

induction

CHAPTER

1



**getting
started**



WELCOME TO THE SOCIAL WORKERS IN SCHOOLS (SWIS) SERVICE

As a SWiS social worker, you will play a significant role in the lives of children in a number of primary, intermediate, composite and Kura Kaupapa Māori schools throughout New Zealand. You will also have a positive impact on the lives of their families/whānau.

You will be working for your employer in partnership with schools/kura and the local community to enhance the lives of the children who have been referred to you as a SWiS social worker.

By intervening early, SWiS social workers are able to work with children, their families/whānau and schools/kura, to help protect vulnerable children and develop plans to improve children's safety, wellbeing and educational goals.

The SWiS service is in line with the Oranga Tamariki Act of 1989 by working with the community to advance the well-being of children, young persons, and their families, while having appropriate regard to the needs, values, and beliefs of particular cultural and ethnic groups.

Where SWiS has come from?

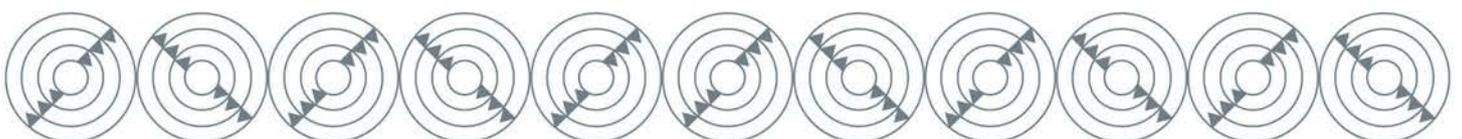
Child, Youth and Family (CYF) took up the implementation of the SWiS service in 1999. It was set up with the aim of ensuring a coordinated and integrated approach to service delivery for children and their families/whānau. After the initial success of the pilot, the government committed to implementing the service in 2000 with a further allocation of 55 full-time-equivalent (FTE) social workers. Over time the service has been expanded, significantly from 2005-2007 and 2012-2013 with the service currently having 273 FTE across the country. SWiS has moved across ministries: from Child, Youth and Family to the Ministry of Social Development, and most recently, in April 2017, it has moved into Oranga Tamariki - Ministry for Children.

What is SWiS?

Oranga Tamariki contracts with approved social service providers and iwi, who employ professional social workers to deliver the SWiS service within selected schools/kura.

The SWiS service involves the following components:

- Promoting a greater understanding of the SWiS service and the role of the social worker in schools and the community.
- Developing supportive, trusting relationships with children and families/whānau to support change.
- Assessment and intervention planning with goals for change which build on the strengths and resilience of children.
- Advocating for children and their families/whānau to ensure their needs are understood within the school/kura setting linking children



and families/whānau with community or specialist services where needed.

- Working with other professionals, in particular school/kura support services, attendance services, public health nurses, Resource Teacher Learning and Behaviour (RTLB) and Ministry of Education behaviour and special education practitioners to identify, co-work and refer appropriately when specific problems affect a child's wellbeing.
- A close working relationship with Oranga Tamariki to help support information sharing, working together, and providing appropriate coordination support to Children's Teams or other coordination processes when children with complex needs require a multi-agency approach.
- Applying the Paramountcy Principle in the work with children and ensuring reports of concern (notifications) are made appropriately.
- Undertaking a case coordination role where appropriate when there are multiple agencies involved in the support of children and their families/whānau.
- Managing time well, given that often the work is across several schools/kura.
- Demonstrating confidence and skill in group programme planning and facilitation.

SWiS social workers aim to:

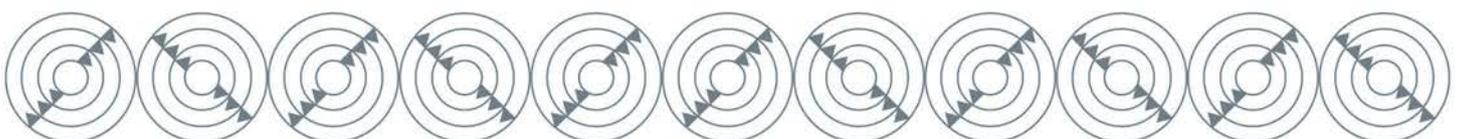
- provide a consistent, quality service for all children and their families/whānau
- contribute effectively to helping children participate actively and achieve in learning
- make a positive difference to the lives of children and families
- increasingly develop cultural competence.

Why was the induction programme developed?

