Partnering

Agreement

## Youth Workers in Secondary Schools (YWiSS)

## Tauwhiro Taiohi

[Name of School(s)]

[Name of Provider]

April 2021

### Purpose of this Partnering Agreement

The purpose of this Partnering Agreement (Partnering Agreement) is to provide an operational framework for the Youth Workers in Secondary Schools (YWiSS) service . This usage will apply to YWISS providers that use the Check and Connect model and those that do not (sections specifically referring to Check and Connect usage will be clearly marked in this Partnering Agreement).

The Partnering Agreement will reflect a willingness by partners to collaborate, focusing on the needs of rangatahi within a school or group of schools (the cluster). This Partnering Agreement does not constitute a legal partnership and is non-legally binding.

The parties agree to comply with their specific responsibilities and roles as set out in the YWiSS Service Specifications and this Partnering Agreement. Note that there are two versions of the Specifications: one for YWiSS providers that use Check and Connect and another for providers that do not. The Service Specifications contain further detail on service delivery, background, meetings, measurement and reporting etc. The Partnering Agreement will sit alongside the YWiSS Service Specifications, which should be attached to this Partnering Agreement. The Service Specifications are available from the provider, or on the Oranga Tamariki website (see link after signature blocks at the base of this document).

Providers can adapt this Partnering Agreement, in consultation with Principals of their schools, such as by specifying additional detail (such as on Check and Connect) or adding in signature blocks etc, as required.

### Terms

The terms used in this Partnering Agreement are:

* Cluster – the schools associated with a YWiSS youth or social worker and the provider (employer)
* Party (parties) – the organisations (providers, schools and individuals (Provider CE or Managers/Principals) who collaborate to develop this Partnering Agreement and who participate in YWiSS service delivery
* Stakeholders – groups or individuals who may participate in or be affected by the YWiSS service
* Report of Concern – a referral to Oranga Tamariki—Ministry for Children (Oranga Tamariki thereafter)
* Outcome – a condition of well-being for young people, families, or communities as a result of provision of the YWiSS service
* Outputs – data collected on demographic information and YWiSS activities
* YWiSS Governance of Cluster group meetings – the forum for partners to review and plan service delivery across the community collective
* YWiSS Youth/Social Worker – may also be referred to as ‘mentor’.

Note that the YWiSS service may also be referred to by the title Tauwhiro Taiohi. This term can be used in a service-specific way (i.e. instead of ‘YWiSS’) or as an umbrella term used, in particular, , alongside other Oranga Tamariki-funded social or youth work services in secondary schools, such as Multi-Agency Support Services in Secondary Schools (MASSiSS).

### Parties to this Partnering Agreement

The service provider, as the organisation contracted to deliver the YWiSS service, is responsible for ensuring the Partnering Agreement is current and represents the operational requirements of the service.

The Parties to this Partnering Agreement are detailed below:

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

### Term of this Partnering Agreement

The Partnering Agreement should be developed in collaboration when the YWiSS service is implemented within the school or schools, and thereafter in place for the life of the contract. An annual or periodic review of this Partnering Agreement is recommended. The Partnering Agreement should be reviewed when there is a change in key representation, such as a new school Principal or a change in social/youth worker.

### Partnering Principles

Partnering principles relevant to this Partnering Agreement are to:

* 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 rangatahi and stakeholders
* encourage quality and innovation to achieve positive outcomes for rangatahi and their families/whānau who receive the YWiSS service, and
* foster collaboration between the parties.

### Service Delivery, including SDQ and referrals

The YWiSS service primarily focuses on young people in Years 9 and 10 who are disengaging or at risk of disengaging from school. It provides a service that matches rangatahi to a youth worker who acts as a mentor, according to gender, ethnicity and need.

YWiSS relies on youth workers/service coordinators being active participants in pastoral care teams as well as access to school attendance, behaviour and performance data for participating rangatahi. The youth social worker will work closely and collaborate with schools’ pastoral care teams to ensure the best possible educational, social, health and wellbeing outcomes for young people accessing the service. A private space within the school for YWiSS workers to meet with students is required.

