children getting 1 on 1 attention for the hour from their caregiver.

Before the children come onto R.E.I.N.S expectation forms are sent to both the child's parent and the child's teacher. These forms help give a clearer sense about exactly where this child is at and what is hoped to be gained

from the child being on the programme. At the end both the parent and teachers have the chance to note changes on a feedback form. At the first session the children are also asked to fill out a sheet with their own hopes and what they feel like they are already doing well. At the end they are asked to fill out the same sheet to see how far they have come when compared to the first session. This helps to highlight to the children just how much progress has been made and gives them a sense of achievement. At the last session they have an award ceremony with certificates and all students are presented with a beautifully framed photo of themselves with 'their' horse to keep.

The benefits of R.E.I.N.S are well documented in the feedback received from both parents and teachers and in the number of students longing for a stage 3.

SWIS SOCIAL WORKER: CASE STUDY

(From Wesley Community Action)

"I have a whānau that came onto my books who had been through extreme physical abuse by Father against Mother and the eldest child. Father was no longer living at the address when SWIS became involved. Mother had Women's Refuge involved whom she had spoken to twice.

Father had physically assaulted the child. He was court ordered to attend anger management and it was left to Mother to decide what access looks like and when and where this will happen.

Other than this, Father has to reside at his address. No other restrictions had been put in place.

Since our first visit the younger siblings have both been referred by SWIS for mental health assessments and been accepted to receive support. One has become extremely violent and the youngest become withdrawn since witnessing the assault. The oldest child is now involved in an intensive mentoring programme.



Mother now has weekly engagement with SWIS. SWIS meets with the three school aged children fortnightly minimum at school. Children are involved with a programme run through the Women's Refuge for children that have witnessed or been a part of family violence."

WORKING WITH MĀORI-MEDIUM SCHOOLS REQUIRES USING TE REO AND CULTURAL SKILLS

This item has been submitted by Tracey Tangihaere – Te Aka Ora Charitable Trust (Gisborne – Turanganui a Kiwa):

Änei tētahi mahi ka mahia e mātau ki te taha o ngā tamariki me o rātou whānau.

Ko wai au – He tūmomo mahi ako i ngā tamariki kia tipu, kia whakamana ai te kaha o ngā tamariki i roto i o rātou whānau me o rātou whānau whānui.

I roto i tēnei mahi ka titiro mātou ki ngā taha hinengaro, wairua, tinana, whānau me te kura hoki.

Ētahi o ēnei mahi he mahi pepeha, karakia, kōrero, waiata, haerenga ki te marae, papa kainga, mahi rangahau ki te taha o te whānau e pā ana ki o rātou whānau whānui hoki.

English translation:

The following is an example of one of our Kaupapa Maori approaches used to work alongside tamariki and their whānau.

Who am I – This particular kaupapa of our mahi focuses on supporting the tamariki and whānau to be strong and confident in themselves as unique individuals within their immediate and wider whānau in the context of being Maori.

We do this by drawing on traditional Maori concepts activities and practices such as acknowledging identity and belonging (whakapapa – pepeha), prayers and rituals

(tikanga – kawa), stories and song (history – culture).

We go to tribal communities and utilise Marae and we engage with whānau to learn from them.

Throughout all of this kaupapa mahi we embrace Te Whare Tapa Wha: mental, physical, spiritual, whānau and school/Kura to enhance our holistic focus on the tamariki and whānau wellbeing.

USING FOFOLA E FALA IN PRACTICE.

This item has been submitted by Siosifa Tuungafasi, a SWiS social worker with Auckland-based provider IOSIS . [Noah/Noa is not his real name]:

