

SERVICE SPECIFICATIONS

Tauwhiro Taiohi

*Multi Agency Support Services in
Secondary Schools*



**ORANGA
TAMARIKI**
Ministry for Children

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1. ABOUT THESE SERVICE SPECIFICATIONS

Who are these Specifications for?

These Specifications are for the Providers that Oranga Tamariki—Ministry for Children (Purchasing Agency) contracts with to provide Tauwhiro Taiohi / Multi Agency Support Services in Secondary Schools (MASSiSS) services.

- *Note:* MASSiSS may also be referred to by its te reo Maori title: *Tauwhiro Taiohi*. Where the term 'Tauwhiro Taiohi' is used, this is an umbrella term used when MASSiSS is considered alongside other early intervention social support services based in secondary schools, for instance Youth Workers in Secondary Schools (YWiSS).

What is the purpose of these Specifications?

The Specifications provide:

- a set of commonly agreed practice principles and values to guide MASSiSS work;
- detailed information about service delivery and practice;
- a resource tool to help you deliver MASSiSS services consistently;
- a resource tool to assist you in meeting the desired service outcomes; and
- a way for us to improve our responsiveness to feedback regarding changes to the Service delivery component of the Outcome Agreement.

How should these Specifications be used?

These specifications should be seen as setting the minimum standard for service delivery to assist you to competently deliver the Service in accordance with the Outcome Agreement requirements. Each Provider can develop a service that reflects their organisation's philosophical base, incorporating local need and the culture within which it works.

Will these Specifications be revised?

This document is a living document and will be updated as required. The Purchasing Agency's staff will keep you informed of any further editions, updates or changes to these Specifications, as it forms part of the Outcome Agreement. Feedback on the Specifications is welcome at any time and can be sent to the Purchasing Agency's Contract Manager using the attached Feedback Form (see Appendix Two).

Where can you go for further information?

For further information on these Specifications please contact your Purchasing Agency's Contract Manager as identified in your Outcome Agreement.

2. RELATIONSHIPS

What are the principles that underpin the relationship between the Purchasing Agency, the Provider and the client?

For this relationship to be successful, it is essential that all parties collaborate to ensure the Service is effective and accessible. The following principles guide all dealings under the Outcome Agreement. The parties agree to:

- act honestly and in good faith;
- communicate openly and in a timely manner;
- work in a collaborative and constructive manner;
- recognise each other's responsibilities;
- encourage quality and innovation to achieve positive outcomes.

The Outcome Agreement does not constitute a partnership in the legal sense, nor does it mean that the Provider is an employee or agent of the Purchasing Agency.

Cultural awareness

Each party recognises the needs of all people, including Māori, Pacific peoples, migrant communities and all other communities to have services provided in a way that is consistent with their social, economic, political, cultural and spiritual values. Each party will uphold and protect Māori rights and interests. This includes acknowledging throughout all MASSiSS activity the concepts of mana tamaiti, whakapapa and whanaungatanga.

Accessibility

Each party recognises that increased participation is supported by enhanced accessibility and recognises the diverse needs of all people, through:

- ease of communication;
- understanding and capturing the voices of rangatahi and whānau as it relates to MASSiSS practice
- flow of information; and
- physical accessibility

A particular focus and effort will be placed on capturing the voices of tamariki and whānau as it relates to MASSiSS practice.

3. ABOUT MASSiSS

Background

MASSiSS grew out of an AIMHI (Achievement in Multi-cultural High Schools) initiative, initially piloted in ten decile one schools with high Pacific and Māori enrolments in Auckland, Counties Manukau, and Porirua. The initiative, originally known as the Full-Service Education Pilot, commenced in January 2002.

The objective of the Pilot was to address the health and welfare needs of students in the AIMHI schools. Funding was used to employ social workers, community liaison officers, youth workers, and school nurses. An evaluation of the Pilot showed that the service was successful in benefiting young people's health and wellbeing.

In mid-2007 the Ministry of Social Development took over funding responsibility for the Programme. At this time, it became known as MASSiSS. It moved to the current Purchasing Agency in 2017. The Purchasing Agency also funds the Social Workers in Schools programme (SWiS) which provides social work support to primary, intermediate and composite schools around New Zealand. The MASSiSS programme has been developed using a similar model, with specific differences associated with working alongside rangatahi who are independently beginning to make their own life choices.

Following sector engagement in late 2019 - early 2020, the MASSiSS service has had changes made to provide it with a Brand Identity. This includes use of the term *Tauwhiro Taiohi*. Where the term 'Tauwhiro Taiohi' is used, this is an umbrella term used when MASSiSS is considered alongside other Oranga Tamariki-funded Early Support social support services based in secondary schools.

What is MASSiSS about?

MASSiSS is a school-based community social work service which offers early and responsive social work interventions to rangatahi and their families/whānau from specific secondary schools, where problems have been identified which put rangatahi education, safety or wellbeing at risk.

The social worker is part of a broader social support team within the school and collaborates with other members of the team to ensure the best possible social, health and wellbeing outcomes for rangatahi accessing the Service.

The service is located in schools, providing an opportunity for rangatahi and their families/whānau in need of extra support, to easily link with it. This setting has the advantage of:

- making social work support visible and accessible to students
- being a site where most rangatahi are regularly seen
- having an existing infrastructure to support the delivery of holistic and coordinated services
- allowing problems to be identified early, as staff in schools often have knowledge of the circumstances of the rangatahi and their family/whānau.

MASSiSS social workers are employed by non-government organisation (NGO) social service providers. They work collaboratively with school staff as part of the school community, however, remain independent of the school's student disciplinary process. This is to ensure social workers maintain professional independence to allow them to advocate for students and their families/whānau if there are issues for them at school.

Who is the MASSiSS client group?

The clients for services are vulnerable rangatahi in years nine to 15, who attend specific secondary schools and their families/whānau. This includes rangatahi for whom statutory intervention may be required if concerns and risk factors are not addressed and rangatahi who are having difficulties attending and engaging in school.

Caseload ratio of Worker to Rangatahi

It is anticipated that a worker's caseload will be made up of cases with varying levels of intensity. A full caseload is between 12-16 rangatahi and their family/whānau.

What is MASSiSS seeking to achieve?

The service seeks to achieve the following vision, long term outcomes, and results for rangatahi and families/whānau.

