



Support

A Field Education Handbook for Social Work in School (SWiS) Placements

For supervisors and social work students undertaking a placement in a school setting

Prepared by
Scott Gartshore and Myfanwy Maple
November 2017

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Forward

This Handbook is designed to support social work students who are undertaking a placement in a school setting, as well as provide information and guidance for supervisors who will be supporting them.

Social workers have an extensive history of working in schools across the world, in order to provide support to school students and families in addressing the social determinants of health which impact upon learning and educational outcomes. Social workers bring complimentary skills and knowledge to support existing school staff such as wellbeing teams, counsellors, and teachers. Social work students undertaking placements in schools can experience a variety of roles in which to further the growth and development of their social work skills.

While this Handbook is mainly targeted at social work students, it provides essential information to task supervisors in relation to what might be expected of a social work student, and of the school. It can be used as a springboard for initiating helpful discussions between social work students on placement and supervisors with regards to how to effectively structure a placement.

Please note that finer details contained in this Handbook relate to those of various NSW state schools. Schools should use this document as an example. It is provided in an electronic format, which you are able to amend by inserting your school information to fit your unique situations. This resource may be a helpful addition to your current school staff handbook, which some schools have made available to social work students.

Universities are encouraged to do the same and insert their unique university field education structures, contacts and requirements into the Handbook. Please notify us; see Communication and Contact Details on page 8.

Scott Gartshore (Social Work in Schools Officer)

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Introduction

The SWiS program is well established in the Hunter New England Region of NSW with six established and 'priority' school sites. Originally, most schools have been in rural and remote areas of New South Wales at Coonamble High School, Moree Secondary College, Armidale High School, Nambucca Heads High School, Farrer Memorial Agricultural High School, and Gunnedah High School. We anticipate that supporting these remote schools will continue to show the long-term benefits of the SWiS program as school students gain the support they need, and in turn improve their higher educational outcomes. One potential lasting outcome is to re-introduce the Social Work profession back into NSW state schools. Once re-established in the school setting, university student supervision could then be conducted by qualified school social workers.

Key pages in this Handbook are pp.13-27. They contain critical information about roles and activities in which social work students may be involved. School staff, who are hosting a social work student for the first time, should become familiar with these pages; especially as you navigate how to establish a SWiS student in the opening weeks.

We anticipate that a partnership with other universities would continue to establish and supply social work students as a priority to these sites. Thus, the model would be most sustainable with back-to-back social work students throughout the school year. Evidence shows that a constant presence of social work students in the school is better for the school students. Some social work student accommodation is covered in part or full through scholarships. This is to be negotiated on a case-by-case basis. Experiencing the 'outback' in rural and remote schools is a privilege; and social work students immersing themselves in

the school community reap the benefits during their placement. Additionally, the social work profession may be further recognised as being ideally suited to assisting school communities reach their full potential and capacity.

This Handbook has undergone many revisions as the SWiS model developed. Our aim has been to promote school student wellbeing in order for children and young people to learn most effectively. Throughout this process we have realised that schools sit within communities, and building capacity across communities in turn strengthens schools. Indeed, these are vital partnerships for social work students, school communities, and local services to support.

Resource

This is the second Handbook in this series and designed to be used following the establishment of a school site when a social work student is commencing placement. Further helpful information can be found in the first handbook in this series, *“Planning and implementing a Social Work in Schools (SWiS Placement: comprehensive phases and principles in order to establish a sustainable placement in a NSW school site”*. <http://dx.doi.org/10.4226/95/5a0289e395033>

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(02) 6773 3722

DET Staff who have previously been involved in the project include: Traci Prendergast, Carolyn Lasker, Sara Chambers, Tracey Winfer, Jo-anne Marshall, Margaret Mulcahy and Brooke Wall.

How to use this handbook

This handbook is available in Word and PDF format. The Word version is editable and can then be retained at the school site, ready for the next social work student. The edited document can then be easily updated, when needed for staff changes and new phone numbers. This handbook is yours to customise to your school placement setting. You will find sections in subsequent pages where you may edit the book to match your school and university information. As a result, the handbook becomes your 'go-to guide' containing all the relevant information you require. For example, a map of the school, school bell times, assemblies and important meetings can all be added, in addition to university information and tips for tasks in your role.

The next few sections are prime examples where a social work student can add school information ready for their placement.

Commence editing here for your school

Please insert essential contacts for my placement

NAME

PHONE

EMAIL

External Field Educator _____

Task Supervisor _____

Academic Liaison _____

Essential School Information

Please insert current key school contacts

Principal:

Deputy(s):

Head teacher wellbeing:

Year advisors:

Aboriginal Liaison Officer:

Student Support Officer(s) (or equivalent):

Learning Support Officer(s)

Others ...

Please insert school hours and key meetings

Staff meeting:

Wellbeing/welfare meeting(s):

Student Learning Support team meeting:

Other key meetings around wellbeing & learning:

-
-
-
-

Please insert school contact details

NAME OF SCHOOL:

ADDRESS:

PHONE NUMBER:

FAX:

POSTAL ADDRESS:

EMAIL:

Please insert school daily bell times

Day	Period	Recess	Period	Lunch	Period
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Please insert school map

Induction Checklist (Example from Nambucca Heads High School)

Welcome	
Arrive at front office and be met and introduced to Head of Administration	
School orientation completed by Deputy Principal -Introduce to key staff	
Principal Head Teacher Welfare School Counsellor Learning and Support Teacher Aboriginal education Officer Support Staff	
Issue with staff handbook, Roles & responsibilities Statement & DEC Code of Conduct	
Confirm Working With Children Check Number	
Tour of School – explain – entry/exits, amenities, staff rooms, first aid & sick bay	
Introduction of staff at staff meeting	
General introduction to student body on assembly	
Set up & settle into office	
Issue keys	
IT and Communication	
Telephone list and explanation of phone system, outgoing/incoming calls. Ext no.	
School phone numbers	
Computer access – fill in required form (see Appendix H. Form SD1)	
Access to Sentral – provide overview	
IT Internet and Intranet access	
Work Systems	
Hours of work, signing on and off, advising absence form workplace	
WHS Induction – Reporting injuries, emergency procedures	
Weekly timetable	
Learning support team	
Ordering resources and stationary	
Mandatory training requirements	
Child Protection, Anaphylaxis, Emergency care, WHS induction (completed online within first week)	
General School procedure	
Mandatory reporting procedure	
Student bookings, ringing parents, getting students from class, returning students to class	
Referrals – to you, LST, from staff	
Contacting parents	
Meet with school counsellor (Task supervisor)	
Case notes, debriefing, referrals	
Daily sheet of students who attended (needed for rolls)	
Depart protocols in respect to therapy, what to do if ever unsure	
Supervision meeting	

Orientation – Getting to know your school

Good orientation and structure are keys to a successful placement and should include a number of activities. You should also build relationships with the school executive and staff, keeping them informed about what you are doing. Use the checklist above to orient the social work student to key staff in the school. Then, use the following checklist within the first couple of weeks at placement, so that you can be sure you have everything you need to complete your role well while on placement.