Ko Noa koe ki'i tamasi'i ne tu'u 'I he tu'unga ke tuli mei ho'o mau api ako. Koe uhinga ko e ngahi kē fakatamaiki na'e kau ai 'a Noa 'I he ako. Ko Noa koe ki'i tamasi'i 'ulungaanga lelei mo faka'apa'apa ka na'e 'ikai ke mahino'i 'ene ngaahi fiema'u 'e ha taha. Pea na'e fiema'u e Noa ke i ai ha taha ke na pō talanoa mo na ngaue fakataha 'i he fononga pea mo e mo'ui 'oku ne fai. Na'e hili a e mahina e fa a e ngaue fakataha a Noa pea mo e SWiS. Ne malava ai ke na hanga 'o vete'ange a e faingata'ia 'o Noa 'i he moui 'ite'ita mo na ilo 'a e ngaahi me'a oku ne fakatupu mo e founiga hono ta'ofi 'a e ita. Na'e ngaue fakataha a e SWiS mo e famili 'aki 'a e founiga 'fofola e fala ka e talanoa a e kainga' ke nau lukuluku 'a e ngaahi fakakaukau ke tokoni kia Noa ke ne lava o a'usia 'a 'ene taumu'a ki he kaha'u. Na'e kau 'a Noa I he polokalama ki hono holoki 'a e ita pea na'e tokoni 'aupito 'a e ngaahi founiga na'a ne ako mei he polokalama ni. Na'e fiezia 'aupito a e api ako mo e famili 'i he fakalakalaka a e 'ulungaanga o Noa. Kae tu'u ki mu'a e fiezia a Noa koe 'uhiko e ngaahi fakalakalaka kuo ne a'usia pea kuo pole ai 'a Noa ke ne hoko ha aho ko ha tokotaha ke ne ngaue social worker koe 'uhiko e hoko ko e fakatata'anga kiate kinautolu oku kei tupu hake.



English translation:

Noah was at risk of being excluded from school due to being involved in multiple physical altercations. He was a well-mannered, respectful young person who was misunderstood and needed someone that would listen and walk beside him so that he could grow in his journey. Over the period of four months working alongside Noah, SWiS was able to engage and begin to unpack and address his anger, triggers and how he can best manage them as a young individual.

SWiS used the 'fofola e fala' model to get the input of the family into how the family, SWiS and the young person can work together to achieve this goal. Noah was part of a programme to help him with coping strategies and the family was given the same sessions to help him with positive coping strategies at home.

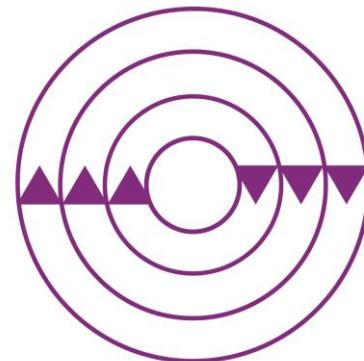
The school and family were amazed at the progress Noah made. Most importantly, Noah was happy with his progress and is excited about the strategies he learnt therefore teaching his younger siblings and his friends at school. He is now a positive role model for our juniors and hopes one day, to become a social worker and help others.

Strengths and Difficulties Questionnaire

SDQ

SECTION

3

**SDQ 'DASHBOARDS'**

The first mandatory SDQ reporting date was on 5 December 2018. With the data sent in we are producing 'dashboards'; these are currently being distributed to SWiS Partnering for Outcomes Advisors and providers who have sent in their SDQ reporting template.

The dashboards show some key themes in the data supplied by providers, in the form of tables and graphs. Feedback included in the dashboards include graphed results of changes in stress/difficulties by ethnicity and gender; average duration of intervention/support and stress/difficulties score by school.

We hope these are useful and are open to any feedback on how they could be improved i.e. is there something missing from the dashboards that you would like in them? Please note that the dashboards can only be produced and distributed if the SDQ reporting template is sent through to



Partnering for Outcomes regional advisors.

SDQ TRANSLATION: SAMOAN

The te reo Māori SDQ translation is

complete and can be found at

<http://www.sdqinfo.com/>

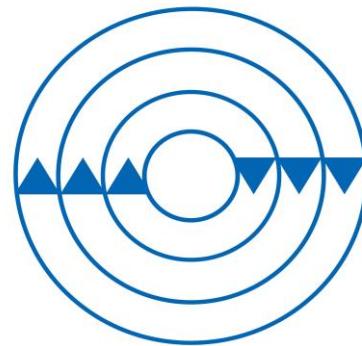
We have started the process for translating the SDQ into Samoan as this is the highest represented Pacific ethnic group accessing the SWiS service. The translation is being done through the Department of Internal Affairs' Translation Service.

The SDQ team in the UK states that it normally takes about six months to complete a translation process as it has to go through a rigorous process to ensure it meets the highest standard. Therefore, we envisage that the Samoan translation of the SDQ questionnaires will be complete around July 2019. We will update you on progress via the newsletter and other means.