Vision

To enhance life outcomes for rangatahi whose social and family circumstances place at risk their chances of achieving optimum education, social and health outcomes

Long-term Outcomes

The long-term outcomes of the MASSiSS service are:

- Rangatahi attending and engaged in school
- If school is no longer a preferred option, rangatahi are well supported to exit school into further education and/or employment
- Safe, and socialised rangatahi with a strong sense of identity and well-being
- Rangatahi and whānau are well connected to their community/ whānau /hapu/iwi and confidently seek out additional support (natural & external) in times of need
- Fewer rangatahi are coming in to contact with more intensive/statutory pathways
- Healthy rangatahi

Results

Overall, the goal of MASSiSS intervention is to improve life outcomes for rangatahi and their family/whānau.

Some indicators of the effectiveness of MASSiSS work in supporting rangatahi to attend and engage in school, and to feel safe, healthy, happy and resilient, may include (but are not limited to) the following:

- increased attendance of rangatahi at school
- reduction of stand-downs/expulsions
- rangatahi are making friends and are able to maintain relationships at school
- a reduction in school bullying
- rangatahi with increased resilience
- rangatahi know how to manage difficult situations and who to go to for help
- a decrease in behavioural issues impacting the classroom
- rangatahi and their families/whānau have improved relationships
- a reduction in Purchasing Agency referrals due to timely MASSiSS intervention
- a decrease in youth justice and youth justice referrals
- schools are better able to identify abuse and neglect and refer to Oranga Tamariki appropriately
- successful transitions from intermediate to secondary school for at-risk students
- improved collaboration between social services in school and community resulting in better coordination of services to rangatahi and their families/ whānau
- rangatahi and their parents/caregivers are more connected to their communities
- appropriate and timely referrals are made to services to provide specialised health/mental health/alcohol and drug, and other support to rangatahi

Core MASSiSS principles

The following core principles underpin practice:

- social workers work in partnership with rangatahi in a relationship which respects the right of each person and where possible, their family/whānau, to participate fully in all aspects of service delivery. Participation by rangatahi and their families/whānau is voluntary
- rangatahi have the right to have their wellbeing and safety protected
- rangatahi need to be supported to reach their full potential
- the existing strengths of rangatahi and families/whānau are acknowledged and enhanced through the application of strengths-based social work practice (*refer to the Social Workers in Schools Toolkit for a description of strengths-based practice*).

How does the service work?

The components of the service are shown in the table below and explained in more detail in the service delivery section of this document.

<p>Social work with rangatahi and families/whānau</p>	<ul style="list-style-type: none"> • Social work support with rangatahi and families/whānau to achieve goals identified. This may include advice and information • Referrals from rangatahi/family/whānau/school/community <p>Note: The social work process is described more comprehensively in the Social Workers in Schools Toolkit.</p>
<p>Group Programmes</p>	<ul style="list-style-type: none"> • Planned group programmes and activities delivered by or in conjunction with MASSiSS social worker to meet identified needs
<p>Community liaison and service coordination</p>	<ul style="list-style-type: none"> • Development and utilisation of community links and knowledge to inform work with rangatahi and families/whānau • Partnership with community or statutory organisations to support rangatahi and families/whānau to build/develop skills, resilience, and connectedness within their community • Partnership with schools to provide a coordinated service to rangatahi and families/whānau.

Who is involved in MASSiSS?

Partners

In order to achieve the aims of the service it is important that the key partners work together to support social workers to deliver Services. These working relationships can be formalised using a Partnering Agreement document available on the Purchasing Agency's website (Information for Providers) for further details –

<https://www.orangatamariki.govt.nz/working-with-children/school-programmes/>

The MASSiSS partners are the Provider, the school, and the Purchasing Agency. The **roles and responsibilities** of each are described in detail below.

The Provider will:

- employ and support qualified and registered social workers, including those covered by Section 13 ('experience pathway') or those with life experience as approved by the New Zealand Social Work Registration Board (SWRB).
- In order to be employed as a social worker, the partner will ensure all social workers are registered or in the process of registration (i.e the registration process must have started). This includes those under S.13.
- Only those social workers with a current practicing certificate may use the term "SWiS" or "Social Worker"
- provide opportunities for on-going training and professional development of social workers, including supervision
- operate a viable service which support professional social workers in accordance with the Social Sector Accreditation Standards, the Outcome Agreement and these Service Specifications
- manage the MASSiSS service, and ensure appropriate community liaison and networking links are made, for example, the interface with mental health services (*see service delivery section for responsibilities*)
- apply the partnering principles/framework as agreed in the Partnering Agreement (*see cluster meeting section for Provider responsibilities*)
- promptly address any concerns or conflict between the school, the social worker, and/or the Provider to ensure rangatahi and family/whānau access to MASSiSS is not compromised by relationship issues. The Partnering Agreement includes a matrix to guide issues resolution
- develop effective collaborative working relationships with local Purchasing Agency sites
- ensure systems and processes are in place to utilise funds in line with the Outcome

Agreement and service specifications, and meet reporting requirements

- organise and facilitate two partnering meetings each year
- report to the Purchasing Agency as per the Outcome Agreement.

Secondary schools

A collaborative working relationship between the social worker, Provider and school is crucial to the effective operation of the service.

In addition, the social worker will need to develop good relationships with all parties within the social support team and other stakeholders to ensure appropriate referrals are made for rangatahi, and coordinated services are provided.

The social worker is a member of the social support team. This means:

- the school's social support team and referral meetings will include the social worker
- the meetings will provide a forum for referrals to be made to other team members and discussion regarding social issues within the school
- the school will provide access to rangatahi during the school day when necessary
- school staff may refer rangatahi to the service at any time. The referral process will be recorded in the Partnering Agreement and must be consistent with the specifications (*see the referrals section of these Service Specifications*)
- The school will provide the social worker with the following types of support:
 - a suitable room so they can work in privacy with rangatahi - this room should be located within the school's social support centre if possible
 - materials for the social worker's use, such as a desk, filing system, furniture, free-standing shelving, heaters, whiteboards and pin boards
 - services such as cleaning, equipment maintenance, heat, light, and security
 - insurance
 - access to a photocopier and fax
 - promptly address any concerns or conflict between the school, the social worker, and/or the Provider to ensure young people's access to MASSiSS is not compromised by relationship issues. The Partnering Agreement includes a matrix to guide issues resolution
 - support the promotion of the service within the school to ensure students and families/whānau are aware of the service
 - recognise that MASSiSS social work is a professional role with clear guidelines, and social workers are not employed to fill gaps in the day to day running of the

school

- supports the delivery of group programmes within the school
- support the completion of the SDQ by rangatahi and as much as possible and appropriate by the rangatahi Form/Whānau teachers where they have been asked to do so by the social worker.