Orientation Checklist

- Contact your external field educator (Social Worker) as well as your task supervisor (assigned school staff member) to establish which day you are going to be having your weekly meetings, and if and when peer supervision meetings will take place. You should record this on your learning agreement, having it signed and sent to your Social Work Field Education Office. Ensure this meets the requirements of your university.
- Discuss your learning goals and establish a work plan with your task supervisor. These documents should then be discussed with both task supervisor and field supervisor in a meeting to ensure that all parties understand what your role is and how your social work learning goals will be met within the role.
- Organize some time for observation in classrooms. This will help you to settle in and get to know the school students and staff. Book in observation of classes. Choose mixed year groups, subject areas and abilities, if available.
- Take note of times and locations of meetings you should attend.
- Ask yourself: Do I have everything I need? - Desk, computer with internet connection, stationery, tissues, access to phone, access to school intranet data system (e.g.; SENTRAL or Millennium) *******Please see Appendix H for**

the correct form and procedure for obtaining a DEC login. First time schools are advised to keep this login authority as generic as possible so that future SWiS students may also use it. This may take a week or two to authorize. Please ensure this is commenced as soon as possible. Ideally this should be commenced at the pre-placement interview.

- Arrange for a meeting to introduce yourself to the staff where you can explain the role of a social work student, and what you will be doing in the school. Check this content with your supervisors before presenting. Staff development days are a great opportunity to arrange this meeting.

Topics covered should be:

- What do social workers do?
- How might social work differ from, and complement, a school counsellor?
- What is meant by: social determinants of health, advocacy, social justice, human rights, and how does this affect learning?
- Specifically what will you be doing at the school?
- How can staff make referrals?

- Ask your task manager for access to any policies and procedures, intranet sites. Inquire about any mandatory training you might need to complete.
- Familiarize yourself with the layout of the school. Organize a tour with a staff member or senior school student. Ensure you have a map to use.
- Familiarize yourself with the Field Education Moodle site and note down who your Academic Liaison Officer is, and when tasks are due, including: reflective journals, agency analysis, learning goal drafts, mid placement visits, and presentations.
- Leave your timesheet in an accessible place and ensure you complete it daily. Please ensure that you record only the times that you work. Remember to sign in to the school each day in the staff sign in area.

School Orientation plan and Requirements

Policy & Procedures to be familiar with

(An example from Armidale and Nambucca High Schools)

During your first week(s) in the school, ensure you are familiar with the policies and procedures listed here, as well as any other relevant sections highlighted by your task supervisor. **(See Appendix A)**

Suggested orientation plan

This is an example of what a two-week orientation timetable might look like:

Week 1	Mon	Tues	Wed	Thurs	Fri
Morning	Meet with task and field supervisors	Set up office space – admin login (see appendix H)	University paperwork & Learning Plan	Brief meet with task supervisor regarding Learning Plan	Online training
After recess	Tour of school	Begin learning plan	Online training	Mandatory training	Meet staff for lunch
After lunch	Mandatory training or paperwork	Mandatory training or paperwork	Field supervision	Online training	Finish university paperwork
Week 2	Mon	Tues	Wed	Thurs	Fri
Morning	Task supervision	Class observation	Attend wellbeing allocation meeting	Work on Learning plan	Prepare timetable for following two weeks
After recess	Class observation	Learning plan	Shadow playground duty	Class observation	Shadow playground presence
After lunch	Shadow playground duty	Prepare for Supervision of learning plan	Field supervision & discuss learning agreement	Class observation	Debrief with task supervisor

Tips for social work students

- Don't panic! Use these two weeks to settle in to the school. Schools can be overwhelming, especially if you haven't been in one since you were at school yourself!
- Some social work students feel quite comfortable after these first few weeks. Others may take a few more weeks. By week 6-7, most social work students 'find their groove' and feel a part of the school team and community. Speak with your supervisors if you are having trouble settling in. You may feel isolated, or that you are not fitting in. Please don't keep these thoughts to yourself, seek support early.

Tips for task managers

- Have a two-week plan for your social work student, addressing the above checklist to allow time for your social work student to settle in and get used to the school environment.
- Guide your social work student toward any mandatory training
- Provide your social work student with information about the culture of the workplace. For example: usually staff do not leave the school during the day, even for lunch. This may appear obvious, but may not be immediately apparent for someone who does not come from an educational background.
- Show your social work student where they will find staff meeting locations.

Class observation and resources

You will have noticed in the above orientation timetable that, in the second week, suggested class observations are included. What do you do in this time? How do you observe a classroom? And what are you observing? Three resources have been added as Appendices for you to use. Social work students and their task supervisors should ensure they discuss how to use these resources and follow the process for conducting such an activity with the class teacher. Liaise with the class teacher in a timely manner before the commencement of class.

(See Appendix B, 3 x resources)

Assemblies

Formal Assemblies are conducted regularly in schools. All staff are expected to attend and supervise. Your school may have a particular procedure they follow. Ensure you are aware of the assemblies occurring in your school. Please write times and locations below.

My Assemblies –

Day	Time	Venue
▪		
▪		
▪		

Attendance at school

On arrival at school, members of staff are required to sign on. It is important to notify the correct staff at your school if you are unable to come to school or if you will be delayed. You must contact the appropriate person at your school; i.e., Head Teacher Administration or Deputy Principal. A text message is not sufficient. You must also notify your Task Supervisor. If you are running a group or have an appointment with a school student, and you won't be able to attend the session, you must contact your Task Supervisor to discuss options. If your task supervisor is not available, please notify the front office staff. Staff who have a need to leave the school grounds during lesson times are to register all movements in the appropriate book before leaving the premises, and again upon their return.

My Attendance Contact:

Communication in your school

Within the school -

Effective communication is essential for the harmonious operation of the school. Co-operation of fellow teachers is much easier to obtain if they are given clear communication when working with school students in or out of class. The following channels of communication may be available within the school:

- **Staff Daily Notices**: These are published on the internal network, and a hard copy is often available in the staff common room. Ask your task supervisor how to access these in your school. The printed copies of the staff notices are not for distribution to school students, and should not be left in classrooms.
- **Student Notices**: These are published on the internal network, and a hard copy is available in the staff common room. Ask your task supervisor how to access these in your school.
- **Staff Bulletin (This Week/Next Week)**: This contains variations to routines, advance notices and important staff information. These bulletins may be placed in staff pigeonholes.
- **Assemblies**: Information for announcement at assemblies should be passed on to the Deputy Principal (Admin).
- **Emergency Notices**: A daily 'runner' is generally available at the front office for delivery of messages, or to contact school students.

Outside the school -

With Departmental Officials:

- *All official letters* should be typed or written on the school's official letterhead, obtainable from the front office and *submitted to the Principal* for counter signature.

With Parents:

- Letters must pass through the front office where a record of all correspondence is maintained. The Head Teacher should be involved in correspondence with parents.

With Other Organisations: -

- Generally, these letters should be written on the school letterhead and should bear the signatures of the Principal and the teacher concerned. Letters should be left with the secretary for posting, and a duplicate copy will be retained at the school.

School Newsletters:

- These go out to families once per fortnight. Contributions from staff members are handed in to the front office.

**Ensure you are aware of the communication protocols and processes in your school.

Referral Process for SWiS and resources

Referrals may come to you through established teams in the school, such as the wellbeing team, learning support team, deputy principals or year advisors. It is important to understand the referral system in your school. External referrals to community agencies and services will involve the school counsellor and/or Head Teacher of wellbeing.

Case notes and requirements for each school may be different. Please seek guidance from your supervisors. Case notes are necessary for keeping and sharing information. Ensure that the school counsellor has access to case notes if required. Ensure case notes are stored or destroyed at the end of your placement, according to the school's policy.

(See Appendix C Bio psychosocial assessment)

(See Appendix D Case Note template)

Important Documents

Department of Education Documents

- ✓ Teacher's Handbook

<http://www.dec.nsw.gov.au/about-us/careers-centre/resources/teachers-handbook>

- ✓ Staff Training Guide

https://education.nsw.gov.au/mypl/media/documents/documents_101116/SchoolStaffTrainingGuide.pdf

Key areas are: Child Protection, Workplace Health and Safety (WHS), Anaphylaxis and First Aid. **Check with your task supervisor.