Social Worker Experiences

SECTION

4



SCOPE OF PRACTICE FOR SCHOOL SOCIAL WORK

The Australian Association of Social Workers (AASW) have a short (four page) document defining the roles of school social work. This was issued in December 2015. Although some SWiS will be well aware of it, we thought it useful to bring this still-relevant document to the attention of readers.

Although there are some differences between NZ and Australian definitions and structures, this is a valuable summary.

It would, for instance, be a useful document to discuss within SWiS Team meetings as an exercise to see how it matches your SWiS reality. If this happens we would love a short write-up for the next newsletter!



The document is available at:

<https://www.aasw.asn.au/document/item/8308>

RECOLLECTIONS FROM THE FIRST SWiS SOCIAL WORKER

While 1999 was the official beginning of the SWiS service, it can trace its beginnings back to the pilot that was initiated by Massey University in North Shore City between 1994-1996.

Sue van Daatselaar was the senior social worker on this pilot and worked with the Massey team (including Drs Rajen Prasad and Michael Belgrave). Sue recalls that:

"I had been living in India and the UK, but had run out of money and was heading home. My sister applied for a job with Massey University on my behalf. I arrived home a day before the interview and read the job description, but didn't know much of what it was about. Rajen Prasad employed me and another social worker (Shea) as the two social workers tasked with establishing a new service across three schools. In addition to establishing a caseload, we were also tasked with establishing a system for providing strength-based social work practice and the evidence to show its effectiveness. Dr Michael Belgrave, from Massey University, was instrumental in shaping the approach that informs the basis of the SWiS service today.

From memory, the pilot only ran for 18 months but it was extremely rewarding mahi. As SWiS workers will find today, being at a school is a fantastic opportunity to really get to know the kids, and to see who they are as a whole person. The kids were the easiest people to build relationships with.

Relationships with the principals, teachers and the parents were a lot more challenging - mainly because we wanted to work in a different way than they perceived our role. For example, at first they wanted us to be called something else, because the title 'social workers' has a negative stigma of 'people who take your kids away'. We responded by saying that it was our job to transform their view of social work, and, from the positive comments we received at the end, I think we managed to do that - with some people and some communities anyway.

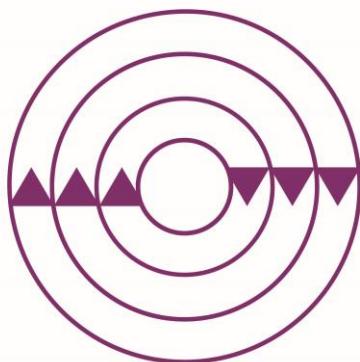
Rajen Prasad did an excellent job at promoting the potential for the approach with policy makers and the media. We featured on the six o'clock TVNZ news once as the headlined story, in which I did the long jump with the kids. A few years later, Rajen was successful.

I remained connected to SWiS for some time, working on the first evaluation and then the second evaluation of the extension. I also trained social workers on the case management system and travelled around the country with a bag full of laptops. It was a honour to be part of SWiS' establishment and I extend aroha to all who continue this important mahi. Ngā manaakitanga, Sue"



Updates

SECTION
5



SWiS RESOURCES

We are continuing on with the momentum started last year for SWiS. The updated and streamlined resources, tools and processes for Te Hunga Tauwhiro I te Kura / Social Workers in Schools, includes a new visual identity. In the next issue we will advise of:

- how to order SDQ postcards and reprints
- additions made to the to the 'Services in Schools' section of the Oranga Tamariki website
- the process for use of the new SWiS logo (jpeg and vector files)
- phasing out of old resources

CHARITIES ACT REVIEW

In early-mid 2019, the Department of Internal Affairs will be hosting Charities Act Review community meetings

These meetings – and the Review – should be of interest to SWiS as approximately half of SWiS providers are charitable trusts. This legislation under review will have a significant impact on charities regulation processes.

There are particular impacts on Māori charities, among other groupings. Alongside the meetings open to all charities, there are hui specifically for Māori charities and Iwi focus groups in various locations.

Various dates and locations for community meetings on the review are available at:

<https://www.dia.govt.nz/charitiesreview>

This website has a number of PDFs of flyers suitable for downloading with more details.

WHAKATAUKI

Iti noa ana, he pito mata

– With care, a small kūmara will produce a harvest

