Partnering

Agreement

## Social Workers in Schools (SWiS)

## Te Hunga Tauwhiro i te Kura

[Name of School(s)]

[Name of SWiS provider]

April 2021

**SWiS Partnering Agreement: Key Messages**

SWiS providers can use the following Oranga Tamariki-supplied document (non-legally binding), to inform the schools-provider working relationships to meet their Outcome Agreement/Service Specifications requirements.

The SWiS Service Specifications should be appended or linked to this Partnering Agreement and all equivalents.

Providers can either use this Oranga Tamariki-supplied document unaltered or tailor it if they wish, such as to add in further signature blocks or specific detail (e.g. added-in text on the accommodation they require for social work practice, or specific processes required in schools/kura).

### Purpose of this Partnering Agreement

This Partnering Agreement focuses on the needs of tamariki and reflects a willingness of the partners to collaborate to improve their outcomes.

The purpose of this Partnering Agreement (Partnering Agreement) is to ensure a positive working relationship between SWiS providers and a school/kura or cluster of schools/kura; enabling effective service delivery.

This Partnering Agreement will reflect a willingness by partners to collaborate, focusing on the needs of tamariki, and referrals based on need. This Partnering Agreement should be reviewed when there is a change of key representatives, particularly social worker or school/kura Principal.

The specific responsibilities of each party in implementing the SWiS service are detailed in the Social Workers in Schools (SWiS) Service Specifications. A copy of the Service Specifications is to be held by each partner and is available on the SWiS webpages on the Oranga Tamariki ­- Ministry for Children (Oranga Tamariki) website, or via the service provider.

A copy of the Service Specifications should be physically attached to this Partnering Agreement or a link available (see link at base of Signatories section).

### Parties to the Agreement

The service provider, as the organisation contracted to deliver the SWiS service, is responsible for ensuring this Partnering Agreement is negotiated with each relevant partner, is current and represents the operational requirements of the cluster in meeting the needs of tamariki attending their schools/kura; as a means of ensuring a positive working relationship between provider and schools/kura.

The Parties to this Partnering Agreement are detailed below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Partner organisation** | **Representative(s)** | **Role & contact details (email, phone)** | **Delegate or alternate** |
| School(s) |  |  |  |
| SWiS Provider |  |  |  |

*All representatives must make a commitment to be available for meetings (see Section 3 below). There will be a nominated/designated leader of the cluster. Alternative (or delegated) representatives only attend meetings in exceptional circumstances. All representatives should have authority to make decisions on behalf of the school/kura or the Service Provider.*

### SWiS Governance or Cluster Group Meetings

The Parties to the Agreement are to attend SWiS Governance and/or Cluster Group meetings. Advice on these meetings is appended within the SWiS Service Specifications, attached/linked to this document. At least two of these partnering meetings are required each year.

### Strengths and Difficulties Questionnaire (SDQ)

The SDQ consists of three questionnaires that are filled out: one by the teacher, one by the student (dependant on age) and one by the whānau – they have the same questions in them, just asked in different ways. Each questionnaire consists of 25 single-sentence questions, plus 5 (pre) and 7 (post) impact supplement questions.

The SDQ enables Oranga Tamariki to assess the SWiS service through the use of an internationally validated tool. SDQ findings are also used to plan appropriate interventions for the tamariki SWiS social workers have on their caseloads, in order to get the best outcomes.

Teachers are required to fill out the SDQ questionnaire. The SDQ questionnaire generally takes between 5 and 15 minutes per tamariki. Note that there are resources for teachers and parents (postcards) and a translation of the SDQ questionnaire into te reo Māori to assist uptake.

### Referrals to SWiS and to Oranga Tamariki (Reports of Concern)

The Parties to the Agreement will make themselves aware of the protocols and processes for making referrals to SWiS, including when whānau or tamariki self-refer. Further guidance is supplied in the SWiS Service Specifications.

A process for making referrals to Oranga Tamariki should be agreed between the service provider and school(s)/kura. Guidance on Reports of Concern are listed in the ‘Referral Process’ section of the Service Specifications.

### Social Workers in Schools Service Support

All SWiS schools/kura must provide a private and appropriate room (or shared room) for SWiS social workers to e.g. conduct interviews with tamariki and whānau when they are working in the school.