Purchasing Agency

The Purchasing Agency will:

- manage the funding allocated to the service
- select and contract with approved Providers under Section 403 of the Oranga Tamariki Act 1989, using Level Two, Social Sector Accreditation Standards
- Attend partner meetings to provide advice and programme overview to ensure the Service is delivered in accordance with the Outcome Agreement and Service Specifications
- monitor service delivery and financial management by the Provider. All Providers are required to report to the Purchasing Agency quarterly. The reporting requirements are detailed in the Outcome Agreement and the MASSiSS Provider Return Report is attached as Appendix One of these Specifications
- report to Government on the MASSiSS programme and its outcomes
- develop resources and support the service
- liaise with the Ministry of Education (MoE) nationally and regionally
- provide relevant tools to enable the Provider to report to the Purchasing Agency
- provide relevant training materials including the Social Workers in Schools Toolkit.

Changes to MASSiSS delivery sites

From time to time the Purchasing Agency and the MoE will undertake a review to determine whether access to the service remains appropriate in the event of any school having its decile rating reviewed, schools being reorganised, or a significant change occurs in the cluster roll number.

Social Sector Accreditation Standards

Providers delivering MASSiSS are required to meet Level Two, Ministry of Social Development specific Accreditation Standards. Providers are required to maintain their Accreditation Level according to the Ministry of Social Developments relevant Social Sector Accreditation Standards.

4. SERVICE DELIVERY

Where do Providers fit in the big picture?

Providers are contracted by the Purchasing Agency to deliver the MASSiSS service. This includes employing and supervising social workers, managing the service, and coordinating quarterly partnering meetings in accordance with the Outcome Agreement and service specifications.

What is the role of the referral agencies?

Referrals to the service are made with the consent of rangatahi and where possible, their family/whānau. The service can be successful only with the willing participation of rangatahi. Ideally, their families/whānau will also agree to and support this service. It is important that rangatahi and family/whānau fully understand the reason they have been referred to the service and give their consent to the referral. When this is the case, they are more likely to engage with the social worker to address the problems identified.

Referrals can be made by rangatahi and families/whānau (self-referrals), schools, statutory (e.g. Oranga Tamariki—Ministry for Children, Police), health, and community agencies working with young people, where there are concerns for the education, safety or wellbeing of the rangatahi.

Referral process

Referrals to the service are formal requests for a social work service. The role of social workers is to assist rangatahi and family/whānau with specific concerns that are affecting the rangatahi safety/wellbeing or ability to learn, and/or the family/whānau's ability to manage aspects of their lives.

Rangatahi are able to self-refer to the MASSiSS service. MASSiSS is a person-centred family-focused service operating from a strengths base. This approach recognises the need for rangatahi to be supported within the context of their lives, and the importance of widening the circle of support for change, to include families/whānau and community.

While the MASSiSS social worker's primary client is the rangatahi in keeping with the service's holistic, family/whānau-centred philosophy, the social worker may work with any siblings within the client family/whānau where appropriate.

Rangatahi who transition to another school may be followed up for a further six months after they commence at their new school. If MASSiSS provides a service in the new school, a referral and hand-over process can be negotiated where a young person needs follow up due to transition difficulties.

Reports of Concern to the Purchasing Agency

As professionals working closely with tamariki and their families/whānau, MASSiSS social workers play a valuable role in helping keep tamariki safe. Any concerns a social worker has for a tamaiti's immediate safety should be notified to the Purchasing Agency on the same day as concerns are known. The MASSiSS social worker should liaise with the school and the social worker's supervisor/manager to ensure adequate support.

If a social worker is unsure of the level of risk to a tamaiti, or has general concerns, they can discuss these with a Purchasing Agency social worker at the local site, or the Purchasing Agency on 0508 FAMILY (0508 326 459). This may help assess whether a statutory response is required.

As a requirement of the Vulnerable Children's Act 2014, the Social Sector Accreditation Standards (Level Two) and the Ministry's relevant Accreditation Standard requirements, all Ministry approved Providers must have their own internal child protection protocols to ensure everyone knows what to do if they're concerned. MASSiSS social workers will advise their supervisors, managers and school when making a report of concern (notification) and work with the school to support the tamaiti and their family/whānau wherever possible. More information about what happens when you report a concern to the Purchasing Agency is included in the 'Working Together' interagency guide and in the MASSiSS Toolkit which will be available on the Purchasing Agency's website

What activities does MASSiSS focus on?

Social workers work with rangatahi and their families/whānau directly, and/or by offering group programmes where the identified needs indicate that this would be an appropriate response. They also offer an advice service to school staff and rangatahi/families/whānau.

5. WHAT ARE SOME KEY ELEMENTS OF PRACTICE?

Social work with rangatahi and families/whānau

The social worker's role supports the social, emotional, cultural, spiritual and physical well-being of rangatahi. Skilled activities of engagement, social assessment, planning and interventions promote positive change, increased safety and enhanced educational and social outcomes for referred rangatahi. Where possible, this work will include and strengthen the family/whānau system.

The key elements of practice are described below.

The social worker will provide social assessments and supports for students to promote positive social health, wellbeing and safety. Key elements of the social worker's practice include:

- identifying rangatahi whose short or long-term wellbeing and safety is at risk, and complying with current protocols for reports of concern of abuse and neglect
- establishing, developing and maintaining relationships of trust with rangatahi
- undertaking comprehensive social assessments with rangatahi; including the use of the SDQ assessment tool. (The SDQ is completed by rangatahi, a family/whānau member or other adult of significance in the life of the rangatahi, and if appropriate by a teacher at the beginning of service delivery, mid- point in service, and again towards the conclusion of service delivery with a rangatahi).
- taking joint responsibility for the formulation and implementation of intervention plans in consultation with students and where possible, their families/whānau
- undertaking a therapeutic role in addressing the social needs of rangatahi by using social work intervention methods such as supportive counselling, group work and community involvement
- accessing, and refer rangatahi to appropriate treatment options and specialised services
- working actively with rangatahi and their families/whānau to promote positive life attitudes and skills

- clarifying the meaning of confidentiality between rangatahi and social worker and the limitations to this in situations where a rangatahi safety or that of others, is at risk
- respecting rangatahi understanding of family/whānau
- helping rangatahi to identify and develop protective factors which enhance resiliency and help keep them safe
- helping rangatahi to identify ways to best support educational development with the collaboration of their families/whānau, and
- advocating for the rangatahi.
- In working with families/whānau, the social worker will:
 - support families/whānau to reduce barriers to their rangatahi attendance and engagement at school
 - establish and maintain links between families/whānau, the school, and other agencies to benefit the education and development of rangatahi, and
 - work with family/whānau to identify and access support for their caregiving role from within their own, and/or community networks.

