

# Working Together

A newsletter of the Social Workers in Schools (SWiS), Youth Workers in Secondary Schools (YWiSS) and Multi-Agency Support Services in Secondary Schools (MASSiS) services in Aotearoa.

## Issue No.3 – July 2019

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# Section 1

## SERVICES IN SCHOOLS BIZ

### WISE UP NATIONAL CONFERENCE (3-4 OCTOBER 2019)

The Wise Up (*Workers in Schools Educate and Unlock Potential*) conference is being held on 3-4 October 2019. The venue is the Vodafone Events Centre in Manukau City.

The conference website is:  
[www.wiseup.org.nz](http://www.wiseup.org.nz)

Registrations are open, with Early Bird rates (by 5 August) available. If you need anything in relation to the conference itself, please contact Tania Beekmans (TaniaB@atwc.org.nz) and, in relation to registrations, please contact Aroha Ruka (ArohaR@atwc.govt.nz).

### YOUTH WORKERS IN SECONDARY SCHOOLS (YWiSS) AND MULTI-AGENCY SOCIAL SUPPORT IN SECONDARY SCHOOLS (MASSiSS) WORKSHOPS

Over April, May and June, Oranga Tamariki National Office has been holding workshops with providers and workers of the YWiSS and MASSiSS services.

The workshops were a chance for us to work together to identify key issues and opportunities relating to service practice and resource requirements.

A report based on these workshops will be shared with those met with, and posted on the Services in Schools web pages as appropriate.

## SOCIAL WORKERS REGISTRATION LEGISLATION ACT 2019

Until now, while it has been highly recommended, it has been voluntary to attain professional registration as a social worker. To apply for registration previously, a social worker needed a competence certificate.

Graduates from New Zealand-recognised social work programmes (current or historical) no longer require an initial/full competence assessment for registration, unless there has been a concern about competence raised. The need to complete a recertification certificate every five years has also been removed with the introduction of the new legislation.

Recognised social work programmes:  
<https://swrb.govt.nz/for-social-workers/nz-recognised-sw-qualifications/>

The Social Worker Registration Legislation Act 2019 (SWRL Act) makes registration of social workers mandatory with the key requirements for practicing as a social worker being:

- Social workers are registered
- Social workers practice within the terms of their individual scope of practice
- Social workers hold a current annual practice certificate.

### Are you ready?

Mandatory registration takes effect from 28 February 2021 – all social workers must be registered from this date. From this date, the title 'social worker' is protected. That means only social workers who are registered with the Social

Workers Registration Board (SWRB) can use the title.

- *Please be aware that the registration process can take some time to complete so the earlier you start the better.*

If you are a SWiS but either hold another relevant qualification or have practice-based experience you may be able to register under Section 13 of the Act which states the “Board may recognise practical experience in certain cases”.

- *It is strongly recommended that workers intending to seek to qualify for registration through experience aim to complete the Section 13 application process in sufficient time to be registered by 28 February 2021.*

In order to practice as a social worker between 28 February 2021 and 28 February 2024 registration will be mandatory. The SWRB will be determining what arrangements will be required for Section 13 applicants who have not completed the process prior to 28 February 2021.

If a person has been practicing as a social worker prior to 28 February 2021 and chooses not to register, they will not be able to claim to:

- be a social worker,
- practice as a social worker
- say or do anything that would lead someone to believe you would be willing to practice as a social worker.

***Please talk to your team leader/manager if you are not yet registered, or have not commenced the registration process, about whether you need to do this to remain a SWiS beyond February 2021.***

For more information please follow these links:

<http://www.legislation.govt.nz/act/public/2019/0003/latest/DLM7396614.html>  
<https://swrb.govt.nz/questions-and-answers/>

<https://anzasw.nz/mandatory-registration/>  
<https://swrb.govt.nz/for-social-workers/new-registrations/section-13-applications/>

Contact Michele Olds at [michele.olds@ot.govt.nz](mailto:michele.olds@ot.govt.nz) or phone 029 7701345 with any questions/queries

## Section 2

### WORKERS SHARE THEIR STORIES

#### MASSiSS AT FLAXMERE COLLEGE, HASTINGS

*Article submitted by Rochelle Tango, a MASSiSS Social Worker with Dove Hawke's Bay*

Ko Maunga Turoto te Maunga  
Ko Waiaruhe te Awa  
Ko Ngātokimatawhaorua te Waka  
Ko Ngā Puhī te iwi  
Ko Ngāti Rangī te hapū  
Ko Ngāwhā te marae  
Ko Rochelle Tango ahau

Kia Ora

#### **What are your observations on your mahi as being a sole MASSiSS worker in the Bay?**

I am Rochelle Tango, the MASSiSS at Flaxmere College in Hastings. Being the only MASSiSS in Hawkes Bay I find it vital to maintain positive relationships with Flaxmere College staff, DOVE Hawkes Bay staff and the outside agencies that I refer our students to. Due to me being isolated in this role I find clinical supervision to be an integral part of keeping myself and my clients safe.