- ✓ E-Safety Training (DEC login required) **appendix H for login form**

University Field Education Documents

Field Education placements are an exciting opportunity for social work students to apply theories and skills into real life practice. At the same time, this may be confusing as applying 'theory' to real situations may not be as easy as it sounds. Some social work students may be able to apply such skills more readily than others. Everyone is different, and each person learns in their own unique manner. Documents from which Task Supervisors and social work students may obtain guidance for meeting the field education standards, as determined by the Australian Association of Social Workers (AASW), are supplied below. *Universities may have their own Handbooks and are encouraged to customise this section to suit their requirements.*

- UNE Task Supervisor Handbook – Task supervisors will be emailed a PDF version of this document. If you require one urgently please contact the field education office. Ph. (02) 6773 3722. Email: sw-field@une.edu.au

- [UNE Student Handbook](#) – Social work students will be emailed a PDF version of this document. If you require one urgently please contact the field education office.

Ph. (02) 6773 3722 Email: sw-field@une.edu.au

AASW Practice Standards

<http://www.aasw.asn.au/practitioner-resources/practice-standards>

AASW Practice Standards – for school social workers (2008)

<https://www.aasw.asn.au/document/item/814>

A Social Workers Guide to working in Schools (separate document)

Preface: This guide was compiled by past social work students who undertook their placement in a school. We hope that the information provided in this guide is useful to social work students and that their experience in a school setting is enjoyable and productive.

Authors: Maria Canatselis & Megan Willis. Adelaide, July 2012

This document is very useful and can be found at the following link:

<http://www.aasw.asn.au/document/item/3153>

Work with your supervisors to determine your role

Everyone should to be clear about his or her roles, what they are there to do, or not do, and about the social work process. Some examples of different activities are provided in a Social Work in Schools Work Plan. This work plan has been devised to guide you in meeting your University learning goals within the context of a school setting (**see Appendix E**).

Effective communication is key to a successful field placement, so please feel free to contact the social work Field Education Office at any time to discuss issues related to the placement of a social work student.

Contact details for the home university are:

(Example from the University of New England)

Social Work Field Office:

sw-field@une.edu.au

(02) 6773 3722

We hope you enjoy your role and find the experience professionally rewarding.

Terminology:

Throughout this booklet the following terms are used in line with the University of New England (UNE). Other universities may have other terminology that they may insert here:

Field Educator

– a qualified social worker who is responsible for the delivery and evaluation of the social work student’s field education experience within the practice setting.

External Field Educator

– a social worker who is located elsewhere to the organisation or agency where the social work student is undertaking their placement, and who is responsible for the student’s formal social work professional formation and supervision.

Agency Task Supervisor

– the staff member employed in the host agency, who is engaged in providing the day-to-day supervision and learning experiences for the social work student when there is not a social worker onsite (in consultation with the External Field Educator).

Academic Liaison

– the academic staff member from UNE allocated to liaise with the field educator, Agency Task Supervisor (where applicable) and the social work student. The UNE Academic Liaison will make contact with the social work student at least twice during the placement (by phone) in addition to a face to face mid placement meeting to monitor the progress of the placement.

Weekly Supervision

The AASW requires that a minimum of 1.5 hours of social work student supervision occur within a standard 35-38 hour working week. Your **Field Educator** or **External Field Educator** facilitates this. Most schools do not have onsite-qualified social workers, so your **External Field Educator** will contact you regarding this. To date SWiS placements have a variety of supervision formats including face-to-face, telephone, and online (Skype for Business) may be used for both peer supervision and individual sessions).

Requirements for social work students

- Take active responsibility for your supervision and ensure that you have concrete agreements in place regarding how much supervision you are required to complete.
- For example, recommendations & requirements regarding supervision can be found in the UNE Social Work Field Education Handbook to ensure agreements are in place for supervision. Check with your home university for their requirements.
- Have a learning plan that defines the specific activities you will be undertaking and ensure that these fit in with your social work field education learning goals. Create a weekly timetable.
- In the first few weeks, set up a meeting between you, your field supervisor and task supervisor to ensure you all understand what your role is to be. Together, define your learning plan early to ensure it meets the requirements of your Field Education Learning Goals.

Requirements for task supervisors

- Meet with the field supervisor for clarification about the roles the social work student can provide in the school, and provide information on how you can best support a social work student.
- Understanding the scope of your social work student is important. Also refer to the Social Work Field Placement Handbook for Agency Task Supervisor.
- UNE social work staff are also available for information and support. The UNE Field Education Office can be contacted on PH: 6773 3722
- Take into consideration social work students' different levels of skills and abilities when allocating activities and negotiating in supervision.
- Allocate a 'go to person' for the social work student in the event that you as their supervisor are unreachable.
- Make sure that they have everything they need (see earlier checklists)

What happens if...?

As a social work student on placement in a school, there are many scenarios that you may face on any given day. These may be in the playground, in the classroom or at home before/after school. What happens if it all gets too much? A list of questions is provided for which you need to be aware. Refer to this list as often as is necessary. **(See Appendix F)**

Defining Your Role (options and activities)

Definition of Social Work

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and

indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing. “ (International Federation of Social Work, 2015).

These definitions highlight the importance of social work principles including: social justice, human rights, engaging people and structures to address life challenges and enhance wellbeing, in both schools and the communities within which they are located. UNE has a rural focus as a rural University; therefore we approached rural and remote schools (listed previously). We have established a model that positively impacts both school and local community, bringing them together to best facilitate successful learning outcomes through positive well-being, and the removal of barriers or inequities. Thus, the social work principles above are fulfilled in rural areas. This is not to say that the same principles are not in need of addressing in metropolitan schools.

Theories

Past social work students in schools have used many theories from the following list:

- Group work theory
- Strengths
- Empowerment
- Feminist theory
- Systems theory
- Conflict theory
- Learning theories (e.g. social learning)
- Attachment theory
- Child and adolescent development theories
- Behavioral theories (e.g. CBT)
- Anti-oppressive theory

Three main roles for a Social Work Student

During your pre-placement interview discuss these roles with your task supervisor and other relevant school staff, and try to establish how you might be able to facilitate activities that allow the following areas to be covered. Each social work student will have a Learning Plan in which to write the activities they are doing, and capture their learning. It is important that social work students are able to be involved in activities that are linked to their learning goals. This Learning Plan may vary in layout from each University, but the function is the same. Three main roles have been identified and are in no set order. They are all part of social work practice.

1. Face-to-face

Much of social work practice within a school setting is face-to-face contact, relationship building and supporting school students. School students may self-refer to the social work student, be referred by well-being or learning support staff, counsellor, deputies or Principal. Such school students may be visibly upset after an isolated incident, or they may already be well known to school staff as often distressed, or fall on the continuum anywhere between these two scenarios. We hope that SWiS students are able to access school students one-on-one in a confidential manner, in order to provide adequate support and develop intervention skills. All school risk assessments and protocols need to be followed. The SWiS student may also 'shadow' the school counsellor or other relevant staff where appropriate to further skill development. Much of this face-to-face role can be assisting anxious or disengaged school students to understand what they are feeling, and suggest strategies to self-regulate such feelings. Below are some examples of activities in which SWiS students may engage, within the school.

Appendix I is a reproducible table (with an example) of how to capture basic student frequency and issue. Capturing this de-identified data could be used in future developments of the SWiS program.

Playground presence

Lunch and recess times are great opportunities for SWiS students to be 'out and visible' in the school grounds. They may be able to shadow staff in the playground and assist with school student incidents. We advise that this role be negotiated between the SWiS student and school task supervisor early in the placement. SWiS students engaged in playground presence do not need to be accompanied by a school staff member. We recommend that this activity not be seen as playground *duty* unless clearly articulated with instructions for the SWiS student, who will also require a school staff member with them. Whilst engaged in playground presence the SWiS student may spend time in informal face-to-face conversations with school students.