The social worker will participate in, and contribute to, the daily functions and programmes of the school multidisciplinary team (student support services team) by:

- ensuring information is shared appropriately and that the needs and agreed goals of the student and their families/whānau are known and understood by the team
- participating in regular team meetings, contributing new ideas to maximise positive outcomes for rangatahi
- participating in student support service development and implementation of quality initiatives
- participating and contributing to team building/planning sessions
- fostering cooperation across professional groups, and
- adhering to the team's policies, procedures and protocols.

The social worker's practice accountability will:

- demonstrate adherence to the Aotearoa New Zealand Social Workers Association code of ethics
- include professional registration with the Social Work Registration Board (SWRB)
- comply with SWRB standards of competent practice and policy (i.e. a current Annual Practising Certificate), and
- ensure regular professional/clinical supervision.

Group programmes

In addition to casework, social workers also coordinate group programmes for groups of rangatahi and families/whānau in response to areas of need identified in the course of their work. The section “guidelines and resources for social workers in schools’ prevention and intervention group programmes” in the Social Workers in Schools Toolkit outlines the process for this.

The MASSiSS working definition of a prevention and intervention group programme is:

“a strengths and needs based planned group activity that provides positive social development opportunities to enhance and support young people’s learning and holistic well-being”

A group programme must be a planned group activity, not individual service provision.

Selection of group programmes is a joint decision-making process involving the social worker, the Provider and the school. Group programmes may be developed and implemented in conjunction with other members of the social support team.

Issues to consider in identifying the most appropriate programmes include:

- a review of the issues and trends in social work referrals
- the availability of alternative services and programmes within the school and local community which receive funding from other sources
- consideration of the social worker’s caseload and capacity.

Objectives of group programmes are to:

- positively enhance the developing social interaction, knowledge, skills, attitudes, beliefs and behaviour of rangatahi
- build on rangatahi resilience as a way to strengthen protective factors and reduce risk factors, and
- build on family/whānau resilience to strengthen protective factors and reduce risk factors.

The group programme implemented can be:

- an already established and verified group programme previously run by the social worker or others within the social support team
- 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
- a new programme developed to meet needs identified.

Consideration must be given to the cost of each programme and its value for money.

All group programmes must have:

- agreement of all partners
- documented needs analysis
- programme description
- planned expenditure and a budget which is agreed by all partners
- expected outcomes identified
- effectiveness and evaluation processes; and
- all steps in this process documented and available to be reviewed at partner meetings and Purchasing Agency monitoring visits.

Community liaison and service coordination

The Provider will utilise community links and knowledge of community services for the advantage of the rangatahi participating in the service. This includes:

- working with other professionals, in particular, school support services and public health nurses, to identify and refer appropriately when specific problems affect a rangatahi wellbeing
- ensuring that where appropriate, other agencies have input into rangatahi plans, and that these plans are delivered and monitored in a coordinated and effective way
- supporting and participating in delivery of services when another agency/service is the lead provider for the rangatahi.

The service may utilise the Strengthening Families strategy which focuses on coordinating services to rangatahi in need, and their families/whānau. The coordination of services will:

- identify rangatahi whose safety and wellbeing are at risk and comply with current protocols for reports of concern of child abuse and neglect, and
- develop links with, and work within the integrated case management framework provided by the Strengthening Families local coordinating committee when rangatahi with complex needs require a multi-agency approach.

The service will develop and consolidate:

- an active relationship with and understanding between the Purchasing Agency's local offices and schools for the reporting of child abuse and neglect, and have systems in place to ensure a report of concern is made within 24 hours of becoming aware of a young person whose safety is at immediate risk, and
- links with community services including local mental health services, youth centres, and recreational clubs.

6. PARTNER MEETINGS

Purpose of the partnering meetings

The partner meetings (two per calendar year) provide an opportunity to review service delivery and emerging trends identified by referrals, and within the school community. This is the forum for discussion, joint planning and information sharing between partners to identify needs in the school community which can be met by developing and running group programmes. It is also an opportunity to scope possible joint programmes with other social support services within the school.

Partnering meetings are not the environment to discuss client issues with school staff. Separate case management meetings should be held to protect the confidentiality of rangatahi and families/whānau.

Employing and supporting a social worker

The Provider will:

- employ and support qualified and registered social workers, including those covered by Section 13 ('experience pathway') or those with life experience as approved by the New Zealand Social Work Registration Board (SWRB).
- In order to be employed as a social worker, the partner will ensure all social workers are registered or in the process of registration (see below for clarification). This includes those under S.13.
- Only those social workers with a current practicing certificate may use the term "MASSiSS" or "Social Worker"
- that in order to be employed as a MASSiSS social worker or funded out of a MASSiSS budget line, the partner is responsible for ensuring all social workers are both qualified and registered.
- If registration has yet to be completed, this must be in the very final stages of completion, i.e. the registration process has one-two months to be completed. This allows a short 'grace period' where a non-registered employee can be on induction/training without purporting to be a MASSiSS/social worker. This includes those under S.13 of the Social Work Registration Act 2003.
- be responsible for ensuring that only those social workers with a current practicing certificate may use the term "MASSiSS" or "Social Worker", and
- advise Oranga Tamariki, via their Māori, Partnerships and Communities Advisor, of any circumstance where MASSiSS are anything other than fully qualified and registered social workers, or where the period to achieve such status is longer than that indicated

above. Oranga Tamariki must concur with non-social workers being employed. These instances must be clearly communicated by the Provider to the schools involved and the whānau of caseloaded tamariki. In all instances, these regionally specific job descriptions and roles must avoid, at all times, any verbal or written use of the terms “MASSiSS” or “social worker”.

To support the delivery of a professional social work service, the Provider is responsible for employing skilled social workers.

