

SERVICE SPECIFICATIONS

Tauwhiro Taiohi

Youth Workers in Secondary Schools

*(Note these specifications are for YWiSS services delivered
with the Check and Connect model)*



**ORANGA
TAMARIKI**
Ministry for Children

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1. ABOUT THESE SERVICE SPECIFICATIONS

Who are these Service Specifications for?

These Service Specifications are for the Providers that Oranga Tamariki—Ministry for Children (Purchasing Agency) contracts with to provide Tauwhiro Taiohi / Youth Workers in Secondary Schools (YWiSS) services. These Service Specifications form part of the Outcome Agreement.

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

Outcome Agreements with Providers for these services require they are delivered in accordance with these Service Specifications.

What is the purpose of these Service Specifications?

The specifications provide:

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

How should these Service Specifications be used?

These specifications should be seen as setting the minimum standard, from which each Provider can develop a service that reflects their organisation's philosophical base, incorporating local need and the culture within which it works. Providers will use them to assist competent delivery of the Service according to the Outcome Agreement requirements.

Will these Service Specifications be revised?

This is a living document and will be updated as required. The Purchasing Agency will keep you informed of any further editions, updates or changes to these Service Specifications, as it forms part of the Outcome Agreement. Feedback on the Service Specifications is

welcome at any time and can be sent to the Purchasing Agency using the attached Provider Feedback Form (see Appendix One).

Where can you go for further information?

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

2. RELATIONSHIPS

What are the principles that underpin the relationships 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 Services are 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 and communities, including Māori, Pacific and other ethnicities 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 YWiSS activity the concepts of mana tamaiti, whakapapa and whanaungatanga.

Accessibility

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 YWiSS practice
- flow of information
- physical accessibility.

3. ABOUT YWiSS

Background

In February 2012, as part of a cross-agency package of proposals to address youth mental health issues, the Government announced an expansion of support services available in secondary schools, including the introduction of Youth Workers into selected low decile secondary schools.

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

What is YWiSS about?

Youth workers are employed by a non-government organisation (NGO) social service Provider.

The youth worker mentors referred rangatahi in school Years nine and 10 who are disengaging or at risk of disengaging from school with the aim to improve their wellbeing, school engagement and achievement.

The youth worker works closely and collaborates with schools' pastoral care teams to ensure the best possible educational, social, health and wellbeing outcomes for rangatahi accessing the Service.

The youth worker uses the Check & Connect Engagement and Intervention Model aligned with the Multi-Agency Support Service in Secondary Schools (MASSiSS) practice principles, for their practice framework.

The Check & Connect model combines monitoring of attendance and performance variables with personalised and timely intervention focused on problem solving, skill building, competence enhancement and accessing appropriate remedial resources where required.

How does Check & Connect work?

The youth worker works with the rangatahi to develop a plan to set goals to address issues and support the rangatahi to engage with learning and in improving their social and academic competencies. The youth worker is available to the rangatahi throughout the school year, school holidays and into the next year. Once the rangatahi has re-engaged, the

youth worker checks in with them and reviews the school data weekly over a period of up to two years to ensure progress continues. They will increase the level of support if the rangatahi requires more intensive input/new plan at any time. There will be a particular focus on supporting the assessment of rangatahi with unmet mental health needs and ensuring referrals are made to appropriate support services.

Who is the YWiSS client group?

The transition to secondary school is often a challenging time for rangatahi, particularly the transition to year nine. The clients for this service are vulnerable rangatahi in years nine and 10 who are at risk of disengagement from school, who attend participating low decile secondary schools and who meet specific nomination criteria. Nominations are made by the school. A number of factors will contribute to the school's assessment of eligibility including but not limited to attendance, engagement, lateness or skipped classes, behavioural referrals, stand-downs and minimal academic progress.

What is YWiSS seeking to achieve?

The service seeks to achieve the following objectives and outcomes for rangatahi and their families/whānau.

Objectives:

Students engaged in learning and school and completing National Certificate of Educational Achievement (NCEA) with academic and social competence.

- Rangatahi are safe and thriving with their families/whānau
- Fewer rangatahi going through to statutory/intensive intervention pathways

Outcomes:

Improved life outcomes for rangatahi and their family/whānau.

This will be evidenced by:

- improvements in mental wellbeing and resilience
- academic achievement
- making positive choices and developing social competence
- parents, caregivers or trusted adults are involved (as appropriate), alongside rangatahi themselves, and help facilitate change for rangatahi
- partnering with whānau, hapu and iwi to ensure YWiSS is well-focused and delivered.