Case management

Engaging with school students on an individual basis might require case management. Ensure that your caseload is realistic in number and complexity (generally low level such as managing anxiety, anger, social skills, disengaged school students, classroom observations, or assisting in class with re-engagement), and that you work toward positive termination of the intervention, and school student empowerment.

In case managing a school student you need to consider undertaking a bio psychosocial (BPSS) assessment (**see appendix C**). BPSS work may be conducted formally in an office setting, or informally; for example, during playground presence or classroom observations. Referrals for individual casework may come from a welfare/wellbeing meeting, directly from your task supervisor, learning and support meeting, or self-referral from a school student. Please check with your school process. You may need to obtain parent/caregiver consent

(definitely in a primary school) and will possibly need to involve the school student's wider school and home environment (family and teachers). Keep case notes of your interaction with school students (**see appendix D**). Ask the school where the files/case notes can be kept so that confidentiality is maintained according to the AASW code of ethics. Furthermore, file/case notes are to be filed with the school counselor's files. If keeping electronic copies, these need to be printed and handed to the school counselor. You, as a social work student are not a DET employee, and are not given direct access to these files. You will find that counseling skills may also be needed in case managing individual school students.

****It is essential that these case notes/files are deleted and/or shredded prior to leaving the placement, according to your school procedure.

Accidental Counsellor

You are not a qualified counsellor and must remain under the supervision and direction of the school. However, in this role you may become a 'go to' person in the school who may be able to free up some well-being staff with 'low level' school students who just need a listening ear. Individual direct practice skills are a core social work skill-set used when engaging with people, in order to establish rapport or knowledge of how best to assist them. Face-to-face skills enable the sharing of current distress or need. At times, simply sharing how school students feel can be beneficial in getting a different perspective, and may enable a student to re-engage with learning once back in the classroom. This role may require you to assist with calming school students who are visibly upset, experiencing anxiety or depressive symptoms, encouraging those who are feeling disconnected from education or peers, working alongside 'gifted' school students in balancing sport/school or music/school balance, supporting bullying incidents and social interactions between school students, or home issues such as mental health or changing family dynamics. Referral processes may be formal or informal, depending on the situation. Informal referrals might include school

students seeking support through the careers counsellor to discuss future elective options or alternate pathways. Formal referrals might include a school student being supported with the school counsellor. Whenever you, as a social work student, believe or feel you are 'out of your depth' you must refer the matter to another staff member, and then seek support for yourself.

Classroom Behavioural Observations

Classroom observations consist of observing school students' behaviours in differing classroom situations, then possibly developing strategies while liaising with teachers and the wellbeing team to enable school students to 'stay in the classroom.' Welfare assessments with individual school students may be part of this role in identifying trends of behaviours either with subjects, peers or staff. Additionally, you may be needed to speak with school students who are sent out of classrooms, or who may be referred to you by other staff or the deputy. Occasionally some school students experience distress with which they simply cannot cope, and they 'skip' class or school altogether. The SWiS may be able to speak with school students who are 'wandering' out of class without valid reason, and may provide a form of duty of care and a listening ear, which gives the school student an alternate support other than a teacher. The aims of these observations and interactions are to understand the school student's experience and support them to move back into the classroom to learn more effectively.

(Please see appendix B for reproducible resources and tools)

Tips for social work students

- Speak with your supervisor about the procedures necessary regarding referrals, as well as consent, confidentiality and mandatory reporting
- Speak with your supervisor regarding an appropriate caseload

Tips for task supervisors

- Discuss a referral process with the Learning & Support Team prior to the social work student commencing. This may mean making allowances for the social work student to access and understand your school process.
- Ensure the social work student has the necessary information to work with the school student. For example: Is the school student already engaged with the counselor or has the school student had a history of mental health issues? Ensure the counselor is part of this collaboration.

2. Group work

Group work in schools is usually goal oriented with a specific purpose in mind. Task Supervisors will usually have an idea of the group of school students with whom they would like you to work, and of the issues that need to be addressed. Some schools may even have a group-work program in mind to deal with these issues. Some social work students may be asked to develop a program or find an existing program to run. Some ideas have been provided below.

Group work is a core social work skill. Groups could be from a variety of perspectives in which education may be an aim, or treatment as in working with school students developing anxiety coping strategies. Most group work includes social skills and interaction development. Group work may meet a perceived need for which the school has not had an available staff member to address - SWiS students may be beneficial in commencing a new group. Groups could be a small cohort of 3-4 or larger 6-8. We strongly advise that planning for group work should commence early in the placement. Please make the school's process available (if there is one) to assist social work students in navigating your school structure. For example, is parent consent required? Who might have a template of a parent/guardian permission letter? What are the steps for this entire process that can take weeks to organise? For those not familiar with the school structure, this process can be overwhelming and confusing.

Group work may not be limited to school students. Opportunities may arise

to run a group for parents or carers on an identified topic. Groups might occur as a 'one off' workshop, or over a few sessions or periods. They might also run for a whole term once or twice per week, depending on need. Further examples are:

- Early intervention for groups for school students before they appear on 'crisis' radars; i.e. when problem behaviours start to show (maybe as a result of classroom observations).
- Post-intervention groups for school students re-entering school after suspension. May assist by supporting or 'time-out' to help the school student self-regulate, and assist with the school student's reaction/responses, to 'stay in school' and be able to learn more effectively.
- Social assistance for school students identified as requiring further social skill development.
- Single or mixed gender groups of school students depending upon the aim and content.
- Well-being classes as part of school curriculum around well-being, self-care, and positive self esteem toward better educational outcomes. Generally a qualified teacher must attend such curriculum-based options.
- Purchased pre-established Education programs such as FRIENDS, RAGE, SEASONS FOR GROWTH, FREE TO BE, RAP, LOVEBITES, etc (there are too many to list here). Please note that some of these resources require specific facilitator training to facilitate the program. Some social work students may not have this training; e.g., Seasons for Growth requires such training.
- Groups for self esteem strengthening, body image, emotion regulation, or any group of school students you identify as requiring 'a little help, guidance or direction'.
- Facilitating sessions for school students with whom it may be difficult to connect or engage, while they are building social skills.
- Facilitating workshops focused on social issues such as: bullying, building resilience, exploring and sharing feelings, collaborating, well-

being groups, friendship groups, gender identity, and body image perspectives.

- Small groups/workshops focusing on emotion regulation (such as anxiety, anger or hopelessness).

The benefits of support groups are many, with a mutual benefit in sharing of experiences, information and coping strategies, with educational groups providing opportunities for learning, and the development of social skills.

Tips for social work students

- If you have had little experience in running groups, ask about having a staff member co-facilitate with you, or at least until you find your feet.
- If you are running a pre-developed program, ensure that it suits the needs of your group. For example, is it age appropriate? Some programs may just need a little tweaking.
- Ensure that you give yourself enough time for planning and reflection regarding the group. You might also want to make some time to meet with school students from the group individually, if there are identified issues while running the program.
- Conduct pre- and post- evaluations to learn whether the outcomes of the program were met (this will also benefit your own learning).

Tips for task supervisors

- Ensure the social work student is clear on the purpose of the group.
- Consider the dynamics of the school students, and whether you need to provide help with initial facilitation, to mitigate any potential behavioural issues. Offer insights about school students' behaviours, if you know of any pre-existing issues.
- If you are interested in a program but it is expensive, consider speaking with other schools in your area about sharing the cost of resources.