Feedback from SWiS social workers, SWiS providers, and schools/kura showed that there was a gap in induction training for new social workers. Not all new social workers were receiving a structured induction into their new jobs, due to a lack of supporting induction resources specific to the SWiS service.

We wanted:

- to develop a carefully structured and planned induction programme to help new social workers learn the knowledge and skills necessary for their new role
- a programme that could be done in conjunction with the induction supplied by a new social worker's employer



- an induction that was co-created with providers delivering the service so it draws on existing experience and knowledge and is tailored towards the SWiS service
- everyone, wherever they worked, to have the option of completing the same induction programme
- to provide more support to providers and schools/kura so they would have a better understanding of the SWiS service.

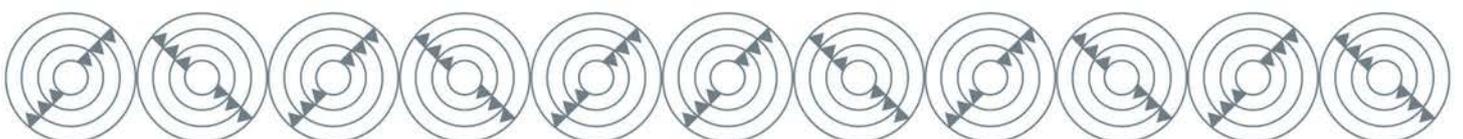
What is the induction programme?

The SWiS induction programme has been developed to help new social workers get up to speed with the SWiS service as soon as possible, with support from both SWiS providers and schools/kura. A strong induction process leads to efficiency and safety in the new role as a professional social worker.

We have identified the first three weeks as most important in your new role. The SWiS induction is to be completed in conjunction with your employer's induction. The approach your employer takes will have its own unique flavour.

There are three modules – one for each week and each with its own focus:

- Module 1: working with providers
- Module 2: working with schools
- Module 3: working with communities



BUILDING RELATIONSHIPS IS KEY TO THE SWiS INDUCTION

Being a SWiS social worker is about building relationships – with your employer, schools/kura, communities, children and family/whānau. This induction module shows how these relationships build on each other and how the induction process has been structured.

Working with your provider (module 1)

The first relationship you need to build is with your provider. They are your employer, the hub of your role, your anchor:

- this is where you will get your professional support
- your employer is your link with the government, as they have the contract to deliver the SWiS service
- you'll receive professional supervision – to stay safe
- you are accountable to your employer, that is, you will need to show your employer you are doing your job well and you will have to follow their compliance guidelines (e.g. for health and safety).



Working with schools (module 2)

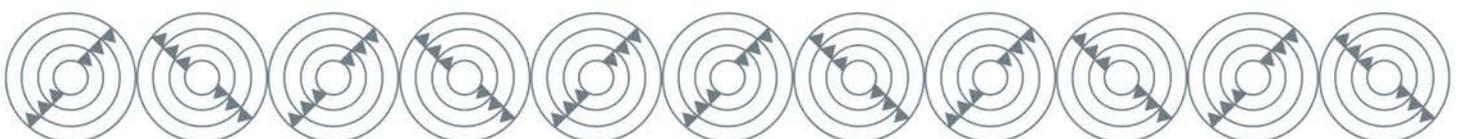
A key part of your role is to work with your selected schools/kura, the children and their families/whānau. You need to do this to be able to do your job effectively:

- you need to build trusting relationships with the leaders and staff of each of your schools/kura
- everyone needs to be clear in their roles – what they are there to do, the referral process and the SWiS social work process
- you need to have a good understanding of the school/kura environment to support schools/kura achieve educational outcomes for their children; you will help reduce barriers to children's learning achievement (some of which are social, hence this social work initiative)
- you will improve relationships between schools/kura and the families/ whānau of the children you work with
- build and maintain a visible presence at each of the schools/kura you work with
- work with the schools/kura to promote the SWiS service to the children and their families/whānau.

Working with communities (module 3)

The community is a great resource for you to tap into. You need to get to know and work with your local community. For example:

- find resources – the resources are usually out there; you just have to track them down. The Family Services Directory is a good place to start
- make referrals to appropriate agencies
- be a broker, facilitator, advocate, and influencer
- promote the role of the SWiS service
- work in collaboration and cooperation with others.