Core YWiSS principles

The following core principles underpin practice:

- Youth workers work in partnership with rangatahi in a relationship, which respects the right of each person and their family/whānau, to participate fully in all aspects of Service Delivery. Participation in the Service by rangatahi and their families/whānau is voluntary
- Rangatahi have the right to have their wellbeing and safety protected
- Rangatahi are supported to reach their full potential
- the existing strengths of rangatahi and families/whānau are acknowledged and enhanced through the application of strengths-based practice
- collaboration and open communication between all key partners is vital to ensure the services are effective and accessible for rangatahi and their families/whānau.

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.

Nomination Process	<ul style="list-style-type: none"> • nominations received from school • Service Coordinator reviews against eligibility criteria.
Youth work with rangatahi and families/whānau	<ul style="list-style-type: none"> • youth work mentoring and support with rangatahi and families/whānau to achieve goals identified.
Community liaison and coordination	<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 provide a wraparound approach 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.

Caseload ratio of Youth Worker to Young People

It is anticipated that a youth 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.

Nomination process

Nominations to the service are formal requests for a youth work service. Rangatahi who would benefit from the service are identified by the school (the referrer) using readily accessible and reliable sources of data and multiple referral criteria. The nomination process places an emphasis on academic and behavioural indicators of engagement by the rangatahi in school (for example, attendance records, discipline records, academic achievement/credits accrued, history of transition between schools, language barriers, learning problems, lateness to school/class).

Nominations to the service are made with the knowledge and consent of the rangatahi, and where possible, their family/whānau. The service can only be successful with the willing participation of the rangatahi. Ideally, their families/whānau will also agree to and support this service.

It is important that the rangatahi and their family/whānau fully understand the reason they have been referred to the service and give their consent to the nomination.

When this is the case, the rangatahi is more likely to engage with the youth worker to address the problems identified.

Nominations are received by the Service Coordinator and reviewed against the service eligibility criteria.

Provider organisations will undertake the coordinator role, which involves:

- receiving nominations from schools
- ensuring they meet the intake criteria
- matching the rangatahi to the most appropriate Youth worker
- providing professional supervision to the youth workers.

YWiSS is not a crisis service and does not replace statutory Care and Protection Services.

Youth Work using Check & Connect

The role of the Youth worker is to assist rangatahi and their family/whānau with specific concerns that are affecting engagement with school, academic achievement, mental health, and safety/wellbeing. The YWiSS Youth Worker, using Check & Connect, will:

- work with the rangatahi within the multiple contexts of their lives (home, school and community) to create positive relationships in all three environments
- develop a strengths based, solution-focused personalised plan with the rangatahi that concentrates on problem-solving, skill and resilience building

- help the rangatahi to problem-solve and successfully meet the everyday demands of the school environment
- help the rangatahi to set personal educational goals – both immediate and for their future
- build relationships as part of an effective mentoring approach
- help the rangatahi participate at school – the youth worker will develop an understanding of interests, strengths, needs and educational progress
- engage in problem-solving with the school to increase the engagement of the rangatahi at school and with learning, to advocate for a school environment that enhances a sense of belonging and connection at school and engagement with learning
- track progress by rangatahi towards identified goals in their agreed plan
- collaborate with school staff in order to support the individualised plans
- make referrals for the rangatahi and their family for issues that are outside of their role, with their consent
- help the rangatahi to persist in the face of challenges
- work with the Service Coordinator to inform service coordination
- the youth worker is to use the Strengths and Difficulties Questionnaire (SDQ) as an evaluation tool for the service. The use of the SDQ will also inform the youth worker's wider assessment of the rangatahi and their family/whānau
- The SDQ is to be completed by the rangatahi, a significant member of their family/whānau (or other such supportive person as identified by rangatahi), and the rangatahi Form/Whānau teacher in the early stages of service delivery and again when the Service is being concluded with a rangatahi.

Results

Youth workers will work in partnership with rangatahi, their family/whānau, school management (including teaching staff) and pastoral care teams to achieve the following for referred rangatahi:

- increased engagement in school and with learning
- increased attendance and decreased unexplained absences
- successful transitions from intermediate to secondary school for at-risk students
- increased positive relationships at school including peer relationships
- increased identification and treatment of unmet mental health needs of rangatahi by raising awareness

- reduction of risk-taking behaviours and increased participation in school-based activities
- increased resilience and perceived competence
- improved self-regulation and problem-solving skills
- improved relationships for rangatahi and their families/whānau
- decreased youth justice and youth aid referrals
- Rangatahi and their parents/caregivers/whānau are more connected to their communities
- appropriate and timely referrals made to services providing specialised health/mental health/alcohol and drug and other support to rangatahi and their families/whānau
- improved collaboration between social services in school and community resulting in better coordination of services to rangatahi and their families/whānau.