3. Community work and advocacy

Community engagement is a core social work skill and may include engaging the school community as a whole, or the local community in which the school sits. This community element may also be assisting the school and local community to engage more, either on the school grounds or in a public space. Involvement of any external agency must have permission from the relevant school authority.

There are many ways in which you can incorporate community work in a school environment. Some examples are:

- Linking schools to services for school students and parents to access
- Visiting and interacting with external agencies to meet needs across the school community. Check with your task supervisor to determine whether visiting such services is appropriate, or to find out if they can further assist the school.
- Policy development or updating in key areas such as the school anti-bullying policy, well-being framework development or similar.
- Research in order to provide evidence for the effectiveness of the SWiS program, and what works in your school.
- Mapping external agencies and services within the local area in which the school is situated, could be helpful for the school. Your school may already have a list of services with whom they partner. Service mapping is like doing a huge bio psychosocial (BPSS) assessment of the demographic area, identifying gaps in services, and considering this alongside the school demographic and local environment. This important activity could be compiled into a 'community directory' that could become an ongoing valuable resource within the school. Subsequent social work students could add to such a document, keeping it up-to-date. Ensure you discover all current providers who enter the school already, either regularly or 'one-off'. It may be appropriate to visit these services and find out more.

- Establish whether your school has breakfast/lunch clubs or food banks. Most schools have something of this nature. If no such provision is in place, ask your task supervisor if you can help the school to source out food banks and establish a breakfast/lunch club for students who need to access this service.
- Contributing to transition and orientation from primary to high school or assisting on school camps.

Tips for students

- Visit local services and find out what could be improved upon.
- Contribute to a 'community directory' for your school.
- If you think that staff would benefit from having an external agency visit, please discuss with your task supervisor and professional learning team. Often activities are booked in at least a term in advance

Tips for task supervisors

- Talk with social work students about how they can best be supported to do community work and advocacy. This work should benefit the school with links that are useful and sustainable.

Raising awareness of social issues

Some of the issues about which schools are concerned include:

- Bullying
- Building resilience in school students
- Learning to express feelings and emotions
- Managing anger
- Respecting differences
- Sexual orientation, gender identity and differences
- Not judging others
- Self-esteem

- Establishing positive friendships

Some of these issues may be addressed by the following suggestions:

- Modeling behaviour and involvement in mentor programs
- Poster competitions involving SRC (school representative council)
- Wellbeing days with activities (to be discussed with your task supervisor and planned comprehensively). Link in with “R U OK day”, “Mental health month”, “White Ribbon Day” or international equivalents such as “International Women’s day”, “Day of Happiness”. Some schools have their own ‘days’ aimed at building the school community, or at building relationships with the local community in which the school sits.
- Presentations or guest speakers

A variety of ways exist to communicate positive messages to the school community. Perhaps you have an innovative or creative way that you might like to try. Ask your supervisors about it!

UNE SWiS Moodle site

Whilst researching school social work for ourselves, we resourced several very helpful articles and resources that informed the decisions we made in preparation for establishing SWiS sites. Some of these resources and articles were collated into a file that we believed would be very helpful in helping social work students understand their role in a school setting. As a result, each week a new resource or article is revealed to social work students who are undertaking a SWiS placement.

As social work students have engaged with the site, they in turn have uploaded new resources that they have found helpful. Subsequently, these have been documented into a Resource List within the Moodle site. Each year this list grows and is useful for fellow social work students. Make use of any online

support your university offers; this continually informs, challenges and supports social work students' learning within the school. It also gives social work students access to good resources and ideas.

What happens during school holidays?

Another area to explore at this stage is what the social work student will do during the school holidays. This is a two-week period of time in which the social work students' hours suddenly stop, unlike in any other placement. Some schools have suggested to us that they believe the social work student needs to stop, rest, recover and be prepared for the next term. Other schools have suggested the social work student link with local youth clubs such as PCYC, or local council holiday programs. This time is to be negotiated between the social work student and school. If the social work student wishes to stop and recover (it is very tiring being on placement, and in a school) then support for this option is recommended. If, however, the social work student wishes to continue, then negotiate a program for which they can prepare, or research during the holiday period.

We advise the task supervisor and social work student to establish what evidence will be presented concerning the holidays, and how the social work student's hours will be monitored and demonstrated. Schools literally 'shut down' during school holidays and no school staff will be able to verify what hours the social work student might be working, if they choose to link with a community youth club or other form of placement during the holidays. Social work students are not to be allowed to enter the school grounds/buildings without school staff present. Conversations like these allow the potential new school to begin preparing for a SWiS placement.

Ending placement well and handover

Inevitably placements come to an end, which brings many mixed emotions for both the school and social work students (and staff). On one hand there is relief, satisfaction and excitement that this large part of the course is completed, with the flip side being feelings of sadness as relationships and 'client work' ends. It is therefore important to prepare to finish well. From around 6 weeks before you end the SWiS student should be informing school students that they are finishing and leaving. At this point, ensure appropriate referral supports are in place, and that you are also empowering your school students with strategies to help them cope with this change, build resilience on their own and continue to engage with their education toward their hopes and dreams.

We suggest that you gather information about your placement into a two-page document, as you end. Gather relevant information about: the group topics you have facilitated, to which year group, in which classrooms you have conducted classroom observations, in which community activities you have engaged, as well as any planning or work on a Service Directory you have undertaken. Gather this together and leave it with your task supervisor at the school. This document is meant to assist the next student in deciding how to structure their placement. All data gathered using **Appendix I** should be forwarded to Scott Gartshore.

Lastly, there is a brief survey that you may like to perform with key staff members regarding how they perceived your placement. This data can be very helpful as we continue to develop the SWiS program. **(See Appendix J)**

Appendix

Appendix A: DEC policies to be aware of

- ✓ Out of Home Care in Government Schools

<https://education.nsw.gov.au/policy-library/policies/out-of-home-care-in-government-schools-policy>

- ✓ Work and Health Safety (WHS) Policy

<https://education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy>

- ✓ Protecting and supporting children & young people

<https://education.nsw.gov.au/policy-library/policies/protecting-and-supporting-children-and-young-people-policy>

5. With whom is the behaviour

- most likely?

- least likely to occur?

6. What happens to set the behaviour off?

7. How can you tell the behaviour is about to start?

8. What happens after the behaviour?

9. What is the likely function of the behaviour, that is why do you think the student behaves this way. What does the student get/avoid?

10. What other information would you like to add that could help intervention plan?

11. Who should be involved in planning and implementing the intervention plan?

12. What unsuccessful methods have you tried?

- What has worked?

13. What are the student's strengths?

14. What do you hope to gain from this intervention?

***Behavioural Checklist**

Behavioural Checklist

Name: _____

School: _____

Date: _____

Age: _____

Below is a list of items that describe student's behaviour.

Please circle.

- 0 If you feel your knowledge of the student does not allow you to make the judgement about his/her behaviour. IF you cannot make a judgement it is better to circle 0 than guess.
- 1 If the description is not true.
- 2 If it is sometimes true.
- 3 It is often true.

