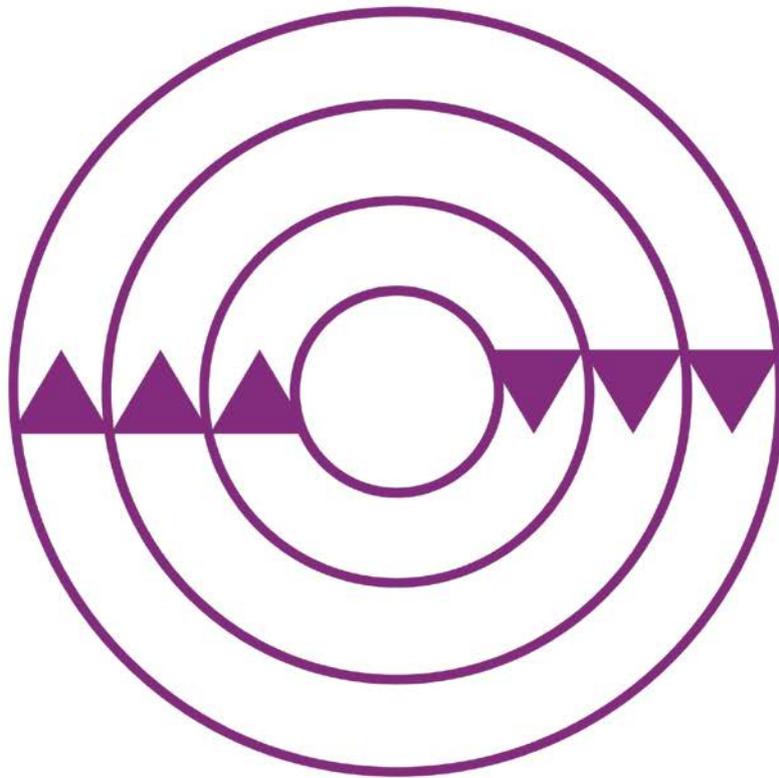


induction

CHAPTER

1



working with communities



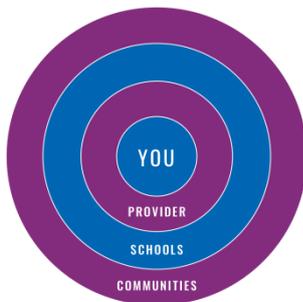
INTRODUCTION

Community members will be able to provide help and advice that will assist you to deliver the best service to children and their families/whānau.

You will need to develop close partnerships with many members of the community, for example, truancy officers, Strengthening Families, and Oranga Tamariki. These relationships will help you when dealing with cases and to promote and lift the profile of the service in your community.

Community members could be invited to the cluster and governance meetings convened by the Oranga Tamariki, Partnering for Outcomes Advisor, and attended by service providers, SWiS social workers, and school/kura principals.

The local kaumātua and leaders of community groups are examples of others who can provide links and promotional opportunities for the SWiS team.



You need to get to know and work with the community. For example:

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

Work through this module to build your understanding of the community network that will support you in your job. If you have any questions or queries, talk with your supervisor.

Completing this module

This module does not have as many activities as Modules 1 and 2. This will give you a chance to manage more of your own time during this week of induction.

As well as working through this module, you will need to include the following tasks in your induction plan for the week:

- begin to review your new child caseload
- start the SWiS SDQ training programme
- begin to develop a training plan
- meet with people from your community network
- meet with other SWiS social workers in your area.

When and how you do these tasks is up to you to manage!



HOME VISITS – PREPARING FOR A VISIT

Home visits are an important part of your role. The home environment often has the biggest effect on how a child lives, behaves, and develops. Visiting the home is an ideal way for you to meet their family/whānau and to build an understanding of the environment the child lives in.

The impression you make on your first visit will form the basis of your relationship with the family/whānau. It’s important that you prepare well before your visit so the experience is positive and safe.

Before you visit a home, there are some simple questions you should consider. These questions are in the table below. Try completing the table using one of your cases or one of the scenarios or case studies from the toolkit. Refer to your employer’s policies and procedures on home visits when answering these questions.

Once you’ve completed the table, discuss the answers with your supervisor.

Tip: If there is the opportunity, you might like to accompany a colleague on a home visit.

<p>Why are you going to visit the family/whānau (why was there a referral)?</p>	<p>How are you going to explain the issue to them? Have you considered the culture of the family/whānau and will this influence your engagement?</p>
<p>How are you going to explain your role in the process to the family/whānau? How are you going to explain SWiS to them?</p>	<p>How are you going to ask the parent or guardian for consent to proceed?</p>
<p>What type of reception might you get from the family/whānau?</p>	<p>What steps can you take to protect yourself from harm? Is there anyone who is already involved with the family/whānau that can accompany you on the first visit?</p>



GROUP PROGRAMMES

Preventative group programmes have an important role in achieving early intervention and prevention. You will have a role in developing and delivering programmes to children and their families/whānau in your school/kura community.

Use all the resources you can think of to answer the following questions

Tip: Chapter 3 of the SWiS Toolkit focuses on group programmes

What are the different types of programme available?

Who can provide programmes?

Who approves the finance and pays for a programme?

What skills do you have now or can you develop to design and deliver a programme?

Find out if there are any other programmes delivered in your community by other agencies.