#### **What are your thoughts on your role within Flaxmere College – especially on transitions (Year 7-8 to Year 9, incl. referrals from SWiS and when leaving school)?**

Due to the relationship I have forged with our senior leadership team in the school I am often asked to be a part of enrolment interviews, especially if the school is aware that supports are required for this student.

I am included in the transition plan and am able to start building a relationship with the student from the beginning due to this. Transition plans include the orientation of the school, setting up of timetables, any testing with our Special Education Needs Coordinator (SENCO) that maybe required and for high needs students looking at a slower integration into full time classes and how they can seek support if this is not working.

I also work closely with our SENCO to implement support plans for all students who are displaying suicidal ideation, self-harming or concerning behaviours.

Having these support plans in place which are made in conjunction with the student, the whānau and outside providers are very important in assuring all involved are aware of their roles and responsibilities in supporting the student and that we are able to keep the student safe. I also maintain good communication with Heads of Years and Teaching staff who all refer students to MASSiSS should they have concerns for wellbeing.

#### **How do you deal, as a MASSiSS social worker, with the changing gangs context in Hawkes Bay and in Flaxmere College?**

In the last few years we have seen a real shift in gang culture in Hawkes Bay and particularly in Flaxmere. There has been the establishment of a lot of new gang

chapters in the area. They have also become a lot more appealing to youth as the members are young men who ride brand new motorbikes, have flash cars, they sport the latest technologies and they wear expensive clothing.

I find the only way to address this with the students aspiring to be gang members is to be honest about gang life and what their future is likely to look like. I also try and work with them to imagine a life outside of Flaxmere, building their self-confidence and helping them see the many options they really do have in life.

- *A big 'thank you' to Rochelle for responding so openly and insightfully to our questions*

## **A GOOD RECIPE TO CREATE SOLUTIONS**

My name is Olivia Ngaronga, I come from Taumarunui and I am currently working as a SWiS Social Worker for Hinengakau Maatua Whangai. We have 3.5 FTE covering the Ruapehu Region, with the privilege of living in the middle of everywhere, we can hop and skip to our Maunga, Awa, Moana and our beautiful Ngahere.

Prior to joining our Hinengakau Maatua Whangai team, I worked several years for Oranga Tamariki, starting out as Resource Assistant through to Care & Protection and Youth Justice.

My knowledge learnt as a Statutory Social Worker is valuable to my SWiS role. I also spent time working for our local Maori Health provider for several years, moving

on to a Youth Charitable Trust, Community Probations and our local Police.

My passion is in visual arts and I can't help myself but to volunteer my time and knowledge for the benefit of our rangatahi and community. Working voluntarily on community mural projects has given me the rewards of forming life-long positive relationships within our community.

What I love about my SWiS role is that I can be creative with my tamariki and their whānau. My clients all have different needs and how I respond to those needs can be really exciting, as I learn a lot from all of my tamariki/rangatahi.

I am very grateful to our local Resource Teacher: Learning and Behaviour (RTL) kaimahi (Practice Leader Lesley Burkett) who is always willing to share resources and programmes.

Lego Block Group Therapy is a positive programme which gets interest from our tamariki and is incredible to see in action. This programme is working well with our tamariki who struggle with peer relationships, positive communication and behavior. This programme requires a team effort and enhances the values of patience, listening, respect, and team work to get the job done and it certainly does work.

Engaging my cool/tough tamariki...well I have a recipe to soften the hardness. Working as a rangatahi kaimahi for many years in Maori Health, I learnt many group and individual activities that remain in my kete of knowledge. Being able to develop trust is my initial take with all my tamariki and their whānau, it's part of my recipe to creating solutions.

## Section 3

### STRENGTHS AND DIFFICULTIES

#### QUESTIONNAIRE (SDQ)

#### SAMOAN TRANSLATION: UPDATE

The SDQ has been translated into Samoan through the Department of Internal Affairs' Translation Service. The translations were sent out to a selection of Services in Schools providers for consultation/review. The feedback is currently being incorporated into the original translations. Once this process is complete the questionnaires will be sent off to the SDQ licence holder in the United Kingdom for sign-off and upload.

We hope to have the Samoan SDQ completed and uploaded for use by September 2019.