****** Note there are 5 pages in total for this tool**

Item	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
1. Daydreams, seems confused.	0	1	2	3
2. Finds it difficult to work independently, needs supervision	0	1	2	3
3. Can't get his/her mind off certain thoughts, obsessions	0	1	2	3
4. Is immature, acts like s/he is much younger	0	1	2	3
5. Argues, is quarrelsome	0	1	2	3
6. Prefers to be alone, isolate him/herself	0	1	2	3
7. Has difficulty getting along with other students.	0	1	2	3
8. Is dependent on adults	0	1	2	3
9. Fears s/he might do something bad	0	1	2	3

10. Unable to sit, fidgets.	0	1	2	3
11. Not liked by others because is aggressive	0	1	2	3
12. Complains of being lonely	0	1	2	3
13. Cruel to other deliberately	0	1	2	3
14. Annoys and bothers others	0	1	2	3
15. Self-conscious, easily embarrassed	0	1	2	3
16. Seems unmotivated or apathetic	0	1	2	3
17. Lacking in confidence	0	1	2	3
18. Has short attention span	0	1	2	3
19. Impulsive starts a task before understanding what to do.	0	1	2	3
20. Prefers solitary activities, withdraws	0	1	2	3
21. Feels s/he is perfect	0	1	2	3
22. Unable to work independently	0	1	2	3
23. Says nobody loves him/her	0	1	2	3
24. Feels others are out to get him/her	0	1	2	3
25. Will not talk to others	0	1	2	3
26. Shows little interest in things around him/her	0	1	2	3
27. Unable to relax, tense	0	1	2	3
28. Annoys and bothers others	0	1	2	3
29. Destructive in regards to own and /or others property	0	1	2	3
30. Inattentive to what other say	0	1	2	3
31. Fights	0	1	2	3

32. Feels worthless and inferior	0	1	2	3
33. Tends to do the opposite of what is requested.	0	1	2	3
34. Talks back	0	1	2	3
35. Irritable, hot tempered, easily angered	0	1	2	3
36. Gets teased a lot.	0	1	2	3
37. Can't take "no" for an answer	0	1	2	3
38. Shows little interest in things around him/her	0	1	2	3
39. Is shy	0	1	2	3
40. Sulky and sullen	0	1	2	3
41. Tries to dominate others, threatens, bullies	0	1	2	3
42. Boasts and brags	0	1	2	3
43. Teases others	0	1	2	3
44. Wants everything right now	0	1	2	3
45. Schoolwork messy/sloppy	0	1	2	3
46. Bites fingernails	0	1	2	3
47. Irritable	0	1	2	3
48. Hypersensitive, feelings are easily hurt	0	1	2	3
49. Disobedient	0	1	2	3
50. Lacks energy, passive	0	1	2	3
51. Pre-occupied, "In a world of his/her own"	0	1	2	3
52. Clumsy, poorly co-ordinated	0	1	2	3
53. Overly serious or sad	0	1	2	3
54. Nervous, jittery, easily startled	0	1	2	3

55. Uncooperative in group situations	0	1	2	3
56. Prefers company of younger students	0	1	2	3
57. Feels worthless and inferior	0	1	2	3
58. Expresses beliefs that are clearly untrue	0	1	2	3
59. Over conforms to rules	0	1	2	3
60. Overly anxious to please	0	1	2	3
61. Loud, noisy	0	1	2	3
62. Admits disrespect for moral laws and values	0	1	2	3
63. Uses obscene language and swearing	0	1	2	3
64. Has changes in moods or feelings	0	1	2	3
65. Gives up easily, lacks perseverance	0	1	2	3
66. Can't make up mind, difficult with making choices	0	1	2	3

Please write any problems you feel the student has, that were not listed above.

*** Calculation of these observations can be completed on the next page.

If a student scores 2 or 3 in any item, place this score next to the item on the category sheet. Total the scores for each category.

Behaviour Categories

Aggressive	Depressed	Peer relationship	Inability to concentrate	Social withdrawal	Immature anxious
5	3	4	2	1	4
11	7	7	10	6	8
13	9	11	14	16	12
18	21	12	18	20	15
19	23	20	19	25	17
28	24	23	22	26	21
29	26	24	36	38	23
30	40	28	44	39	24
31	53	29	45	40	27
33	54	31	46	47	39
34	58	32	56	48	44
35	64	36	65	50	48
37		52	66	51	59
41		55			60
42		56			
43		57			
44					
49					
55					
51					
62					
53					
Total	Total	Total	Total	Total	Total

***Classroom observation record**

Complete this on each of the visits immediately after leaving the classroom. The final observation record is your overall summary of classroom interactions.

Student name _____ Class _____

School _____ Date _____ Time _____

Lesson/period _____ No. 1, 2, 3, final

Scale: 1=not observed 2=rarely observed 3= occasionally observed 4= frequently observed				
TS = the student				
TS interacts positively with class teacher	1	2	3	4
TS interacts positively with class neighbours	1	2	3	4
TS interacts positively with class peers	1	2	3	4
TS interacts positively with same sex	1	2	3	4
TS interacts positively with opposite sex peers	1	2	3	4
TS interacts negatively with class teacher	1	2	3	4
TS interacts negatively with class neighbours	1	2	3	4
TS interacts negatively with class peers	1	2	3	4
TS interacts negatively with same sex	1	2	3	4
TS interacts negatively with opposite sex peers	1	2	3	4
Other students interact positively with TS	1	2	3	4
Other students interact negatively with TS	1	2	3	4
Teacher reacts positively with TS	1	2	3	4
Teacher reacts positively with other students	1	2	3	4
Teacher gives clear directions to class	1	2	3	4
Teacher uses verbal praise towards TS	1	2	3	4
Teacher uses verbal praise towards other students	1	2	3	4
Teacher appears upset by TS behaviours	1	2	3	4
Teacher appears upset by other students' behaviours	1	2	3	4

TS is able to cope with tasks specified by teacher	Y	N
Other students are able to cope with tasks specified by teacher	Y	N
TS uses specifically prepared materials	Y	N
Teacher spends more time monitoring TS behaviour than other students	Y	N
Teacher spends more time monitoring other students' behaviour than TS	Y	N

Appendix C: Biopsychosocial Assessment Template

SWiS Biopsychosocial Assessment

Confidentiality statement undertaken

Consent obtained from parent/carer/person responsible

Student's personal details

First Name:

Last Name:

Age:

Date of Birth:

Gender:

Culture:

Referral Reason:

History of Student: *Note affect & presentation of student during assessment including presentation*

Genogram:

Strengths of the student:

Socially engaging, curious/interested, seems bring, is affectionate, has at least one positive relationship with an adult, follows directions, shares excitement/interests with peers or adults - elaborate

Education:

Current year level:

When did the child start attending school?

When did the child move to the current school?

How does the child get along with peers/teachers?

What are the child's favourite subjects or school activities?

Students learning strengths and weaknesses (from general observation, asking the student and the students teacher)

Any suspensions/expulsions?

Does the student have any future learning plans or goals?

Family History:

Any current or past medication - what was this taken for?

Family history of medical issues?

Has the child ever been homeless?

Is there any family history of mental illness?

Has the child been away from a parent for an extended period of time?

Has there been family stress or family conflict

Has the family used community resources?

Relationships:

Client's relationship with others around them. i.e. family, friends, teachers

Who does the client consider a significant other?

Family functioning - significant relational/family issues or concerns, living arrangements?

Appendix D: Case note Template- Social Work Student Clinical Note

Student Name	DOB	Grade
	School	Date
Referral source		
Reason for referral/interview		
Key issues/information		
Reason data/assessments		
Interpretation/formulation		
Consultations		
Recommendation (intervention/preventions)		
Follow-up		
School Counsellor/DGO name		
Signed		Date

Appendix E: Learning Plan examples

A useful guide and compares relevant standards and outcomes. Student Support Officer Role (SSO) is a role that is often filled by a social worker (these examples compare SWiS to SSO).

