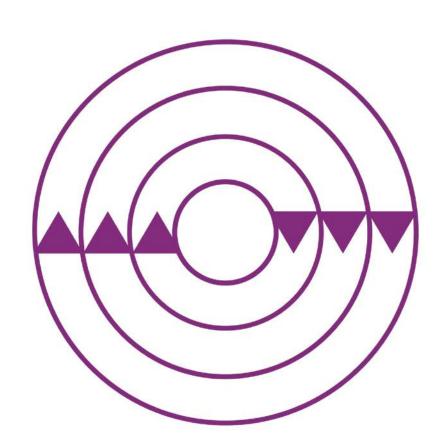
**CHAPTER** 

## induction



# 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!



Your community network:

There are many different organisations and people that you will work with in the community.

Work with a colleague or peer to build up a list of organisations, contact people, contact details, and any other information.

Some of the organisations and people that you might include are:

- Police community section (youth aid or community constable)
- Strengthening Families coordinator
- Children's Teams
- education support
- local councils
- local marae (iwi and hapū)
- local Pacific Island and migrant services
- Iwi, Māori and Pacific Island social services
- Ministry of Education, Learning Support
- Housing New Zealand Corporation
- Oranga Tamariki Ministry for Children
- · Work and Income
- Ministry of Social Development
- Child and Adolescent Mental Health Services (CAMHS)
- Other community NGO providers in your area, e.g. Salvation Army, Birthright Women's refuge.



It's important to know about some of the organisations, services/programmes and professionals you'll work with in detail. Use all the resources you can think of to research five key points about each of the following:

- the Police (Community Officer, Youth Aid Officers)
- Strengthening Families
- · Children's Teams
- · Whanau ora Navigators
- Māori Kaupapa services
- · Work and Income
- Housing New Zealand Corporation Agencies working in schools/kura (Life Education, Kiwi Can, Health Promoting Schools)
- education support services (High school guidance counsellors and local Early Childhood Education (ECE) providers for transitional support)

Child and Adolescent Mental Health Services (CAMHS)

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ou will need to contact you	r local Orano	a Tamariki s	site office(s	s) fror
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It is strongly recommended that you visit and introduce yourself to the staff at this site office and if possible get a contact list of case workers, supervisors, duty social workers etc.



Meet key people in your community network

Once you've begun to build up a list of people in your network, you should:

- schedule appointments to meet the key people you will be working with frequently
- call and introduce yourself to others you will work with less often.

You should try to meet and talk with people as soon as you can, preferably in the next week.

Use the table below to help schedule appointments with people.

NAME	CONTACT INFO	ORGANISATION	MEETING TIME



## PROMOTING SWIS

Promoting the SWiS service in the community is an important part of your role. It helps to ensure that the community is aware of your presence and the service available to turn to if a child or their family/whānau needs help.

There are many ways you can promote the SWiS service in the community. Make a list below of all the different ways you could promote yourself in your community.

Think about how you could promote yourself:

• with the children and their family/whānau at your schools/kura

To help build this list talk with your colleagues and research the different

- with the people in your community network
- with the teachers and staff at your schools/kura.

al workers.			

Tip: The key to promoting the service is to be proactive! Getting face to face and talking with as many people as possible about what you do is one of the best and easiest ways to promote the service.



#### **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.

Why are you going to visit the family/whānau (why was there a referral)?	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?
How are you going to explain your role in the process to the family/whānau? How are you going to explain SWiS to them?	How are you going to ask the parent or guardian for consent to proceed?
What type of reception might you get from the family/whānau?	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?



Home visits – identifying hazards and risks

SWiS social workers generally work alone, so you need to take appropriate steps to protect your own safety. There are certain precautions you should take and hazards and risks to be watchful of.

It is essential to discuss safety protocol with your employer and school/kura: discuss off site working policies and health and safety policies.

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## 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.



#### **SCENARIO**

Many challenging situations can arise when dealing with people in the community. Practice responding to the scenario below.

Jot down how you would respond to the question. Once you're done, sit down with a colleague and discuss your answers. You can also discuss this at your supervision meeting.

#### Scenario

You are involved with a family where both of the parents are cannabis smokers. They have agreed to work with you and to make some changes to help their children. However, they have said that they will not quit smoking cannabis and that if you try to make them do so, they will refuse to work with you.

o you attempt to work with the family or would you refer them nother agency? What factors would influence your decision?					
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## REFLECTION POINT

If you find you have some extra time to do some more induction activities, here's a list of things you can do:

- Spend half a day observing another SWiS social worker.
- Research who could introduce you to the local kuia, kaumātua, key people and/or local iwi social services.
- Enquire about visiting the local marae, if accepted, introduce yourself, and explain what you do.
- Do some research on the local iwi/hapū in your area.
- Research other cultures and associated groups and services:
   Pacific, Filipino, Indian, other Asian, refugee
- Put together a flyer about yourself and the services you offer that can go on the school/kura noticeboard or put on the school's/kura's Facebook page.

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This is a good point to stop and reflect on the week you've had. This reflection will give you an opportunity to review your learning so far and think about what you need to do next.

Spend about 30 minutes thinking about and writing down notes for the items in the checklist below.

#### Checklist

- What were five of the key things you learned this week?
- What are some of the challenges you had during the week?
- How did you overcome these challenges, or what do you need to do to overcome them?
- What areas do you want to focus on in the following fortnight?
- What do you want to discuss at your next supervision meeting?

Tip: If you have anything you need to discuss with your manager or supervisor, then you can take these points to your next supervision meeting.

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## PROFESSIONAL SUPERVISION

You've covered a lot of ground in this module. This is a good chance to have your third professional supervision meeting.

#### Checklist

At this meeting you and your manager could discuss the following:

- Review and discuss your new child caseload.
- · What types of case do you have?
- How big is the caseload, and what is the split between the different schools/kura?
- What factors do you need to look at when prioritising cases?
- Look at and discuss the different types of documentation that make up a case file.
- Review your answers for the home-visit activity in this module.

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Now is a good chance to sit down and plan out some of your workload and appointments for the next few weeks.

Use the checklist below to begin to plan out some of these important activities.

#### Checklist

- Confirm your appointments for next week.
- Book in any new appointments for the following weeks.
- Begin to collect any resources you might need for your appointments next week.
- Catch up on any induction tasks you didn't complete during the week.

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