*Please see the SWiS Service Specifications and/or any Oranga Tamariki or Ministry of Education –branded advice, as supplied by the SWiS provider, for information about school responsibilities for hosting SWiS for effective and appropriate social work practice. Advice on property requirements, jointly developed by the Ministry of Education and Oranga Tamariki, is available as a PDF on request.*

**Assets**

The Parties, where appropriate, will identify the following responsibilities for the supply, installation and maintenance of SWiS assets (add to this list as required). Note that this list will vary (and can be tailored). For instance, SWiS providers that maintain ‘hub’ services on school grounds will have differing logistical requirements than providers that do not.

|  |  |
| --- | --- |
| **Asset (samples provided)** | **Notes on responsibility (School/kura and/or Service Provider)** |
| Dedicated office for Social Worker to work with clients that is appropriate for social work practice such as configured for confidentiality/discretion |  |
| Furniture, heater etc. |  |
| Laptop computer for case management |  |
| Insurance |  |
| Mobile telephone and applicable charges |  |
| Transport |  |
| Access to fixed line telephone in school/kura |  |
| Etc… |  |

**SWiS Service Support**

*The Parties identify the following responsibility for service support (add to this list as required).*

|  |  |
| --- | --- |
| **Service support (samples provided)** | **Notes on responsibility (School/kura and/or Service Provider)** |
| Promotion of the SWiS service via school website or presentations to staff |  |
| Referral system |  |
| Services such as cleaning, heat, light and water, security within school/kura |  |
| Supplies for SWiS office |  |
| Access to school/kura facilities including Internet access, photocopiers and fax, staffroom, recreation areas, kitchen and toilets (as detailed) |  |
| Etc… |  |

### Miscellaneous Issues

#### Group Programmes

Funding is available to SWiS providers and are tailored to the needs of tamariki. These programmes are the responsibility of the service provider, in consultation with the schools/kura via Governance/Cluster Group processes.

#### Health and Safety Issues

The service provider is the employer of SWiS social workers, and where there is off-school activity such as a group programme or outing, agrees to ensure that there is alignment with school/kura protocols and processes.

#### Resolving Differences

The Parties agree to resolve any differences which arise. Issues should be notified and addressed in a timely way to minimise the impact these may have on the service to tamariki and whānau. In general, Oranga Tamariki regional advisory staff (Advisors – Partnering for Outcomes) should be involved as the first point of contact for any dispute notification or resolution process.

The table below can be amended to suit the purposes of SWiS providers and schools/kura, for instance by adding in kaupapa Māori detail if this is required.

|  |  |  |  |
| --- | --- | --- | --- |
| **Issue concerning** | **Made by** | **Procedure to use** | **Where to go if unresolved** |
| SWiS Social Worker | Client to the social worker or the school/kura | Service Providers internal complaints process. If the client needs support to do this, it may be appropriate for the school/kura to support them or to refer to an advocacy service | Advisor, Partnering for Outcomes, Oranga Tamariki |
| SWiS Social Worker | School/Kura | In the first instance to be discussed directly with the social worker. Service Provider’s internal complaints process can also be applied at Schools/Kura request. | Advisor, Partnering for Outcomes, Oranga Tamariki |
| School | Client to the Social Worker | Schools/Kura complaints process. Should the client need support to manage the school complaints process, a referral to an advocacy service for support may be appropriate. | Board of Trustees (BOT) / MoE / Advisor, Partnering for Outcomes, Oranga Tamariki |
| School | Client to the Social Worker | Schools/Kura complaints process, with support of SWiS supervisor/manager | BOT / MoE / Advisor, Partnering for Outcomes, Oranga Tamariki |
| Provider | School/Kura | Service Providers internal complaints process | Advisor, Partnering for Outcomes, Oranga Tamariki |
| Provider | Social Worker | Employers internal HR processes | Professional social worker body; Advisor, Partnering for Outcomes, Oranga Tamariki |
| School | Provider | Schools complaints process | BOT / Advisor, Partnering for Outcomes, Oranga Tamariki / MOE |

The issues resolution approach should reflect the following partnering principles:

* act honestly and in good faith
* communicate openly and in a timely manner
* work in a cooperative and constructive manner
* recognise and respect each other’s responsibilities to children and stakeholders
* encourage quality and innovation to achieve positive outcomes for tamariki and their whānau who receive the SWiS service
* encourage collaboration between parties.

### Signatories to this Agreement

(additional signature panels can be added, e.g. for MOE or OT regional representatives, as required)

**School Principal**

School Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SWiS Provider Chief Executive Officer or Manager**

Organisation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***The SWiS Service Specifications can be physically attached to this document at this point, and to all other equivalent documents used to inform provider-schools/kura relationships. Alternatively, reference can be made to the following link on the Oranga Tamariki website (where the most current version will be maintained):***

[**https://www.orangatamariki.govt.nz/working-with-children/information-for-providers/service-guidelines/**](https://www.orangatamariki.govt.nz/working-with-children/information-for-providers/service-guidelines/)