UNE - SOCIAL WORK IN SCHOOLS WORK PLAN

AREA OF LEARNIG	COMPETENCY	UNE LEARNING AREA	DEC & SSO WORK PLAN	EXAMPLES OF TASKS (these are not exhaustive, only examples)	OUTCOMES
1. Working and building relationships with students and their families	Ability to communicate with, build rapport and listen to young people.	3.4, 5.1, 5.3,		Observe interactions between staff and school students or between students for the purposes of learning.	SWO student develops skills
				Work with individual students through agreed referral process (students should always be consulted and informed of process as much as possible)	Needs of school students are met
	Ability to communicate with, build rapport with parents and other family members.	3.4, 5.1, 5.3		Permission for intervention and consultation through – Phone calls or in person	Needs of school students are met
				Informal discussion/ engagement on school premises via school activities	
				Home visiting	
	Provision of opportunities for feedback via client group	3.4, 5.5, 5.4, 5.3, 5.2, 5.1		The social worker may advise the client of their right to query the service provided and the avenues and procedures to follow if the client wishes to do so.	Needs of school students are met Client empowerment
Provide evaluation of service survey				Continuous improvement of service	

				Regular reviews of progress, as well as a final review, are included in the service plan developed in consultation with the student and/or family	Needs of school students are met Continuous improvement of service
	An understanding of child and youth sub-culture impacts; and the ability to advocate for the child or young person within school, family and other systems that are adult dominant	1.2, 3.1, 3.2, 3.6, 3.4,	❖	Advocate for and support students to transition from one educational institution to another or between years.	Empowerment of client Needs of school students are met
	Cultural skills	5.4, 8.1, 8.2		Consult with Indigenous community including relevant community leaders in a meaningful way	Needs of school students are met
	Facilitating change through assessment and intervention	5.3, 5.4, 5.5			Needs of school students are met
2. Application of specialist knowledge and skills (Ability to relate theory to practice)	The social worker demonstrates knowledge and understanding of organizational systems and processes and of wider societal	1.2, 3.1, 3.5, 3.6, 5.6, 7.1, 7.2	❖	Complete a social profile of demographic	Needs of school students are met
				Research broader organisational policy guidelines in which the school sits.	SWiS student development of knowledge and capacity to deliver services Needs of

	systems				school students are met
				Complete a service map of the area in order to identify gaps.	SWiS student development of knowledge and capacity to deliver services Needs of school students are met
				Research welfare policy which impacts on service provision in the demographic.	SWiS student development of knowledge and capacity to deliver services Needs of school students are met
				Research broader theoretical constructs which inform an understanding of the wider societal system	SWiS student development of knowledge and capacity to deliver services Needs of school students are met
	The social worker is able to identify circumstances in which policy requirements	1.1, 3.5, 3.6, 7.1, 7.2		Reflection in clinical supervision and reflective journaling as a tool for learning.	SWiS opportunity for reflection on practice

	or directions in their practice context raise social work ethical issues and is able to deal with this appropriately.			Where appropriate and necessary, student may discuss with team	Possible change of policy Empowerment of client group.
	Managing conflict	1.3, 5.1		On a broader level – developing a behavioural plan for a child On an immediate level – using interpersonal mediation skills to manage an incident whilst adhering to organisational policy.	Meets needs of child Incidence managed appropriately and in a sensitive manner
	Understanding capacity	2.2, 2.3, 2.5, 2.7, 2.8		Knowing when you do not have the necessary knowledge, skills or resources to offer an appropriate and satisfactory service to the student, family and a referral is made.	Appropriate and effective service delivery
3. Development of group work and other programme models	Assessing needs/strengths	5.3, 5.4, 5.5		Conducting BPSS assessment.	Needs of school students and family are met
	Assisting in researching and implementing evidence-based student wellbeing and anti-bullying strategies	6.1, 6.2	❖	Weekly/monthly/regularly review DEC & other anti-bullying resources.	Appropriate service delivery Needs of students met
	Implement evaluation or review Group facilitation skills	5.6, 5.1, 5.2		Lead/deliver self esteem workshop	Needs of client group met

	Assisting the implementing of digital citizenship programs with particular reference to cyber bullying and social networking initiatives	5.6	❖	Use Cybersmart DVD and posters to deliver lessons on cyber safety (DEC)	Needs of client group met
	Facilitating student involvement in the processes of facilitation and evaluation	5.6, 5.5	❖	Consolidate student course feedback from evaluation forms and analyse results, use to inform future program delivery	Student empowerment and participation
Seek SRC/student feedback on anti-bullying resources and programs				Student empowerment and participation	
Review previous school survey OR run a year/school anti-bullying survey (OR student wellbeing survey)				Student empowerment and participation	
4. Community engagement and capacity building	Interpersonal skills and communication	5.1, 5.2, 5.3, 5.4, 5.6		N/A	
	Negotiation and mediation	5.6, 5.5		N/A	
	Provision of information to school staff, parents and students regarding the role of social work practice in schools	1.4	❖	Attend Parent/Teacher nights and deliver presentation on role/support SWiS can provide	Education, development of social work in schools profile. Community engagement
	Connecting	3.4, 5.6,	❖	Refer students to relevant	Meet needs of

	students and their families with other staff, services and/or community activities and support agencies	5.4, 5.1		internal/external support agencies	client group
	Engaging in consultation with principals, teachers and other professional workers from community agencies to identify needs	5.6, 6.5	❖	Visit feeder primary schools with [HTW or P] to increase student connectedness with high school	Community engagement Meet needs of client group
	Linking to resources		❖	Develop resource/contact list of external community and support agencies Make referrals to community agencies	SWiS student development of knowledge Community engagement Meet needs of client group
	Working in partnership	5.6		Partner with agencies to meet needs of clients and wider community in a sustainable manner	Meet needs of client group
5. Professional development, supervision, self-care	Skills in recognising and thinking through ethical issues, and the contexts of school social work practice; understanding when to ask for help and when to be proactive	1.1,2.6, 2.5, 2.3, 2.2, 2.1		Reflective practice	Professional development, best practice

	Undertakes relevant training and professional development activities, including professional supervision and consultation, to develop knowledge and skills as necessary.	2.2, 4.1		<ol style="list-style-type: none"> 1. Clinical supervision 2. Attendance of: <ul style="list-style-type: none"> • In school staff training • Online training • Conferences • External courses and workshops 	Improve service delivery and develop professionally
	Take responsibility for own learning processes and participate in supervision and includes supervision as an important part of their continuing professional education.	2.1, 2.2, 2.3, 2.4, 2.5, 4.1		Through the organisation of supervision	
	The social worker uses ongoing reflection on practice in order to enhance the development of their skills, knowledge and understanding. This includes an	1.3, 4.2, 4.1		In supervision, reflect on the issues arising in their practice, particularly as they relate to the values and principles of social work	SWiS student development of practice skills.

	understanding of theory to practice.				
6. Working within the school system	Teamwork-Being able to work within a multi disciplinary work environment			The student will be expected to be part of whole school initiatives and be committed to the idea of a school community including staff (multi-disciplined), students and parents.	Capacity building and raising of SWiS profile
	Administration	1.5, 3.6, 7.1		Students will be required to adhere to the policies and procedures of the Department of Education & Communities (DEC) and the school to which they have been assigned.	SWiS will work and be considered part of the school team
				Record keeping, recording and report writing is concise, relevant with appropriate detail and storage.	Best practice, collecting data for research which will inform future practice.
	The school social worker contributes knowledge and skills to the planning and development of appropriate student support and welfare services and policy to the extent that is practical and possible.	3.6		<ul style="list-style-type: none"> Assisting in policy development Attending planning days Attending student wellbeing meetings. 	Improved service delivery to all clients

7. Research	Research and data collection and management	6.1, 6.2, 6.3, 6.4, 6.5, 6.6		Recording and record keeping, report writing using data collection templates	Best practice, professional development
	Practice is informed by the evidence-based research in the area of practice.	4.1		Read all relevant research that informs practice including articles supplied by UNE Moodle SWiS Community.	Best practice, professional development
	Incorporates a research component into their work wherever possible and makes accurate data available, as appropriate, to the research process.			Attend conferences, seminars and workshops Hub.	