*Please note that further detail regarding service delivery, including roles and responsibilities of the parties, is provided in the YWiSS Service Specifications.*

**Strengths and Difficulties Questionnaire (SDQ)**

The SDQ consists of three questionnaires that are filled out by the:

* teacher (where required or requested), or another trusted adult
* student and
* whānau.

They have the same questions for each respondent, just asked in different ways. Each questionnaire consists of 25 single-sentence questions, plus 5 (pre) and 7 (post) impact supplement questions. The SDQ questionnaire generally takes between 5 and 15 minutes per rangatahi to complete.

The SDQ enables Oranga Tamariki to assess the YWiSS service through the use of an internationally validated tool. SDQ findings are also used to plan appropriate interventions with the rangatahi YWiSS social and youth workers work with in order to get the best outcomes.

**[if relevant – re. Check and Connect] - A collaborative working relationship between the YWiSS youth or social worker, provider, Ministry of Education and school is crucial to the effective operation of the service**

At least one senior staff member should be identified by the school to become familiar with the nomination criteria and who can ensure appropriate nominations are made to the YWiSS service coordinator. The nomination process for the YWiSS service includes the following aspects:

* Nominations are formal requests for a youth work service and require consent by the young person and their family/whānau. It is important that the young person and their family/whānau fully understand the reason they have been referred to the service before giving their consent to the nomination.
* The school is the referrer and identifies young people who would benefit from the service by using multiple referral criteria. The criteria includes emphasis on academic and behavioural indicators of the young person’s engagement 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). The school has a responsibility to make sure that young people nominated are appropriate for the service. The service coordinator will be available to talk through any situations where school staff are unsure of this.
* Nominations are received by the service coordinator and reviewed against the service eligibility criteria. If the nominated young person is eligible for the service, the provider will begin a process of vetting the nominated young person and matching them with the appropriate YWiSS mentor. If the nominated person is not eligible for the YWiSS service, feedback will be provided to the school as to reasons for this, requests for further information or further recommendations.

### YWiSS Partnering Meetings

The parties agree to at least two formal partnering meetings a year. The purpose of the partnering meetings is to consider service delivery, including potential referrals, based on the needs of rangatahi from each of the schools(s) receiving the YWiSS service. Meetings will discuss Check and Connect-related issues, where this model is used within a YWiSS service.

YWiSS providers and schools have flexibility as to how they will structure these meetings to suit their needs. YWiSS practice has sometimes been to differentiate ‘governance’ meetings (to review YWiSS service delivery, forward plan and set priorities) from ‘cluster’ meetings, which have a broader community reach, collaborative focus and strategic outlook. Partnering meetings may, however, include elements of both these broad types of meeting types in order to be effective. It is up to the YWiSS provider and the Principal to determine the types of meetings held at least twice a year that meets their needs.

## Roles and responsibilities

The **YWiSS provider organisation** will be represented by the manager or the YWiSS practice leader, and this person will take responsibility for partnering meetings. This will include ensuring relevant attendance such as by Oranga Tamariki (Advisor, Partnering for Outcomes) and the Ministry of Education (as required for Check and Connect or Positive Behaviour for Learning (PB4L)), as well as by other school-based professionals (such as SENCO, RTLB and SBHS). The meetings may include the presentation of reports from each YWiSS youth/social worker of SDQ analysis, referral and presenting trends as well as YWiSS developments and innovative practice.

The Provider will call and organise partnering meetings and ensure that minutes are taken and circulated (should it be required, an agenda/minutes template is available as an appendix within the Social Workers in Schools (SWiS) Service Specifications, available at: [**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/)).

**School(s)** within meetings will be represented by the Principal, or a nominated person who is able to represent each school’s issues and trends and contribute to the group on behalf of the school. This representative will be the school’s signatory to the Partnering Agreement or a delegate of the signatory.

All representatives must make a commitment to be available for partnering meetings. Only in exceptional circumstances should alternative representatives attend meetings. All representatives should be able to make decisions on behalf of the school or YWiSS provider organisation.

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

A process for making referrals to Oranga Tamariki should be agreed as part of the Partnering Agreement. A consultation process between each school and the service provider should be agreed.