The Provider attends to all employment processes including:

- the recruitment and employment process, job description and contract
- supervision
- training and professional development

The Provider ensures that:

- the school is consulted when employing a new social worker
- representatives from the school, an experienced social work practitioner, supervisor or manager, and Māori and/or Pacific people’s representation where appropriate, will participate in the interview process
- there is a clear process for vetting applicants, including speaking to referees and a police check
- each social worker has a clear, detailed job description, and a documented professional development plan
- remuneration for social workers will reflect their qualifications, experience and skills, and
- social workers are able to work flexible hours to enable them to attend family/whānau/school meetings outside normal work hours.

Social worker competencies

The most important factor in the success of the service is the ability of the social worker to establish a professional, supportive and effective working relationship with each rangatahi and their family/whānau to ensure the rangatahi goals for change are achieved.

It is also important that:

- social workers are able to work well within the school system, and with school personnel
- have good organisational skills and are able to manage their time well
- are able to explain and promote social work in the school setting

- demonstrate confidence and skill in group programme planning and facilitation.

While the Provider has discretion to develop the job description which they believe best reflects the position requirements, core competencies must be considered to ensure the best fit for the role. The Provider will be informed by standard core competencies and by the specific social workers practice competencies detailed in the Social Workers in Schools Toolkit ('the competency framework for practice excellence') when considering and interviewing for new social workers. School principals/senior staff involved on interview panels will be provided a copy of the core competencies to help them prepare for this process.

Supervision

The success of the service relies significantly on the competency of the social worker. The Provider is responsible for the quality of professional supervision, the support the social worker receives, and their access to appropriate training and development opportunities.

Supervision is a compulsory requirement of the service:

- all social workers must receive no less than one hour per fortnight of formal, one-to-one professional supervision
- ideally for new workers this should be weekly for at least the first six months of their employment
- supervision must be provided by a qualified, registered and experienced social worker with proven skills and experience in social work supervision. It is preferable that the supervisor also holds a supervision qualification in social services that has been awarded by a registered and accredited education provider or is working towards this.

The Provider is responsible for employing or contracting a supervisor, for developing a supervision plan between the supervisor and the social worker, and for monitoring the implementation of this plan.

Training and professional development

All social workers are to have opportunities for on-going training and professional development. The Provider will work with the social worker to develop a professional development plan.

For registered social workers to maintain their registration they must complete 20 hours of continuing professional development per year. Professional development includes training, research, journal contributions, professional reading, peer review meetings, and attending workshops and training seminars.

All social workers and their professional supervisor, manager or coordinator are to be supported by the Provider to attend any specific MASSiSS training provided by the Purchasing Agency. This training may be part of their induction support or cover specific topics that support the ongoing development of the MASSiSS service.

Service support

The Provider will facilitate service implementation by providing:

- office and administrative support for the social worker while working outside the school offices, and during the school holiday periods if the school buildings are not accessible
- a mobile telephone for the social worker and costs of this telephone
- computer and internet access
- insurance
- transport for the social worker, and if not transport, reimbursement of transport costs.

Management of vacancies and back-up for MASSiSS social workers

The Provider will provide, to the satisfaction of Oranga Tamariki, alternative provision for working with tamariki on MASSiSS caseloads if the MASSiSS social worker is on leave, undergoing training or there is a vacancy to ensure continuity of service delivery.

The Provider will ensure that the alternative proposal will be communicated to the school Cluster partners and noted in the Partnering Agreement.

In instances where a social worker is unable to be recruited to a vacancy, and assuming agreement from Oranga Tamariki, non-social worker alternatives may be allowed. Note that these regionally specific job titles and descriptions must be based on local knowledge and needs and avoid any mention of "MASSiSS" or "social worker" role descriptions or "social work" mahi.

The Provider will ensure that any SWiS social worker vacancy is suitably and promptly filled. Oranga Tamariki may seek to recover funding from a Provider if a vacancy of more than twelve weeks occurs – a determination on whether recovery is appropriate will be situation dependant and undertaken in consultation with the Provider.

Oranga Tamariki will actively work with the Provider to fill vacancies appropriately, including support for registrations or s.13 pathways for potential recruits. Ongoing funding may only be provided if there is evidence of reasonable and sustained efforts by the Provider to recruit into vacancies.

Governance

In past years, MASSiSS operational management has been undertaken by cluster partners in quarterly cluster meetings. For the purpose of this document, a Cluster is defined as the school or schools associated with one MASSiSS worker and the provider employer. MASSiSS governance supports collaboration with other agencies to meet the needs of vulnerable rangatahi, to provide a forum for identification of trends and gaps in available services and to minimise duplication of group programmes within communities. Local MoE and Oranga Tamariki—Ministry for Children operational management representatives will be invited to be members of local MASSiSS Governance Groups alongside school principals, Purchasing Agency Advisors and MASSiSS Providers for an area.

Appendix Four provides details to guide the establishment of governance or cluster groups and to ensure all members know the purpose, roles, responsibilities and activities of these groups. A Governance and/or Cluster Group meeting minutes template is also part of this appendix and can be used to facilitate record-keeping. Meetings should occur three times per year.

Governance Groups aim to:

- understand the needs in the school community through a review of referrals, trends and issues from MASSiSS referrals, Purchasing Agency referrals, school data and any other relevant information
- build relationships between key MASSiSS stakeholders to enhance ongoing communication
- consider how MASSiSS partners and relevant agencies can work together to share knowledge and expertise
- support MASSiSS services to be delivered in partnership with other community based and statutory services
- meet the holistic needs of rangatahi and their families/whānau
- consider options for group programmes to address identified needs, considering locally and nationally funded/available programmes
- identify group facilitation skills within the MASSiSS social work community to enable sharing of group programme resources across the schools represented by the Governance Group
- provide advice when needed to ensure group programme selection and implementation meets the outcomes sought and follow the MASSiSS process guidelines
- provide a feedback forum to review measurement of the effectiveness of group programmes.

School/Provider partnership: Partnering Agreements

It is essential that Providers and the schools they are working with are clear about the role of social workers and have a common understanding of procedures to ensure social workers carry out their role effectively. Any Partnering Agreements used or developed are vehicles to ensure a positive working relationship between MASSiSS providers and a school or cluster of schools; enabling effective service delivery.

Agreements will reflect a willingness by partners to collaborate, focusing on the needs of rangatahi, and referrals based on need. The Partnering Agreements are also a document within which issues such as appropriate physical spaces within schools for use by MASSiSS social workers can be defined. Agreements should be reviewed when there is a change of key Governance/Cluster representatives (particularly social workers or school principals) to ensure

the information relating to the Agreement is still relevant.