Appendix F: What happens if?

What Happens if?

What happens when it all gets too much?

What happens when a class is non-compliant when doing class observations?

What happens when someone speaks badly to me on playground duty or during a class?

What happens when a teacher leaves the room? Am I responsible for the students?

What happens if you have a personality clash with the teacher and can't get past the way that they are teaching?

What happens if you are out of your comfort zone in a subject such as woodwork, metal work, agriculture and sewing?

Who can you debrief to before leaving to go home if it has been a bad day? How do you make sure that this happens in a busy school environment?

What counts for you as a bad day? Who would you talk to when you left and decided that it was all too much?

What constraints are your family likely to have on your internship?

Do you have a vested interest in the place where you are doing your placement and if so how is it likely to affect your work?

Who do I go to if my Task Supervisor is not available and I have concerns?

What happens when I see someone breaking school rules?

What happens when someone comes to see me during class time without a note?

Should I see them? Make them go back to class and seek a note, make them go back to class?

What happens when a student continually misses the same class for appointments and how can this be avoided?

How would you react if something violent in the class happened, i.e. a chair being thrown, a student holding another?

What would you do if you were sitting in your working space and there was a commotion outside?

When it comes to staff meetings and staff are angry/upset that one particular student is not engaging and his/her name is mentioned repetitively. Is it then your job to follow up on this student or should your LST team meet first?

When it comes to compulsory staff meetings and you feel the content will never involve you or help you. What do you do?

Appendix G: Additional Resources and links

Pinterest is an app that has endless ideas and options, some of which might start your creativeness and innovation.

[https://www.pinterest.com/search/pins/?q=social%20work%20in%20schools&term_meta\[\]=social+work+in+schools|typed](https://www.pinterest.com/search/pins/?q=social%20work%20in%20schools&term_meta[]=social+work+in+schools|typed)

<http://www.kidsmatter.edu.au/>

<http://www.mindmatters.edu.au/>

<http://www.ycentral.com.au/school-link-2/>

<http://www.cci.health.wa.gov.au/resources/consumers.cfm>

<http://www.anxietybc.com/>

<http://lemonlimeadventures.com/letter-teacher-kid-difficult-behavior/>

<http://removedfilm.com/>

http://www.familyschool.org.au/files/2713/8811/6325/School_Assessment_Tool.pdf

[Family-school_partnerships_framework.pdf](#)

FRIENDS Program <http://www.pathwayshrc.com.au/>

Heart Masters <https://www.kidsmatter.edu.au/primary/programs/heart-masters>

What's the Buzz – social skills? <http://www.whatsthebuzz.net.au/index.php>

<https://www.alertprogram.com>

KidsSoup

<http://www.kidssoup.com/Family-Emotions/family-emotions-activities.html>

BusyTeacher

http://busyteacher.org/classroom_activities-vocabulary/feelings_and_emotions-worksheets/

Do2Learn <http://www.do2learn.com/activities/SocialSkills/index.html>

Appendix H: DEC Network request (school login)

All SWiS students will require a DEC login and access to school networks. The form to complete is SD01 from the DOE site. This form *must be sent from the Principal's email direct*, it cannot be their PA or anyone else. In the section where detail is asked for what reason, please state Social Work Student Placement.

		Network Guest Account Request for Schools (For Non-DEC Students/Employees and Practice Teachers in Schools)		Form SD1	
A) Applicant Location Details					
School Name		School Code		Main Phone Number	
B) Applicant Personal Details					
First Name			Gender		
Family Name			Date of Birth		
Preferred First Name (Optional)		Mobile Phone No:			
Home Address				Postcode	
Please note – you must provide a valid personal email address to be used to send you account details and activation instructions.					
Non DEC Email Address					
By submitting personal information, the Applicant agrees to the use of that information for the purpose of generating a unique Account and matching records within DEC's Identity Management System. This information will be used by DEC only for this purpose and will be stored securely. Provision of this information is voluntary. However, without this information, access to the required services cannot be provided to the Applicant.					
I have read, understood and agree to adhere to Use by Staff of Employer Communications Devices policy.			Applicant's Signature ▶		Date
C) Account Requirements					
What are you using this form for? (Tick (a) or (b)) ▶:					
(a) Create new Account		(b) Renew existing Account			
If RENEWING an Account, identify the DET User ID OR DOIS User number ▶:					
Note – Please check with Practice Teachers if they have already had a DOIS account created during a previous Practice Appointment at another School. If they do, please select option (b) Renew existing account even if they can not remember their account details.					
REQUESTING CREATION of a new Non-DoE Guest Account? Identify the role the Applicant will be filling (CHOOSE ONE FROM (1) to (7)):					
(1)	Non-DEC Student	If Non-DEC Student, identify: ▶	Scholastic Year		
			Roll Class		
(2)	Non-DEC Contractor	If Non-DEC Contractor, identify: ▶	Contractor's Company Name:		
			Contractor Company's ABN:		
(3)	DET Guest Browse (Internet Access only)	Specify reason for account being created Important - ▶ This field must be completed for all roles (ie 1 to 7) or form will not be processed.			
(4)	DET Guest (Network & Internet Access)				
(5)	DEC Guest Lecturer				
(6)	Work Experience				
(7)	Practice Teacher				
Note – DOIS Accounts can be activated for periods of no more than 12 months, but can be extended by completing a renewal request.			Account Start Date (DD/MM/YYYY) ▶		
			Account End Date (DD/MM/YYYY) ▶		
D) Authorisation (Required by Audit)					
To be completed by School Principal. When completed, this form must be sent via the Principal email to liteportal@det.nsw.edu.au . (Please Tick) ▼					
▶ I have ensured the Applicant has access to the Use By Staff Of Employer Communication Devices policy.					
▶ I confirm the Working with Children Check procedures have been completed with regards to the Applicant.					
▶ I authorise the creation / renewal of the above-listed Non-DEC Account.					
▶ I confirm the Applicant does not appear on the DoE payroll.					
Name ▶		Sign ▶			
DoE Serial Number ▶					
DoE Email Address ▶					

Form SD01 Schools - v1_082015

Appendix I: Data Collection

Gathering data on how frequent, and for what reason, a school student seeks support from the social work student can give a good indication of the variety of issues school students are facing. Such data can be gathered in this document and may reveal trends in individual students, cohorts or year groups.

Student name M/F	Date	Time in/out	Notes	Case notes completed
e.g. John Smith	1/1/2017	8:45 am 9:30am	John approached me visibly distressed. Upon questioning he had been bullied by Bill. Needed time to calm down, returned to class	Yes

Appendix J: Staff survey

<i>On a scale of 1-5, please rate the following:</i>					
Program Effectiveness	1-Strongly Disagree	2-Disagree	3-Neutral	4-Agree	5-Strongly Agree
Having a social work student was beneficial to the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students benefited from having access to a social worker in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a clear understanding of the role of the social worker in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I noticed a change in student behavior when students worked with the social work student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students engaged with the social work program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social worker student updated me on student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social work in schools addressed specific school needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					

<i>On a scale of 1-5, please rate the following:</i>					
Program Effectiveness	1-Strongly Disagree	2-Disagree	3-Neutral	4-Agree	5-Strongly Agree
Having a social work student was beneficial to the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students benefited from having access to a social worker in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a clear understanding of the role of the social worker in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I noticed a change in student behavior when students worked with the social work student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students engaged with the social work program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social worker student updated me on student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social work in schools addressed specific school needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					