Group programmes (where funded as part of the YWiSS contract)

In addition to casework, Youth Workers may 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 (SWIS) Toolkit outlines the process for this.

The SWIS 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 youth 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 the resilience of rangatahi as a way to strengthen protective factors and reduce risk factors, and
- build on family/whānau resilience as a way 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 youth 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 the Purchasing Agency monitoring visits.

Community liaison and coordination

This component of the service involves:

- utilising links and knowledge of community services for the advantage of the rangatahi and their families/whānau who participate in the service
- working with other professionals, in particular school support services (Resource Teacher of Learning and Behaviour (RTLB), Special Education, Special Education Needs Co-ordinator (SENCO), Attendance Services and school-based health services

to identify, co-work and refer appropriately when specific problems affect the wellbeing of rangatahi.

What is the role of the school (referrer)?

The school (referrer) identifies rangatahi who are eligible for the service according to the nomination criteria. Nominations are provided to the Service Coordinator. The school continues to support the rangatahi engagement in education and provides on-going regular data to the youth worker to assist in plan development and implementation. Details to be provided by the school in the nomination include:

- level of rangatahi engagement
- Rangatahi strengths
- extracurricular activities the rangatahi is involved with (for example: sports; music)
- lateness (to classes and to school)
- absences (explained and unexplained)
- stand-downs
- detentions
- participation in homework
- test results
- literacy and numeracy
- engagement in learning (seen by maintaining focus, participation in class, completion of assigned tasks)
- level of parental/caregiver/whānau involvement in learning
- behavioural concerns
- interventions implemented by the school to date.

The service is not an attendance service. If the rangatahi has disengaged from school it would not be an appropriate nomination. A referral to the local Attendance Service provider should be considered in that instance.

Reports of Concern (Notifications) to the Purchasing Agency

As professionals working closely with rangatahi and their families/whānau, youth workers play a valuable role in helping to keep rangatahi safe. Any concerns a youth worker has for the immediate safety of rangatahi should be notified to the Purchasing Agency on the same day as concerns are known. Youth workers will advise their supervisors, managers and the

school when making a report of concern (notification) and work with the school to support the rangatahi and their family/whānau wherever possible.

If a Youth worker is unsure of the level of risk to the rangatahi, or has general concerns, discussion with an the Purchasing Agency social worker at the local site, or calling the Purchasing Agency on 0508 FAMILY (0508 326 459), may clarify the issues and assist in assessing the best way to address these concerns and whether a statutory response is required.

Social Sector Accreditation Standards

Providers delivering YWiSS Service are required to meet Level Two, Ministry of Social Development (MSD) specific Accreditation Standards. Providers are required to maintain their Accreditation Level according to MSD's relevant Social Sector Accreditation Standards.

4. SERVICE DELIVERY

In order to achieve the aims of the service, it is important that the key partners work together to support youth workers to deliver services to schools. These relationships are formalised in a Partnering Agreement which forms the local framework for the service.

The Provider

Providers are contracted by the Purchasing Agency to deliver the YWiSS Service. This includes employing and supervising youth workers, providing service coordination, managing the Service and coordinating quarterly partnering meetings in accordance with the Outcome Agreement and Service Specifications.

The Provider will:

- employ and support qualified and experienced youth workers who:
 - hold a youth work (to a minimum of Level Six) qualification
 - have experience in working with rangatahi, developing individualised plans with a strengths-based, solution-focused practice approach
- provide opportunities for ongoing training and professional development of youth workers
- apply the partnering principles/framework as agreed in the Partnering Agreement
- address any concerns or conflict between the school, the youth worker and/or the Provider promptly to ensure rangatahi and family/whānau access to youth workers is not compromised by relationship issues
- ensure appropriate community liaison and networking links, for example the interface with mental health services, are made to support the youth workers, clients of the Service and schools
- partner and maintain communication with local Purchasing Agency sites to share knowledge and expertise to support the needs of rangatahi who have been referred to both services.