General principles relating to reports of concern to Oranga Tamariki include:

* all reports of concern should be considered on a case-by-case basis, within each provider’s Child Protection Policy and wherever possible, be informed by professionals involved with the rangatahi within the school
* all relevant people within the school should be fully informed of any Oranga Tamariki involvement with rangatahi and their family/whānau
* YWiSS workers and providers will be prepared to work collaboratively with Oranga Tamariki and accept referrals from Oranga Tamariki to provide on-going community support to rangatahi and their family/whānau. This will only occur with the consent of the family/whānau

When the YWiSS youth/social worker is dealing with the rangatahi and/or family/whānau:

* the YWiSS youth/social worker may be considered the most appropriate person to make the Report of Concern
* where it is decided that the school will make the Report of Concern and the family/whānau is known to the YWiSS service, the school should always advise Oranga Tamariki of YWiSS involvement
* the YWiSS youth/social worker should supply Oranga Tamariki with a report of their assessment of the family/whānau situation as a supporting document
* If YWiSS have been working with rangatahi and their family/ whānau prior to a Report of Concern being made, wherever possible this support should continue alongside Oranga Tamariki intervention, and as part of the whānau plan.

### Hosting and support of YWiSS within schools

All YWiSS schools must provide a private and appropriate room or non-teaching space (or shared room/space) for the YWiSS social/youth worker. This location must be able to support therapeutic activity as well as being suitable for meeting with rangatahi and families/whānau when at the school.

1. *Please see the YWiSS Service Specifications for further information about school responsibilities for hosting YWiSS as well as information on property/non-teaching spaces as additionally supplied by your YWiSS provider/Oranga Tamariki. Advice on property requirements, jointly developed by the Ministry of Education and Oranga Tamariki, is available as a PDF on request.*

**Assets**

The Parties identify the following responsibilities for supply, installation and maintenance of YWiSS assets (***please add to*** ***this list as required within each school context***).

|  |  |
| --- | --- |
| **Asset**  | **Party responsible**  |
| Dedicated office  | School  |
| Furniture, heater etc. | School  |
| Laptop computer with case management records  | Service Provider  |
| Insurance – details of items insured and responsibility for these items  | School (for office furniture etc.) Service Provider (for laptop, cell phone etc.) |
| Mobile telephone and applicable charges | Service Provider |
| Transport | Service Provider |
| Access to fixed line telephone in school  | School  |
| **Etc…** |  |

**YWiSS Service Support**

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

|  |  |
| --- | --- |
| **Service support**  | **Party responsible**  |
| Promotion of the YWiSS service such as via website, newsletters or presentations to staff  | Service Provider School  |
| Referral system set up and maintained in each school  | Service ProviderSchool  |
| Services such as cleaning, heat, light and water, security within school | School  |
| Supplies for YWiSS office (discuss how this will work in each school) | Service ProviderSchool  |
| Access to school facilities including photocopiers and fax, staffroom kitchen and toilets | School  |
| Internet access  | Service Provider (at their office)School (at school) |
| **Etc…** |  |

### Resolving Differences

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

The principles of issues resolution should reflect the Partnering Principles outlined in Section 5 of this document.

|  |  |  |  |
| --- | --- | --- | --- |
| **Issue concerning:** | **Made by** | **Procedure to use** | **Where to if the issue is not able to be resolved?** |
| YWiSS | Client | Provider’s internal complaints process | Advisor-Partnering for Outcomes, Oranga Tamariki  |
| YWiSS | School | Provider’s internal complaints process  | Advisor-Partnering for Outcomes, Oranga Tamariki  |
| School | Client | School’s complaints process | Board of Trustees (BOT) / Ministry of Education – Regional advisor (MoE) |
| School | Multi Agency Support Services in Secondary Schools | School’s complaints process, with support of YWiSS supervisor/manager | BOT / MoE |
| Provider | School | Provider’s internal complaints process | Advisor-Partnering for Outcomes, Oranga Tamariki  |
| School | Provider | School’s complaints process | Advisor-Partnering for Outcomes, Oranga Tamariki / MoE |

### Signatories to this Partnering 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**YWiSS Provider Chief Executive Officer or Manager**

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

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

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

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

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

***For further detail, the YWiSS Service Specifications should be referred to alongside this Partnering Agreement, either by physically attaching to this document following the signature blocks or by reference 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/)