

Working Together

Issue No.5 – March 2020

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Section 1

SERVICES IN SCHOOLS BIZ

**Social Workers in Schools
South Island Hui 2020**

Join us for this free two day professional development and networking event for all SWiS South Island practitioners and service providers.

Day One:
Thursday 30 April 2020
9:30am – 5:00pm
(optional extra: dinner 6-8pm)

Day Two:
Friday 1 May 2020
8:30am – 3:00pm

MoE Conference Room
48 Hereford Street
Christchurch

RSVP by Friday 27 March,
or contact Lorraine for further details
lorraine@homebuilderswpt.co.nz

 **Social Workers
in Schools**
Te Hunga Tauwhiro i te Kura

The registration form is attached:



SWiS - SI 2020
Registration Form onl

Section 2

SUPPORTING QUALITY PRACTICE

This segment - a regular feature in this newsletter going forward - brings you information and access to relevant recent research, resources, materials and training opportunities to support you in your mahi.

We would love to hear from you with any items you would like to share with colleagues in future newsletters. We welcome feedback and requests for additional items – send an email to michele.olds@ot.govt.nz with your request.

RESOURCES

<http://www.pasefikaproud.co.nz/workforce-development/pacific-competency/> -

Pasefika Proud: The Nga Vaka Conceptual Frameworks inform eight ethnic specific programmes. The programmes provide participants with an in-depth insight to cultural approaches to achieving family wellbeing, especially when dealing with family violence.

TRAINING

Werry Workforce Whārauru - provide national training and workforce development within the child and adolescent mental health sector – their website offers resources and evidence based interventions – for more see <https://werryworkforce.org/>

Le Va – work alongside the services and people who deliver mental health, addiction, public health, suicide prevention and general health and wellbeing services. They offer resources and New Zealand's national Pasifika cultural competency training programme 'Engaging Pasifika'.

Access the website for further details at <https://www.leva.co.nz/>

Sharing her story of a day in the life of a SWiS

Jak Aberdein-Tapuai is an experienced Social Worker in Schools in Lower Hutt. She presented a webinar through ANZASW discussing the interactions and how working with a number of professionals from non-social work backgrounds can be challenging and as a SWiS you are often asked “what do we do”.

Here is a link to Jak’s webinar called: *Social Workers in Schools: What do we do?*

<https://anzasw.nz/anzasw-webinars/social-worker-in-schools-what-do-we-do/>

SOCIAL WORKERS REGISTRATION ACT 2019

Under legislative changes made in 2019, all practising social workers will need to be registered with the Social Workers Registration Board (SWRB) by 27 February 2021 (which is less than 12 months away) and hold a practising certificate which must be renewed each year. The SWRB is encouraging social workers to register as early as possible in 2020 to help them process potentially high volumes of applications.

If you have extensive experience practising social work in New Zealand but do not have an SWRB-recognised social work qualification, you may be eligible for registration under the experience pathway: S13. As this is a two-stage process, we highly recommend you start this sooner rather than later. How to apply for registration and other key information can be found on the SWRB website:

[Visit the SWRB website](#)

[Read SWRB information on S13](#)

The SWRB is also running several workshops to help the sector understand the shift to mandatory registration. Details can be found on the SWRB website’s events page.

[Visit the SWRB events page for roadshow information](#)

As well, the SWRB is responsible for developing a **Scope of Practice**, which will establish a common definition of social work in Aotearoa New Zealand. At a high level this will describe the activities, purpose and methods of social work, with consideration to roles that influence social work practice.

Anyone is welcome to feed back. A [Scope of Practice discussion document](#) is on the SWRB website and contains instructions. The deadline for feedback is 20 March 2020.

There are also a number of regional workshops being held on the Scope and the registration requirements, so keep an eye on the SWRB website for where to find these.

mamafa ai i o tatou tiute e pei ole faalogo l o tatou tagata, aemaise le tupulaga o loo fia ta'u mai ni mea oloo mamafa i o latou mafaufau, ua tatou nofoa'i ae le saili fesoasoani, l e tatau ma lea faafitauli. O nai mea iti ia ole avea o tatou ma tagata fesoasoani e suia ai lagona o nai fanau faapea le tupulaga ina ia fai se suiga mo l latou e pei ona iaia lenei tala ile manuia ole soifuaga o Ieremia ona o le galuega na faia mo ia faapea lona aiga.

Ua faauu Ieremia mai ile Kolisi, ua avea o ia o se tasi e sili i mataupu e tolu na ia aoga ai. O le taimi muamua foi lea ua auai Ieremia ile siva (ball) ale aoga faatasi ai ma nisi o ana uo. Ua maua foi e Ieremia le sikolasipi e mea tau taaloga ile Univesite o Waikato. Ua avea o ia e fai ma faataitaiga isi ona uso laitiiti ma lana moemitiga n ate faaeaina lona aiga ile lumana'i.

O galuega fesoasoani na faia ma fua ua faaalua e ala ile taumafai mo se lelei o lenei tama talavou ma lona aiga.

English Translation

Three years ago, Jeremiah was a 16 year-old Samoan/Maori male who walked into my office with scruffy hair, incorrect uniform, bad body odour and a great sadness in his eyes. He had a history of self-harming behaviour and referrals to mental health services.