The Provider will allocate a Service Coordinator who will:

- review all nominations to Check & Connect by schools (intake process) to ensure they are appropriate for the service
- allocate youth worker resources by matching gender and ethnicity wherever possible and appropriate
- liaise with the Ministry of Education (MoE) Check & Connect Clinical Supervisor to:

- review service development
- seek advice on learning, development and mental wellbeing, assessment and practice from an educational psychology perspective, to enhance knowledge and understanding of the school context and access to learning support services
- provide a point of reference for specialist education advice
- ensure programme fidelity
- provide professional supervision and individual/group learning opportunities for youth workers
- develop referral systems in partnership with schools and the Clinical Supervisor using the nomination forms and guidelines provided by the Purchasing Agency and the MoE Check & Connect management team
- regularly liaise with schools and the MOE Clinical Supervisor to ensure students are able to access learning support and other relevant school-based services
- ensure the relevant school staff are an integral part of plans for change
- provide reports and other relevant information for Check & Connect evaluations being undertaken by MoE and the Purchasing Agency and take part in any research activities as required
- collaborate with other Check & Connect practitioners to share knowledge and expertise, support with resources and training, consider professional development opportunities and develop best practice systems.

Secondary schools

A collaborative working relationship between the Youth Worker, Provider and school is crucial to the effective operation of the service. The youth worker and Service Coordinator will develop good relationships with the pastoral care team and may at times attend pastoral care meetings.

The school will provide the youth worker with the following:

- access to school data for the rangatahi
- a private and appropriate room for the youth worker to conduct interviews with the rangatahi and their family/whānau when they are working in the school
- access to rangatahi during the school day when necessary.

Schools are active partners in developing the Partnering Agreement with the Provider and the Purchasing Agency and attend quarterly partnering meetings. To support the Service within the school, it is important that the school:

- promptly addresses any concerns or conflict between the school, the youth worker, and/or the Provider to ensure access to YWiSS is not compromised by relationship issues. The Partnering Agreement includes a matrix to guide issues resolution
- supports the promotion of the Service within the school to ensure students and families/whānau are aware of the Service and how to access it
- recognises that youth work is a professional role working to clear specifications and youth workers are employed to deliver the Check & Connect service only
- support the completion of SDQ by rangatahi, Form/Whānau teachers or others where they have been asked to do so by the Youth Worker
- support the delivery of group programmes within the school.

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 are able to carry out their role effectively. Any Partnering Agreements used or developed are vehicles to ensure a positive working relationship between YWiSS 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 YWiSS 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 YWiSS 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.

The Partnering Agreement is accessible via the Services in Schools webpages of the Oranga Tamariki website - <https://www.orangatamariki.govt.nz/working-with-children/programme-and-forums/servicesinschools/> - or via your Partnering for Outcomes adviser (who can source items on your behalf from the National Office SWiS Team).

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
- contribute and be a signatory to the Partnering Agreement
- attend quarterly meetings and 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 YWiSS Provider Feedback Form is attached to these specifications
- report to Government on the YWiSS programme and its outcomes
- develop resources to support the Service, including development of the job description
- liaise with MoE nationally and regionally.

Ministry of Education will provide:

A Clinical Supervisor who will:

- support programme practice and fidelity by way of regular programme review meetings with Service Providers
- provide advice, support and supervision for Youth Workers and Service Coordinators
- advocate for access to school-based learning support for students where Youth Workers and Service Coordinators require assistance in framing the assessed needs of students
- provide reports and other relevant information for Check & Connect evaluations being undertaken by MoE and the Purchasing Agency and take part in any research activities as required.

A Regional representative who will:

- attend partnering/service review meetings at schools participating in the Check & Connect trial.

Purpose of the partnering meetings

The partnering meetings should be held at least twice a year. These provide an opportunity to review Service Delivery and emerging trends identified by nominations within the school community.

The process for conducting partnering meetings can be found in the Partnering Agreement.

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

Employing and supporting a Youth worker

To support the delivery of a professional Service, the Provider is responsible for employing skilled youth workers.

The Provider will employ Youth Workers who hold either a Youth Work or Social Work qualification recognised by either the National Youth Workers Network Aotearoa Inc or the New Zealand Social Work Registration Board; consideration may be given to other relevant tertiary qualifications depending on the experience of the applicant.

The Provider will attend to all employment processes including:

- the recruitment and employment process
- supervision
- training and professional development
- undertaking Police vetting reports on each employee every three years to ensure that they are able to continue to be involved in a position that requires the care and supervision of rangatahi.