The Partnering Agreement is used to enact the MASSiSS Service Specifications (which need to be attached to hard copies of the Agreement held by Provider and Principal(s) and can be signed and/or reviewed by the Principal (of each school) and the service provider.

There is a wide range of MASSiSS resources to promote your service, including SDQ postcards, banners, flags, fridge magnets, posters and logos for business cards, letterheads, Power points, newsletters etc. There are also an SDQ Manual to assist with reporting requirements.

These resources are available either on the MASSiSS webpages on the Oranga Tamariki website - <https://www.orangatamariki.govt.nz/working-with-children/school-programmes/> - or via your Partnering for Outcomes adviser (who can source items on your behalf from the National Office MASSiSS Team).

Data collection and record keeping

The Provider will ensure that social workers have access to forms and processes which enable collection of all relevant information needed to assess and plan their work with rangatahi and families/whānau. All interactions with clients and schools/networks relating to their work are to be recorded.

In complying with its obligations under Principle 3 of the Privacy Act 1993, the Provider is to ensure that any client from whom it collects personal information understands that the information collected may be utilised in service development and reporting of service delivery. This could take the form of discussion in supervision, and data for recording and monitoring the service. Written permission should always be gained from family/whānau. This can be sought by specifically referring to a 'use of information' section on a 'consent to service' form which should be explained and signed at the time the rangatahi and is engaged with the service.

All client information is to be kept secure and care taken to ensure social workers who are travelling between school and family homes, do not leave files in their cars or homes.

Evaluation/reviews of the programme

When any evaluation or review of the service is being undertaken by the Purchasing Agency, the Provider is to:

- provide the evaluation/review team with data and records
- provide rangatahi and their families/whānau with objective information about the evaluation/review, advise them that they may be requested to participate, advise that participation is voluntary, and receive the informed consent of the rangatahi and

family/whānau for participation

- provide a mutually agreed time for social workers delivering the Service to participate in interviews
- allow mutually agreed time for social workers to review written material such as draft interview schedules and reports, and to liaise about evaluation/review 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
- undertake any other activities relevant to the evaluation/review as mutually agreed with the Purchasing Agency.

7. MEASURING RESULTS AND REPORTING

How do we know if MASSiSS is working?

We are all interested in being able to demonstrate that MASSiSS achieves outcomes for individuals, as well as their families/whānau. These are reflected in the MASSiSS Provider Return Reports attached to the Outcome Agreement and this Service Specification (Appendix One).

What data needs to be collected for reporting?

To demonstrate an initiative is making a difference, the Purchasing Agency requires the Provider to collect the following data:

- number/volume delivered
- how well it was delivered
- whether anyone was better off.

The data is backed up by a narrative report. A guide to writing the narrative report is found in the Provider Return Report.

8. WHAT REPORTS ARE REQUIRED BY THE PURCHASING AGENCY?

To meet our obligations under the Oranga Tamariki Act 1989, reporting is required to meet the contractual obligations set out in the Outcome Agreement. Reporting is necessary to ensure accountability to Government for the funding provided under the Outcome Agreement.

The Purchasing Agency has agreed on the quantity and nature of the Services the funding supports and is required to report to Government that this has been achieved.

We will only ask you to provide us with non-identifiable information, which we will use for analysis, evaluation, aggregated summary reporting and research purposes.

The following reports must be completed and sent to your Purchasing Agency's Contract Manager on the dates set out in the Outcome Agreement:

- MASSiSS Provider Return Reports attached to the Outcome Agreement and these Service Specifications. An example of the reporting template is attached as Appendix One of these Service Specifications (Appendix One).
- Strengths and Difficulties Questionnaire (SDQ) reporting spreadsheet. This is to be filled in regularly and sent to your local Pfo advisor twice yearly (alongside the Provider Return Reports in July and December). An example of the reporting template is attached as part of Appendix One below.

Any information that you give to us will be kept securely.

[What is the SDQ?](#)

The SDQ is a standardised psychometric measurement tool used in programmes such as Incredible Years, by Health for pre-school checks (B4 School Check) and in Gateway Assessments (for health and education needs).

The SDQ is an appropriate measurement tool for MASSiSS as it is internationally validated, can be used in initial screening, and can be applied after an intervention to track levels of change (and hence success of an intervention). It can also be used to generate key performance indicators such as the percentage of children who have improved on before / after scores.

[How does the SDQ work?](#)

The SDQ consists of three questionnaires that are filled out: one by the student, one by the

whānau/significant other and where appropriate by a teacher – they have the same questions in them, just asked in different ways.

As an evaluative questionnaire, the SDQ should be undertaken at the start of a student’s journey on the programme and then re-tested at the mid-point and then at their exit point from the service to measure change in the areas asked about it.

Obtaining and using the SDQ tool

Paper-based questionnaires for the SDQ can be found at <http://www.sdqinfo.com/>. This website also has general information on the SDQ that may be of interest / use. Scoring completed SDQ questionnaires can be done at <http://www.sdqscore.org/Amber>. To enable each MASSiSS social worker to score their SDQ questionnaires, the provider must create a ‘userID’ and accompanying ‘userpassword’ for them. This can be done at <https://admin.sdqscore.org/Login>

The following copyright notice from the SDQ website applies:

Please note that Strengths and Difficulties Questionnaires, whether in English or in translation, are **copyright documents that are not in the public domain**. As such, they may not be modified in any way (e.g. changing the wording of questions, adding questions or administering only subsets of questions). This is to ensure that the SDQ is fully comparable across studies and settings. Similarly, to ensure high quality and consistency, unauthorized translations are not permitted. Paper versions may be downloaded and subsequently photocopied without charge by individuals or non-profit organisations provided they are not making any charge to families.

Users are not permitted to create or distribute electronic versions for any purpose without prior authorization from **youthinmind**. If you are interested in making translations or creating electronic versions you **MUST** first contact youthinmind@gmail.com

Directory of MASSiSS Workers

A strong, collaborative working relationship between Oranga Tamariki–Ministry for Children and MASSiSS providers is important. A Directory of MASSiSS providers and workers will assist in this collaboration. The purpose of the Directory is to connect Oranga Tamariki Social Workers with MASSiSS workers where youth in the care of Oranga Tamariki are enrolled in a school that is serviced by MASSiSS.