#### DASHBOARDS

A big thank you to all providers that sent in their SDQ reporting templates for the first round of SDQ reporting (1 July to 30 November 2018). These have been analysed, designed in graphical form and redistributed back to your organisation.

Please feel free to contact us with any suggestions about the dashboards. We would also like to hear how you are using the dashboards, e.g. to inform/be distributed at cluster/governance meetings

A short report will be coming out in mid-July 2019 that provides a national picture of the first SDQ reporting period.

### KEY DATES

The next round of SDQ reporting is due on 10 July 2019. Please send your organisation's SDQ Reporting Template to your Partnering for Outcomes Contract Manager.

## Section 4

### PARTNERS WORKING WITH US

#### SOCIAL WORKERS IN SCHOOLS (SWIS) - PUBLIC HEALTH NURSE INTERACTIONS

*Article in Tokelauan & English, submitted by Ioana Gaualofa (Hutt Valley District Health Board)*

Ko toku igoa ko Ioana Gaualofa, ko au ko he Teine Fomai mo te Child Health Cluster, i Regional Public Health.

Ko taku galuega e fakaautu ki na aoga i na koga maulalo, e aofia ai ni tamaiti ma ni kaiga e fakaalofa. Ko oku tiute faka teine fomai, e fakapitoa mo te kikilaga mate ola mālolo o tamaiti.

Ko na tautuaga faka teine fomai, e aofia ai ni matatā e lahi, e tuha kite olaga o na tamaiti. E mahani ai foki fetaiaki ai ma ni vaega e tatau ke gafa oioti ma na Social Workers i loto i na aoga.

Ko au e fiafia oi gālue fakatahi ma na matāgaluega kehekehe, e aofia ai na Social Workers i loto o na aoga venā ma ietahi matāgaluega e mafai ke fehoahoani ma lagolago ki na tamaiti ma o latou kāiga

ki ni faka fitauli e ono afaina ai to latou ola malolo ma ola fiafia.

Mo he hokotakiga ki te Social Worker, e amanakia ai te tautuaga tau social worker, ma e fakatino i he taimi vave ma talafeagai. Ei he tulaga lelei taku mafutaga ma te social worker, e galulue fakatahi ki maūa ma e mālamalama tetahi ki na tiute ma galuega a tetāhi. Ko na fehokotakiga e fakatāua lahi lele, kafai e manakomia, e fakahoa a mā fakamaumauga e fakatatau ki te ola malolō o he tamaiti. E fakatino ai foki ho mā taimi ke talatalanoa ai, kae ke ki mā mautinoa ai ko na fakamoemoega uma e ki mā fakatinogia.

Ko na Social Workers i loto o na aoga e taua lahi lele ta latou tautuaga. Ko au foki la e fakaauau ke galue fakatahi ma te SWIS kae ke maua e na fanau fakaālofa ma o latou kāiga te ola malolō mate ola fiafia.

### **Translation**

My name is Ioana Gaulofa, I am a Public Health Nurse for the Child Health Cluster, Regional Public Health [Hutt Valley District Health Board].

I predominantly work in the lower decile schools with our most vulnerable children and their families. Nursing care encompasses many aspects of children's lives which often crossover to areas of concern for the social worker in schools (SWiS).

I like to work with a multidisciplinary holistic approach, connecting with social workers in schools as well as other agencies who can support children and whānau with social concerns that impact on their health and wellbeing.

Referrals to the SWiS requiring social work intervention are made promptly and

actioned effectively and efficiently. I have a positive working relationship with my social worker and we understand each other's roles and responsibilities.

Communication is always maintained. Where appropriate, we share information prevalent to the health and wellbeing of the child. We make time to meet on a regular basis to debrief, ensuring our plan of care and required tasks are completed.

Social Workers in schools provide a crucial service and I will continue to work in partnership with my SWiS to provide a case management approach and support to vulnerable children and whānau for better health outcomes.

## **NURSE AND SWIS: FIGHTING HARDSHIP TOGETHER**

*Article submitted by Kayla Seaton, Starship Community Nurse ADHB Starship Community (Maungarei Locality, Auckland)*

I work as a nurse on the Starship Community team, with part of my role including a nurse-run clinic inside a school with over 500 students. I regularly work alongside the school's Social Worker, as this is a community where children and their whānau regularly face hardship.

I can think of many families where the nurse-SWiS partnership has been invaluable. One example is a local Pacific family, where the five children are known to my service due to difficulties with weight management, eczema, and frequent skin infections – all of which cause them to be frequently absent from school. They live with their mum, while dad is separated from them but visits often, and mum is currently pregnant and struggling due to underlying chronic

illnesses. Their main support, grandpa, lives a 45 minute drive away (without Auckland traffic), they have low income, and one of the children has low self-esteem.