The Provider will ensure that:

- schools are consulted when employing new youth workers
- there is a clear process for vetting applicants, including speaking to referees, Police checks and the Purchasing Agency checks (CYRAS)
- The Provider will undertake Police vetting reports on each employee every three years to ensure that they are able to continue to be involved in a position that requires the care and supervision of rangatahi
- remuneration for youth workers will reflect their qualifications, experience and skills
- Youth workers are able to work flexible hours to enable them to attend family/whānau/school meetings outside normal work hours.

Youth worker competencies

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

It is also important that:

- Youth workers are able to work in partnership 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 their role in the school setting.

The Provider will be informed by standard core competencies and by the specific youth worker practice competencies.

Supervision

The success of the Service relies significantly on the competency of the youth workers. Supervision is a compulsory requirement of the Service. A two-pronged approach to supervision is in place for youth workers using the Check & Connect model of practice.

The Provider/Service Coordinator is responsible for ensuring the youth worker has an allocated supervisor who will provide quality, professional supervision, support the youth worker and facilitate their access to appropriate training and development opportunities.

The Service Coordinator will:

- ensure youth workers receive no less than one hour per fortnight of formal, one-to-one professional supervision; ideally for new youth workers this should be weekly for at least the first six months of their employment
- ensure supervision is provided by a qualified, registered and experienced youth worker or social worker with proven skills and experience in youth work or 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
- provide individual and group learning opportunities for youth workers.

Training and professional development

Training in relation to Check & Connect and other relevant training will be arranged with Providers by the Purchasing Agency and MoE.

MoE is responsible for providing a clinical supervisor for the youth workers. The clinical supervisor will:

- coordinate regular group supervision meetings with youth workers and Service Coordinators
- as required, provide one-to-one supervision and advice for youth workers and Service Coordinators to develop their knowledge of learning, developmental and mental wellbeing assessment and practice within an education setting.

All youth workers are to be provided with opportunities for on-going training and professional development. The Service Coordinator will work with the youth workers to develop a professional development plan.

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

All youth workers and their professional supervisor, manager or Service Coordinator are to be supported by the Provider to attend any relevant training provided by the Purchasing Agency or MoE. This training may be part of their induction support or may cover specific topics that support the development of the YWiSS Service.

Service support

The Provider will facilitate service implementation by providing the youth worker with:

- office space and administrative support while working outside the school environment and during the school holiday periods
- a mobile telephone and costs of this mobile telephone
- portable computer and internet access
- insurance
- transport or reimbursement of transport costs.

Management of vacancies and back-up for Youth Workers

The Provider will provide professional back-up if the youth worker is on leave or undergoing training to ensure continuity of Service Delivery. The back-up strategy and assigned contact person will be communicated to the school and noted in the Partnering Agreement.

When there is a vacancy, the Provider will ensure that the school has on-going access to youth work support. There may be times when new nominations to the Service need to be wait-listed.

Data collection and record keeping

The Provider will ensure that youth 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 rangatahi and their family/whānau 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 rangatahi and their family/whānau from whom it collects personal information understands 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 rangatahi and their family/whānau.

All client information is to be kept secure and care taken to ensure youth 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 or MoE the Provider is to undertake any activities relevant to the evaluation/review as mutually agreed with the Purchasing Agency and MoE.

5. MEASURING RESULTS AND REPORTING

How do we know if YWiSS is effective?

We are all interested in being able to demonstrate that services achieve outcomes for individuals, as well as their families/whānau. The Purchasing Agency does this through results. These are reflected in the YWiSS Provider Return Reports attached to the Outcome Agreement and this Service Specification (see Appendix Two).

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.

What reports are required by the Purchasing Agency?

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.

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

- YWiSS Provider Return Reports attached to the Outcome Agreement and these Service Specifications. An example of the reporting template is attached to these Service Specifications.
- 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.

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 YWiSS 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.

The SDQ consists of three questionnaires that are filled out: one by the student, one by a whanau member/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 students' 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 questionnaire can be done at <http://www.sdqscore.org/Amber>. To enable each YWiSS youth 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, unauthorised 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 authorisation from **youthinmind**. If you are interested in making translations or creating electronic versions you **MUST** first contact youthinmind@gmail.com

YWiSS Directory

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

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

- YWiSS Provider name
- YWiSS youth worker's name
- YWiSS youth worker's email address
- YWiSS youth worker's mobile number
- List of schools serviced by that YWiSS youth worker.

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

Your obligations under the Privacy Act

In supplying this information providers are required to comply with their obligations under the Privacy Act 1993.