To support the development and maintenance of the Directory, providers are asked to supply the following information:

- MASSiSS Provider name

- MASSiSS worker's name
- MASSiSS worker's email address
- MASSiSS worker's mobile number
- List of schools serviced by that MASSiSS worker

It is essential that information in the Directory is accurate and up to date. We ask that you keep the MASSiSS National Office team informed of any changes, by updating the information as and when it changes.

Your obligations under the Privacy Act

In supplying reporting information to Oranga Tamariki, providers are required to comply with their own obligations under the Privacy Act 2020, by ensuring that where personal information is collected from clients in the delivery of the service, the client be informed:

1. That information is being collected.
2. The purpose for which it is being collected.
3. The intended recipients of the information.
4. The agency collecting the information.
5. The agency holding the information.
6. If the collection of the information is authorised or required under law.
7. The particular law.
8. Whether it is voluntary or mandatory.
9. The consequences of refusing.
10. The right to access and correction of the information.

Providers will also be required to let their MASSiSS social worker staff know (prior to collection) that the following personal information will be collected: name, email address, mobile number; and that this information may be passed onto their local Oranga Tamariki site. This information may be required to inform coordination on notifications, Reports of Concern or information-sharing/handovers. Access to this personal information of social workers will be restricted to Oranga Tamariki Regional Managers, Partnering for Outcomes advisors and Oranga Tamariki site social workers.

Family Services Directory

Through the term of the Outcome Agreement with the Purchasing Agency, Providers must

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ensure that their organisation is listed on the Ministry of Social Development's Family Services Directory <http://www.familyservices.govt.nz/directory>, and that necessary information is updated when required.

DEFINITIONS

In these specifications, unless the context otherwise requires words or phrases beginning with capital letters are defined as follows:

- Accreditation: The Social Services Accreditation team ensures that providers have the capability and capacity to deliver quality social services to communities. This is achieved by ensuring providers meet a consistent set of standards that meet legislative and policy requirements. 'Accreditation' and 'Approval' (as stipulated under the Oranga Tamariki Act 1989) are synonymous and may be used interchangeably.
- "Outcome Agreement" means the contract entered into by the Provider and the Purchasing Agency for these services.
- "Partnering Agreement" refers to the agreement negotiated between the partners to the service (i.e. schools, provider and the Purchasing Agency) to guide the local delivery of the service. This is not a legally binding document and differs in this way from the "Outcome Agreement" referred to above.
- "Provider" means the organisation the Purchasing Agency has contracted with to provide these Services.
- "services" means the services to be provided under the Outcome Agreement, and "service" has a corresponding meaning.

FURTHER INFORMATION AND USEFUL WEBSITE LINKS

Te Hunga Tauwhiro i te Kura / Social Workers in Schools Toolkit

The Toolkit provides the guidelines for the social work process and this should be used continuously as a reference by the social worker. These documents will be updated to reflect any changes to the service.

The Toolkit includes:

- guidelines for making a report of concern
- induction package for getting started in the work
- social work process booklets
- group programme guidelines
- the Supervision Policy
- the Competency Framework for Social Workers

See the Services in Schools webpages on the Oranga Tamariki website -

<https://www.orangatamariki.govt.nz/working-with-children/school-programmes/> - for resources and support materials, as well as the regular 'Working Together' newsletter emailed to all MASSiSS providers periodically.

APPENDIX ONE – MASSiSS Report Template Example

Report Form

Multi Agency Support Services in Secondary Schools (MASSiSS)

Report Due Dates: (unless advised differently, i.e. dates/requirements were relaxed during covid in 2020)
 10 July 2021
 10 December 2021
 10 July 2022

Signed by:
 Date:
 Name:
 Position:

Description of Service	Performance Measures (during the reporting period)	Quantity of Service	01 July 2020 to 30 September 2020	01 July 2020 to 30 November 2020	01 July 2020 to 31 March 2021	01 July 2020 to 30 June 2021
Secondary School based social work services (MASSiSS) to assist rangatahi& their whanau who's social and family circumstances put them at risk of not achieving good health, education and welfare outcomes.	Total number of funded full-time equivalent social workers.	Report actual				
	Total number of vacancies.	Report actual				
	Total number of new clients referred.	Report actual				
	Of the total referrals received, record the number of clients who started the service.	Report actual				
	Of the clients who started the service, record the number who closed.	Report actual				
	Of the clients who closed, record the number who achieved client results.	Report actual				
	Record the number of clients who have stayed in school as a result of receiving a service from a social worker.	Report actual				

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	Record the number of clients who were supported to leave school.	Report actual				
	Record the number of clients who reported their interactions to be mana enhancing, increased their sense of belonging in school, and/or offered a greater connection to whanau/hapu/iwi/community.	Report actual				
	Of the clients who provided client satisfaction feedback, record the number who reported that they were satisfied or very satisfied with the service.	Report actual				
	Percentage increase in pro-social skills – Young person.	Report actual				
	Percentage increase in pro-social skills – Parent/Caregiver/Other.	Report actual				
	Percentage decrease in total difficulties – Young person.	Report actual				
	Percentage decrease in total difficulties – Parent/Caregiver/Other.	Report actual				

Description of Service	Performance Measures (during the reporting period)	Quantity of Service	01 July 2020 to 30 September 2020	01 July 2020 to 30 November 2020	01 July 2020 to 31 March 2021	01 July 2020 to 30 June 2021
Targeted Group Programmes.	Total number of clients who participated in a programme.	Report actual				
	Total number of clients who completed a programme.	Report actual				
	Total number of clients completing programme with needs met (needs met = able to implement some of the objectives from the programme).	Report actual				
	Total number of rangatahi who express satisfaction with the content and delivery of the service.	Report actual				
	Total number of programmes delivered.	Report actual				
	Group programme/s financial statement.					

