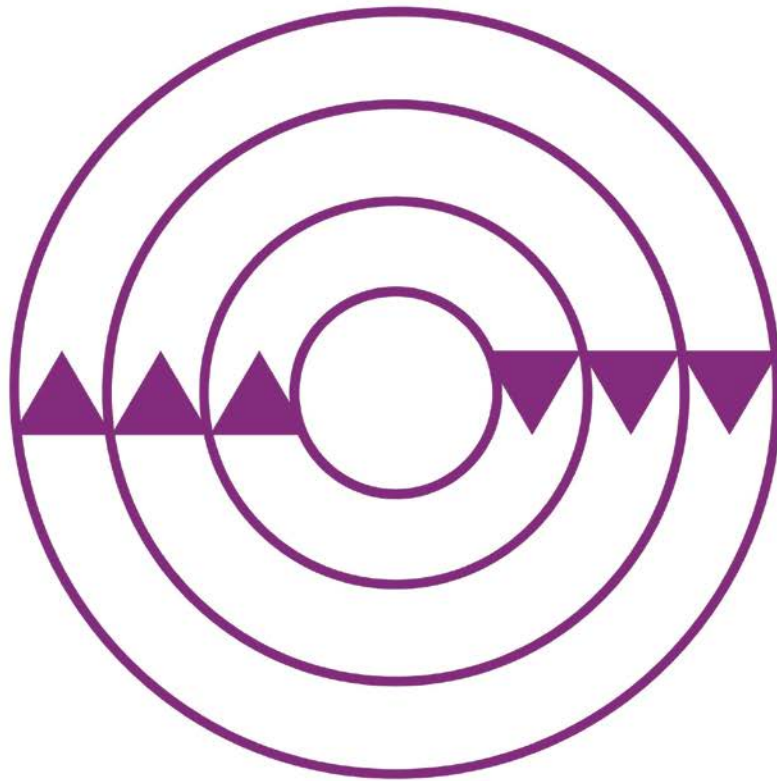


induction

CHAPTER

1



working with schools

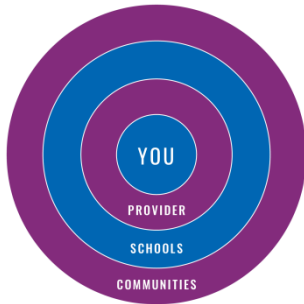


INTRODUCTION

Working in partnership with schools/kura is a key part of your role. It is through the schools/kura that you will access and work with children and their families/whānau.

A key part of your role is to work with 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, or not do, and the SWiS social work process.
- You need to understand the school/kura environment to help 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.



Each school/kura you work with will be slightly different. You’ll need to build up a clear picture of each school/kura so you can work effectively.

Work through this module to begin building your understanding of the different schools/kura you’ll work in. If you have any questions or queries about this module, talk with your supervisor.



Resources:

Locate the resources in the list and refer to them to help complete this document:

- SWiS Toolkit
- SWiS Service Specifications
- SWiS Partnering Agreement
- Ministry of Education website (www.education.govt.nz)
- Te Kete Ipurangi website (www.tki.org.nz)
- your school(s)/kura website.

In this module there is a set of activities you'll need to work through for each school/kura (pages 4–17). The activities and the questions are the same for each school/kura. They will help you build up a file of important information for each school/kura that you can keep in your toolkit.

There are also activities in this module that you only need to do once.

Preparing for each school/kura visit

Before you visit a school/kura, you'll need to do some preparation work. This preparation work is important because it will help make each school/kura visit run smoothly.

Work through the following steps at least a day before you visit the school/kura.

1. Photocopy a set of activities for each of the schools/kura you work with (pages 4–17). For example, if you work with three schools/kura, you'll want at least three copies.
2. Read through all the activities and questions.
3. Begin to answer as many of the questions as you can. You will need to do some research to find answers. You can use the suggested resources and anything else you can think of to help with your research.
4. Any questions you don't or can't answer, you can complete when you do your school/kura visit.
5. Once you've completed the activities, you can store them in your SWiS Toolkit.

Tip: You don't need to answer all the questions beforehand. There will be some you will only be able to complete when you visit the school/kura. The more you can answer before the visit, the more time you can spend looking at other things at the school/kura.



The school/kura and education system

Before you conduct a school/kura visit, it's important to have an overview of the school/kura and education system. This will help you to understand:

- the relationship between schools/kura and the Ministry of Education (MoE)
- the supports and resources available to schools/kura and their students from MoE
- the lines of accountability in a school/kura
- the role of the board of trustees
- the philosophy of inclusion
- an overview of schools/kura and the education system.



KEY PEOPLE IN THE SCHOOL/KURA

(NAME OF SCHOOL/KURA)

One of the first things you need to do is get to know the people in each of your schools/kura. You'll work closely with many of them and will need to develop close relationships.

For each school/kura record the names, roles, and other information of key people you'll work with. Get a copy of a contact list for these people and store this for reference.

Address and contact details for school/kura:

Tip: Your employer and the school/kura will set up meetings with key people for you before you start. If you haven't been told already, check and see who you'll be meeting with and when.

Board of trustees:

Principal:

Senior management team (e.g. deputy principal and assistant principal):

School/kura liaison person for the SWiS social worker:

Key administration and support staff

Key teaching staff



**GETTING TO
KNOW YOUR
SCHOOL/KURA
IN DETAIL**

It is important to develop a detailed understanding of each school/kura you will work in. This detailed knowledge will help you provide a better service for each school/kura.

For each school/kura you work in, answer the questions below.

What type of school is it (e.g. primary, intermediate, kura kaupapa Māori, composite)?

What is the decile level?