In line with the Privacy Act 1993 it is a requirement that providers let their YWiSS youth worker staff know (prior to collection) that the following personal information will be collected: name, email address, mobile number; and that this information will be passed on to Oranga Tamariki. Access to this personal information will be restricted to Oranga Tamariki Regional Managers, Partnering for Outcomes Advisors, site social workers, and the Pa Harakeke Community team.

Family Services Directory

Through the term of the Outcome Agreement with the Purchasing Agency, Providers must ensure that their organisation is listed on the Family Services Directory

(<http://www.familyservices.govt.nz/directory>), and that necessary information is updated when required.

Further information and useful Website links

There is a wide range of resources to promote your service, including SDQ postcards, banners, flags, fridge magnets, posters and logos for business cards, letterheads, Power points, newsletters etc. There is also an SDQ Manual to assist with reporting requirements. These resources are available either on the Services in Schools webpages on the Oranga Tamariki website - <https://www.orangatamariki.govt.nz/working-with-children/programme-and-forums/servicesinschools/> - or via your Partnering for Outcomes Advisor.

6. 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.
- “Clinical Supervisor” means the Ministry of Education-employed educational psychologist.
- “Outcome Agreement” means the contract entered into by the Provider and the Purchasing Agency for these services.
- “Purchasing Agency” means Oranga Tamariki—Ministry for Children.
- “Partnering Agreement” refers to the agreement negotiated between the partners to the service (i.e. schools, Provider, MoE 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 “Agreement” referred to above.
- “Provider” means the organisation the Purchasing Agency has contracted with to provide these services.
- “Service Coordinator” refers to the individual within the NGO who oversees the Youth worker and nominations received from schools.
- “Service/s” means the services to be provided under the Outcome Agreement.
- “Youth Worker” refers to the Person employed to undertake the Youth worker role using the Check & Connect model of engagement and intervention.
- “Rangatahi” refers to a student of secondary school age.

APPENDIX ONE

Provider Feedback form

Provider Feedback Form		
Please email to your Purchasing Agency 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 TWO: PROVIDER RETURN REPORTS

Report Form for Period 01 July 2020 to 30 June 2021

Youth Workers in Secondary Schools (YWiSS)

Report Due Dates: 10 October 2020
15 January 2021
10 April 2021
10 July 2021

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 31 December 2020	01 July 2020 to 31 March 2021	01 July 2020 to 30 June 2021
Youth Workers in Secondary Schools (YWiSS) – mentoring using the Check & Connect programme of delivery – youth-focussed social work where problems	Total number of funded full-time equivalent youth/social workers.					
	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				

have been identified which put the young person's education, safety or wellbeing at risk.	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 who have stayed in school as a result of receiving a service from the youth/social worker.	Report actual				
	Record the number of youths 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				
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Description of Service	Performance Measures (during the reporting period)	Quantity of Service	01 July 2020 to 30 September 2020	01 July 2020 to 31 December 2020	01 July 2020 to 31 March 2021	01 July 2020 to 30 June 2021
Targeted Group Programmes (if applicable).	Total number of rangatahi 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 young people 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.					

Provider narrative report – to support the data

What is the “story behind the data”? (e.g. factors impacting on client results including achievements, issues, gaps, overlaps and trends).

-

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)

- Number =
- Hours involved =
-

What are your areas for improvement towards achieving better results for clients (continuous improvement)?

-

Who are your partners that help you achieve results, and what joint activities have you participated in?

-

Provide examples of strategies or practices used to encourage 'hard to reach' clients to engage.

-

What combination of services do you think is most effective for your clients?

-

Provide an explanation of the variances (if any) between the volumes contracted and volumes delivered (if applicable).

-

Guiding notes:

The YWiSS Service is aiming to achieve the following results for the youth and their families/whānau with whom they work:

- increased attendance and decreased unexplained absences
- increased engagement in school and with learning
- successful transitions from intermediate to secondary school for at-risk students
- increased positive relationships at school including peer relationships
- increased identification and treatment of unmet mental health needs of Young People by raising awareness
- reduction of risk-taking behaviours and increased participation in school-based activities
- increased resilience and perceived competence
- improved self-regulation and problem-solving skills

- improved relationships for Young People and their families/whānau
 - decreased youth justice and youth aid referrals
 - Young People and their parents/caregivers/whānau are more connected to their communities
 - appropriate and timely referrals made to services providing specialised health/mental health/alcohol and drug and other support to Young People and their families/whānau
 - improved collaboration between social services in school and community resulting in better coordination of services to Young People 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

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

YWiSS Group Programmes Cumulative Report

YWiSS 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:			
	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