<p style="text-align: center;">Provider narrative report – to support the data</p>
<p>What is the “story behind the data”? (e.g. factors impacting on client results including issues, gaps, overlaps and trends).</p> <ul style="list-style-type: none"> •
<p>How many interactions you had with a young person and/or parent/caregivers/teacher/other that did not turn in to a formal referral. Approx. how many hours went in to these interactions overall? Tell us how these interactions prevented an escalation to risk of harm for a child/young person, and/or kept a child in school. (If applicable)</p> <ul style="list-style-type: none"> • Number = • Hours involved = •
<p>What are your areas for improvement towards achieving better results for clients (continuous improvement)?</p> <ul style="list-style-type: none"> •
<p>Who are your partners that help you achieve results, and what joint activities have you participated in?</p> <ul style="list-style-type: none"> •
<p>What combination of services do you think is most effective for your clients?</p> <ul style="list-style-type: none"> •
<p>Provide examples of strategies or practices used to encourage ‘hard to reach’ clients to engage.</p> <ul style="list-style-type: none"> •
<p>Provide an explanation of the variances (if any) between the volumes contracted and volumes delivered (if applicable).</p> <ul style="list-style-type: none"> •

Guiding notes:

Some indicators of the effectiveness of MASSiSS work in supporting rangatahi to attend and engage in school, and to feel safe, healthy, happy and resilient, may include (but are not limited to) the following:

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- increased attendance of rangatahi at school
 - reduction of stand-downs/expulsions
 - rangatahi are making friends and are able to maintain relationships at school
 - a reduction in school bullying
 - rangatahi with increased resilience
 - reduced gang involvement by young people
 - rangatahi know how to manage difficult situations and who to go to for help
 - a decrease in behavioural issues impacting the classroom
 - rangatahi and their families/whānau have improved relationships
 - a decrease in youth justice and youth aid referrals
 - schools are better able to identify abuse and neglect and refer to OT appropriately
 - successful transitions from intermediate to secondary school for at-risk students
 - rangatahi and their parents/caregivers are more connected to their communities
 - appropriate and timely referrals are made to services to provide specialised health/mental health/alcohol and drug, and other support to young people
 - improved collaboration between social services in school and community resulting in better coordination of services to rangatahi and their families/whānau.
-
- Re: Record the number of clients who reported their interactions to be mana enhancing, increased their sense of belonging in school, and/or offered a greater connection to whanau/hapu/iwi/community – any one or more of these elements is to be counted. If more than one, only enter as one record overall.

SDQ reporting spreadsheet Example

[MASSiSS SDQ - Reporting template MASTER.xlsx](#)

MASSiSS Group Programmes Cumulative Report

MASSiS Group Programmes Cumulative Report (add extra rows/sections to this report as needed)				
Provider Name:				
Cluster:		Period report covers:		
Programme details		Expense details	Cost	Programme cumulative total
Prog.1	Name of programme:			
	External or internally sourced:			
	Dates:			
	Description:			
	Parties involved in planning:			
	Target group:			
	# Participants			
	Objectives:			
	Outcomes achieved:			
	Total programme cost:		\$0.00	\$0.00
Prog.2	Name of programme:			
	External or internally sourced:			
	Dates:			

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Description:			
Parties involved in planning:			
Target group:			
# Participants			
Objectives:			
Outcomes achieved:			
Total programme cost:		\$0.00	\$0.00
YTD programme cost			\$0.00
Financial summary	Balance of funds beginning of period		
	Funds paid during year		
	programme costs YTD		\$0.00
	Balance		\$0.00

APPENDIX TWO

Provider Feedback Form

Provider Feedback Form		
Please email to your Purchasing Agency's Contract Manager		
Name of service		
Summary of, and reasons, for Suggested change		
Topic	Reference (section/page)	Suggested change/description
Contact Name:		Position:
Provider name:		
Provider email:		
Provider phone:		Date submitted:

APPENDIX THREE

The MASSiSS social work process:

(NB: This is a summary of the process and it is outlined in more detail in the Social Workers in Schools Toolkit)

<p>Referral to MASSiSS</p>	<ul style="list-style-type: none"> • Referral to MASSiSS service from school staff, community, statutory services, or self-referral • Advise referrer of expected timeframe for making contact with young person and if possible, family/whānau • Notify the Purchasing Agency if immediate safety risks are identified.
<p>First contact</p>	<ul style="list-style-type: none"> • MASSiSS contacts/meets with family/whānau to fully explain service • Initial consent to service/information-sharing should be gained at this point • If service is denied at this point, the reason for this needs to be documented and the referrer advised • Re-assess risk to child/young person and take any action required.
<p>Gain written consent</p>	<ul style="list-style-type: none"> • Face to face meeting to gain formal written consent to service/information sharing with school, other services etc. • Record all information • If service is denied at this point, the reason for this needs to be documented and the referrer advised • Re-assess risk to child/young person and take any action required.
<p>Strengths and needs assessment</p>	<ul style="list-style-type: none"> • Begin assessment of needs/issues/strengths/resources/risks (using the Strengths and Difficulties Questionnaire) • Document information including assessed level of risk at time of referral and again at assessment • Advise referrer that client has been engaged, or if consent to service has been denied • If consent is denied, document all contact clearly and advise referrer • If serious concerns/risk are present, liaise with referrer and/or school about a report of concern being made.
<p>Developing and implementing the plan</p>	<ul style="list-style-type: none"> • Support the child/young person and their family/whānau to develop goals, and a plan for how these goals will be achieved • Agree the frequency of contact and roles and responsibilities of those involved in achieving the goals. The plan should include tasks for the child/young person, the

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	<p>family/whānau, the social worker and other key supports</p> <ul style="list-style-type: none"> • Help the child and their family/whānau picture a future in which the social worker will no longer be needed, and the client/family/whānau is better able to manage the situation which prompted the referral • Involve and make referrals to wider supports as appropriate • Define roles, responsibilities and communication processes when other organisations/professionals are involved in supporting the child/young person and their family/whānau. Provide case coordination where necessary.
<p>Reviewing and assessing the plan progress</p>	<ul style="list-style-type: none"> • The plan/goals/strategies need to be regularly reviewed, progress assessed and adjustments made as required • Track whether the initial goals are still relevant. Identify any barriers to progress and opportunities to renegotiate tasks, goals, and partners to the process • Wherever possible, short-term intervention with clear, achievable goals should be negotiated • Strengths-based practice focuses on clients' achievement of goals and feeling better able to manage problems in their lives.
<p>Case closure</p>	<ul style="list-style-type: none"> • Review of progress should identify when goals for change have been met • Closure of a MASSiSS intervention is to be managed in consultation with clients • The referrer and other partners in the change process will be advised, and feedback sought from school and any other relevant services to assess positive outcomes • The MASSiSS service will seek information to evaluate the effectiveness of the service provided to inform service partners, MASSiSS service development within the Provider organisation, and to fulfil the Purchasing Agency's contractual reporting requirements.