The SWiS and I work as a team to support this family. We regularly have contact with the children in school, the SWiS providing support around self-esteem and self-management, while I provide health assessment, intervention and education. I have limited capacity to support mum with her own health, so it was great to get the SWiS on board to talk with mum about things such as accessing a midwife, routines to get the kids to school, and accessing food and finances. The SWiS was also able to make home visits at times when I was unavailable, and we could relay each other's information each time we managed to catch up with this busy mum. We work synergistically and really enjoy each other's support.

Our teamwork is starting to yield positive outcomes for this family. Although a high risk pregnancy, mum is coping well and engaging with antenatal supports. The child with the most concerning Body Mass Index (BMI) score has been engaging with a Starship Dietician, and has lost weight over the past 6 months which she has never been able to achieve before. With her newly increased self-confidence, she also went to her first school camp and had an amazing time. The children's attendance is slowly improving, they are happy, have food and have full uniforms, and they have positive relationships with both the SWiS and myself.

Although we come from separate organisations, it is awesome for us to work as a team and be recognised as one by children and whānau.

## Section 5

### UPDATES FROM ORANGA TAMARIKI NATIONAL OFFICE

#### HE AWA WHIRIA – SWiS RESEARCH UPDATE

SWiS touches the lives of around 6000 tamariki and their whānau every year. In 2018, quantitative research using the Statistics New Zealand Integrated Data Infrastructure (IDI) was undertaken which provided us with some interesting findings at a school level about the impact of SWiS. One conclusion was that SWiS offers a preventive social work service that is acceptable to families and whānau, and is experienced as helpful by schools and kura.

This year we have undertaken to build on that research with the commissioning of a qualitative research project. This was undertaken between January and June 2019. Our intention was to hear directly from the tamariki and whānau who accessed SWiS what their experiences were and how SWiS impacted on their lives.

To ensure that the research approach and voice of tamariki and whānau within Kura Kaupapa Māori was undertaken and reflected appropriately within the concept of Te Ao Māori, we approached Te Runanga o Ngā Kura Kaupapa o Aotearoa for guidance.

As a result the research took a three-way collaboration, bringing Oranga Tamariki (Literature Review and Synthesis), New Zealand Council for Educational Research (NZCER) Te Wahanga team (research with



Kura Kaupapa Māori) and the Education Review Office (research with mainstream schools) together. Angus McFarlane's *Braided Rivers – He Awa Whiria* research methodology was used to ensure that the Te Ao Māori and Western Science streams maintained their own mana whilst at times merging to assess conclusions.

We are on track to bring you insights into the findings of this research later in the year (around October 2019) and it is planned to be published in December 2019.

## PHASING OUT OF OLD & DISCONTINUED SWiS RESOURCES

The refreshed and expanded range of SWiS resources are available on the Services in Schools web pages at:

<https://orangatamariki.govt.nz/working-with-children/programme-and-forums/servicesinschools/>

Given the widespread usage and acceptance of the new SWiS resources, **we recommend that old resources be phased out by Wednesday 31 July 2019**

It is suggested that providers and workers locate all old SWiS material, including pamphlets and posters that use the old logo [a “smile” between two oval shapes] and discontinue; ideally *recycled* via your usual waste processes.

You will soon be delivered new stocks of the re-designed SDQ postcards (in English/Te Reo Māori and also in a new English/Samoan variant) - please use up old stocks of postcards before replacing with new cards.

Note that the former Order Form (in Excel: for SWiS “Posters and Leaflets”) that some providers/administrators have for

SWiS resources is also now redundant. All resources are now available via the web pages or your Partnering for Outcomes advisor.

## SWiS BRAND GUIDELINES

A PDF of this document has been sent to all SWiS providers (July 2019). These Brand Guidelines provide information on how to use the SWiS visual identity, including versions of the logo, colours etc. websites, newsletters etc.

If you have specific further technical questions on usage/templates, or to request specific png, jpeg, eps or gif format files of logos or would like to be sent a further copy of these Guidelines, please email: [design@ot.govt.nz](mailto:design@ot.govt.nz) for assistance.

## ITEMS FOR FUTURE ISSUES

We welcome items submitted in all languages.

We are currently seeking (in particular):

- items from YWiSS and MASSiSS.

Please feel free to comment on any item in this newsletter, or send in submissions (signed off by Team Leaders/managers) for future issues.

Please email: [marten.hutt@ot.govt.nz](mailto:marten.hutt@ot.govt.nz)

## WHAKATAUKI

**Manaakitia te tangata ahakoa ko wai, ahakoa nō hea**

– Take care of others no matter who they are, no matter where they come from (Hira Te Popo)