HOW THE INDUCTION PROGRAMME WORKS

You need to plan how your induction will run – what needs to be done and when:

- The induction is action based. You'll have chances to complete activities, reflect on your answers, and then discuss them with a colleague or peer.
- The induction can be completed by self-directed study. This means you can complete the tasks independently, in your own time, and at your own pace with support and guidance from your employer.
- If you've already had some experience with social work you may not need to do all the activities in all three modules. Work with your employer and decide which activities are best for you.

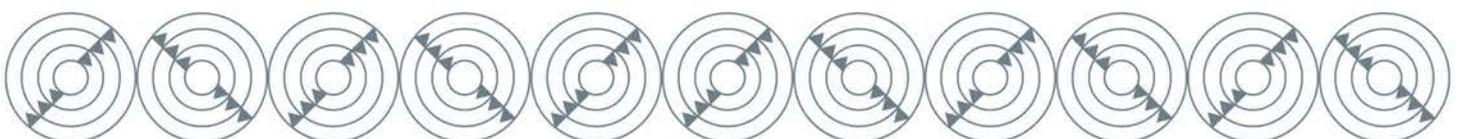
BEGINNING CASEWORK

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

Feedback from SWiS social workers, SWiS providers, and schools/kura shows that before a SWiS social worker begins casework it is important that:

- the appropriate structure is in place – one that creates an environment where the new social worker has a strong feeling of support from their provider organisation and they feel part of the team
- the new social worker has had a chance to clarify their role and properly understand their responsibilities
- the new social worker understands what strengths-based social work is and how to apply it in their job
- the new social worker understands the safety mechanisms in place and when and how to access them
- familiarity with your organisation's case management system
- the new social worker is set up in the SDQscore website and has an understanding of how to apply SDQ in practice.

Ideally, casework can be introduced in the later stages of your induction, when you and your employer believe it is appropriate. If you need to start handling casework in your first three weeks, it should be done in a closely supervised/coordinated way. You should have a colleague supporting and guiding you, and you should not be sent out alone into the field.



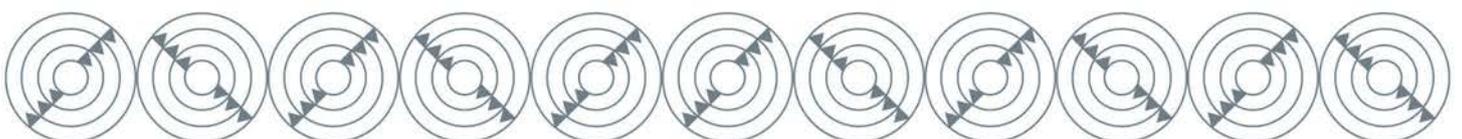
A TYPICAL PROGRAMME

You will complete the SWiS induction over three weeks, in conjunction with your organisation’s induction.

Below, we’ve included an example of a timetable to show how your induction is best arranged to reflect the induction model discussed earlier.

The topics in the timetable have been ordered so each topic builds on the next and all link together.

WEEK 1		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning		Whanaungatanga - welcome and introduction to the team Who’s in your team and what do they do?	What is SWiS Your role as a SWiS social worker Using the service specifications and partnering agreement	SWiS social work process Referrals and initial assessment Strengths and Needs Assessment (including SDQ Assessment)	SWiS social work process continued Repeat and review of previous day Group programmes	Employer’s induction Reflection and review point
Afternoon		Employer’s induction Building Vehicles Admin: health and safety Discuss professional supervision	Continue to familiarise the service specifications and partnering agreement	Developing a plan Reducing and closing service: including evaluation of service Reporting	Employer’s induction	First professional supervision meeting (Purpose of supervision and supervision contract introduced).



WEEK 2		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning		Whanaungatanga - Introduction to schools/kura (depending on how many schools/kura in cluster)	Morning at school/kura (introductions and health and safety)	Morning at school/kura	Morning at school/kura	Scenarios Reflection point
Afternoon		The school/kura and education system (including RTLB and Special Ed services)	Organisation's database training	Organisation's database training	Organisation's database Training SDQ introductions	Second professional supervision meeting

WEEK 3		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning		Organisation's database training SDQ training	Morning at school/kura Appropriate to begin referral process with peer support	Morning at school/kura Appropriate to begin referral process with peer support	Morning at school/kura Appropriate to begin referral process with peer support	Scenarios Reflection point
Afternoon		Your community network Meet local truancy officer (and others)	Promoting SWiS Home visit with peer support	Group Programmes Home visit with peer support	Home visit with peer support	Third supervision meeting Planning