How many children attend the school/kura?

How many staff work at the school/kura?

What ethnicities are the children and their families?

**Regular events
and the
school/kura
calendar**

Many schools/kura will have a meeting to discuss children who require support. Find out if your school/kura does, when it is, and how to become involved.

Are there any other regular meetings that you need to be aware of or attend?

Where can you find information about weekly events in the school calendar?



When might you be unable to see children e.g. PAT testing, swimming, field trips etc?

When is the newsletter issued? How can you get a copy?

How can you contribute to the newsletter? Is there a deadline for getting info in?

Can your arrival at the school/kura be posted on the school's Facebook page?

Can your contact details (phone, email) be placed on the school's/kura's website?



ACCESS AND MAIL

Access to the school/kura:

- Get keys, swipe cards, etc.
- Find out what areas of the school you have access to and when you can access them.
- How do you get access to the school after hours or in the school holidays?

Phones:

- If you do not have a work mobile phone, what is your phone number at school?
- Do your phone calls come directly through to your phone or do they go through the office?
- Who pays for phone calls?

Mail:

- How do you send postal mail and courier packages (e.g. any special pick-up, or the place to leave mail)?
- How do you pick up any mail that arrives for you during the holidays or if you are away?



Email and internet:

- Do you have access to the internet?
- Are you able to use this access to send emails?

Photocopier and fax:

- Where are the photocopier and fax?
- How do the photocopier and fax work (and any essentials such as recording copies, refilling the paper, and unjamming)?
- How can you make sure that any faxes you receive remain confidential?

Stationary and resources (where not supplied by employer):

- What stationery is available for your use?
- Where are the resources and files you will use?
- Where can you find things, and how do you put things away?

Keeping in touch:

- If you are away from your desk or the school/kura, who do you need to inform?
- How can people keep in touch with you?



MEET THE SCHOOL/KURA LIAISON PERSON

There should be a liaison person in the school/kura for you. This person is your first point of contact. It could be a person who has a particular role on the management team (e.g. the principal) or a specific person.

Find out who has this role at your school/kura.

Spend some time talking to them about what they do around the school/kura. Some of the things you could discuss include:

- how you will work together with children and families/whānau
- the process around Partnering Agreements
- what process is used to update on the progress of children and families/ whānau
- how to share information and maintain confidentiality between you and the school/kura
- accountability
- how the school/kura deals with SWiS referrals
- the process for getting SDQ questionnaires filled out
- what the procedure is for requesting time to talk with a child
- how you will ensure the school/kura is aware of when you are involving other external agencies
- health and safety issues and concerns
- how SWiS is promoted in the school/kura
- where you can find the name, address, and phone number of a child's parent/guardian.
- caseload number for the school/kura
- process for conflicts of interest (for example, personally known to school/kura staff, children etc.)
- process for taking children from school/kura grounds
- how SWiS may support children through stand-down/exclusion meetings

Arrange a regular catch-up time

It's a good idea to catch up regularly with the school/kura liaison person to discuss any issues. Schedule a regular meeting with them!



SCHOOL/KURA CHARTER, POLICY, AND PROCESSES

The charter, policies, and processes of a school/kura determine how things are done. It's important that you get familiar with the charter, policies, and processes of each school/kura. These will be different from school to school and you should be clear on the policies that affect your role at each school/kura.

Use the checklist to collect all the policies relevant to the school/kura. If you have any questions discuss them with your employer or someone from the school/kura. Read through them when you have a chance and make your own notes below.

Checklist

- Emergency procedures
- Child protection policy
- Attendance policy
- Complaints policy
- Behaviour or discipline policy
- Homework policy
- Lost property
- Specific items – sweets, computer games, toys, cell phones, etc.
- Uniform policy (if appropriate)
- Traumatic incident response plan
- Health and safety policy
- Stand down/exclusion policy

Of particular importance to you as the SWiS social worker is the school's/kura's child protection policy

Notes



**SUPPORT
PEOPLE AND
PROGRAMMES:
RESOURCE
TEACHER:
LEARNING AND
BEHAVIOUR**

There will be others working in the school/kura assisting children. Resource Teacher Learning and Behaviour (RTLBs) are key players in your wider school/kura network. You will work with them closely, so it is important to understand what they do and how you will work in cooperation with them.

Make a list of all the RTLBs in your area.

Meet with the RTLBs to discuss their role, and answer the following questions.

What is the purpose of their role?

What are the key functions that they perform?

How does their role link with your role as a SWiS social worker?

Discuss what actions you can both take to ensure that you work together in close collaboration.



**SUPPORT
PEOPLE AND
PROGRAMMES:
PUBLIC HEALTH
NURSES**

There will be others working in the school/kura assisting children. Public Health Nurses (PHNs) are key players in your wider school/kura network. You will work with them closely, so it is important to know what they do and how you will work in cooperation with them.

Make a list of all the PHNs in your area.

Meet with the PHNs to discuss their role and answer the following questions.

What is the purpose of their role?

What are the key functions that they perform?

How does their role link with your role as a SWiS social worker?

Discuss what actions you can both take to ensure that you work together in close collaboration.



SCENARIOS

Now that you know more about the schools/kura you'll work in, it's a good chance to practice responding to some situations that can occur at school/kura.

Read through the scenario below, and jot down how you would respond to the questions. Once you're done, sit down with a colleague and discuss your answers. You can also discuss them at your supervision meeting.

Scenario

You meet with the teacher of a child to discuss how the two of you can work together to help the child. During the course of the meeting, you have a disagreement about what the best approach is.

How would you try to resolve the disagreement?

Can you think of any options or resources that are available to help you resolve the disagreement?