Jeremiah lived with his elderly parents, his paternal grandfather and younger brother Toby. Both his parents were on the sickness benefit and the family were financially struggling to make ends meet. Jeremiah was unable to pay his school fees, transport was a challenge and food was limited. In fact Jeremiah felt guilty that he would come to school and eat

while his family were hungry back home. Jeremiah was also exhibiting concerning behaviours. He was a fast runner and when he was upset he would run around the school and no one was able to stop him. When Jeremiah was in low mood he would shut down and run full speed into buildings.

Because Jeremiah's attendance was sitting at 40 percent, there were concerns about his behaviour and because he wasn't engaged in class, he was going to be transitioned into alternative education.

Over time we were able to build a trusting relationship, positive rapport and identify what Jeremiah needed in order to thrive and reach his potential.

In reality, it was actually very simple. Jeremiah needed someone to hear him out and believe in him even when he didn't believe in himself. I was able to spend the time sitting, listening and hearing him. One of the most important things Jeremiah communicated was that he needed someone to help his family so that he didn't have to and that he also needed to be supported with skills to help manage his own mental health.

We were also able to support with physical resources like a bus card for transport, his family were donated some furniture, and food parcels were provided when it was a tough week. And we coordinated other professionals to support Jeremiah and his family.

Through our time together Jeremiah completed his programme with *Whirinaki* (mental health services). His family were linked up with the Children's Team, we connected with his Dean in school to get one-to-one support with his education and

he became part of an athletics club where he was mentored.

Sometimes it is the simple things that can support to enable young people to create the biggest change. Listening, hearing, linking professional and physical resources may seem like very 'normal' things for a social worker in schools to do.

The reason to share this story is to show that those things that we take for granted as 'normal' in our job do make a difference for our children and young people.

Jeremiah has now just graduated his final year of high school as a top student in three of his subjects. Jeremiah celebrated with his peers at his first ball and took part in the school theatre with one of the lead roles. Jeremiah got a full scholarship to Waikato University for athletics.

Jeremiah now believes in himself, he knows his value, he is a positive role model for his young brother and he is the hope for a better future for his family. This is what we do!

Section 3

STRENGTHS AND DIFFICULTIES

QUESTIONNAIRE (SDQ)

SAMOAN TRANSLATION

This is presently on hold. We will advise when we have this translation of the SDQ forms into Samoan resolved.

DASHBOARDS

A huge thanks to all involved in submitting the latest round of SDQ spreadsheet reports (due December 2019). Only a handful remain outstanding but we are

really pleased with how the data is starting to shape up into information that supports the larger story of how your mahi in schools is effective for tamariki, rangatahi, and whānau.

An A3 visual dashboard, with collated results of data (for your organisation), has been provided to your team leader/manager - if you haven't yet sighted this please do check in with them about it.

National Dashboards

Here is a look at the National dashboards (YWiSS/MASSiSS; SWiS) collating all data available in the period 01 July - December 2019:



National YWiSS
MASSiSS Dashboard



NATIONAL SWiS
DASHBOARD.pdf

Section 4

SPECIAL TOPICS

REFUGEE RESETTLEMENT 2020/21

As we have advised in the previous issue of this newsletter, all Services in Schools need to be strategically aware of implications of the Refugee Resettlement Strategy. This involves resettlement of refugees with supports from Immigration New Zealand, Red Cross and the Ministry of Education (MOE) into provincial areas.

Of course, most refugee children and young people will not end up on your caseloads, but experience suggests some will, especially SWiS, and it is important

that providers and practitioners are aware of this possibility.

Apart from the four main centres, significant refugee settlement locations in 2020/21 include Hamilton, Invercargill, Nelson, Palmerston North, Blenheim, Timaru, Ashburton, Levin and Masterton.

This is a current and ongoing process. For instance, Blenheim and Timaru will receive their first refugee intake in April 2020.

A reminder of key Ministry of Education contacts for the New Settlement Locations for 2020/21

We supplied some of these MOE Refugee and Migrant Senior Advisor names in the previous issue but we are supplying them again specifically for the new areas:

Blenheim, Timaru and Ashburton:

Mastura.AbdRahman@education.govt.nz

Levin: Carolina.Millar@education.govt.nz

Masterton:

Maureen.Zaya@education.govt.nz

Interpreting services update

We are currently working on separate advice on how all Services in Schools providers can access and be funded for providing interpreting services for tamariki and rangatahi you might work with, including from refugee and migrant cohorts. This will be emailed to all providers in March 2020.

Red Cross contacts in next issue

The next issue will also feature an extensive national listing of Red Cross contacts. The Red Cross is handling the first 12 months of settlement in each location and are invaluable resources for SWiS, YWiSS or MASSiSS providers.

Section 5

UPDATES FROM ORANGA TAMARIKI NATIONAL OFFICE

STAFF NEWS



Tēnā koutou katoa

I'm **Renée Clark**. I've recently joined the Pā Harakeke Family & Community team as Team Leader. Our early intervention focus currently consists of Services in Schools, Family Start and Strengthening Families.

I'm really keen on visiting some Services in Schools providers over time to hear more about what you do, what's working well, and what could be better – your perspective is invaluable!

I look forward to meeting you.

ITEMS FOR FUTURE ISSUES

We welcome items submitted in all languages.

We are currently seeking (in particular):

- items on apps or tools that you have used in your social or youth work practice
- Case studies of successful transitions programmes (including ECE-Primary; Primary-Intermediate; Year 8 to Year 9 and exits)
- Stories about you might have celebrated Children's Day this year (Sunday 1 March 2020)
- 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

CLOSING WORDS

If your compassion does not include yourself, it is incomplete

– Alan Watts