

A Resource Guide For Schools

Social Work in School Settings

March 2023

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The guide is based on the Flinders University document *“Hosting Social Work Students for Field Education Placements – A Resource Guide for Schools 2016”*. The approval to use this, and related material has been granted by the Social Work Field Education Team, Discipline of Social Work and Social Planning, Faculty of Social and Behavioral Sciences, Flinders University, for which RMIT Social Work Field Education Team is immensely appreciative.

March 2023

Introduction

Social Work students studying either the Bachelor (Hons) and Master programs from RMIT University will be meaningfully engaged in school settings to undertake their Field Education Placements. This resource links existing schools with the RMIT Social Work Program to further wellbeing frameworks and initiatives.

Promoting and supporting positive mental health, wellbeing and resilience are key themes in all school contexts and underpin learning engagement and learner success. All schools with whom RMIT University will be partnering have demonstrated a very strong commitment to further developing a strong school culture where all learners, teaching staff, and parents can feel safe, connected and valued.

Social Work and Schools

What is Social Work?

Social work is the recognition that people exist within several environments – their family, neighbourhood, school, broader community and culture. Social work seeks to impact on these environments or ‘systems’, creating positive change where needed, building capacity, developing communities, prioritising social justice and addressing inequalities. Applying a holistic lens to social work practice is essential in assessing, analysing and determining appropriate supports and interventions that best meet their needs.

The core values and principles of social work is social justice, dignity, importance of human relationships, integrity and competence. Social work is a practice-based profession that promotes social change, development, cohesion and the empowerment of people and communities.

Social work in schools

Social work students placed in school settings have the opportunity to work with individuals and groups, within a multi-disciplinary setting. Students can support schools to further implement and embed a whole range of wellbeing initiatives aimed at building community capacity and further developing a strong school culture that values all its members. Student social workers interact with internal and external stakeholders as well as the wider community to meet the academic needs and outcomes of their student cohort.

In reflecting on the nature of the school’s existing wellbeing and support structures, it is likely that there are structures in place that will allow clearly defined placement learning opportunities to occur for social work students.

At the partnership level, RMIT have a group of organisations, schools and people committed to the ongoing development of students through social work placements. Former students have reported that their presence in schools has contributed to student wellbeing outcomes and their own social work learning goals. For schools, leadership has indicated that social work students contribute meaningfully to operationalizing and achieving wellbeing outcomes and objectives for their students, community and families.

Social workers in schools focus on the child or young person in the learning environment, understanding that when children are safe, and their health and wellbeing are prioritised that the best learning will occur. The goal of the school based social worker is to strive for access, social justice, inclusion and engagement for all children and young people, with a particular focus on those who are most vulnerable. To do so, the school social worker is required to assess the needs of students, to work within a multi-disciplinary setting, and to make necessary referrals and reports to promote positive outcomes for children and young people.

The AASW denotes that irrespective of mandatory reporting requirements, that social workers have an ethical responsibility to children and families with whom they work and may also be subject to organizational requirements regarding reporting a child in need of protection.

Social Work Field Education

In Field Education or 'placement', social work students are placed in an agency undertaking social work-related tasks and responsibilities under the supervision of key staff. The benefit of field education is to offer students the opportunity to integrate and apply social work theoretical frameworks, theories, models and methods into direct practice settings. The learning of practice skills is often incremental and takes time. It occurs through observation, direct engagement and critical reflection, in both the university and an agency setting. The model for field education is one of adult learning and requires students to be active participants in successfully achieving and demonstrating competency in graduate attributes.

At the beginning of the placement, a decision will be made between the agency and RMIT as to who will be allocated as the Task Supervisor, Field Educator and Field Education Liaison Officer.

Task Supervisor:

The Task Supervisor is based on site in the school setting. The role of the Task Supervisor is to oversee the day-to-day tasks undertaken by RMIT students and to ensure they are provided with adequate opportunities to meet their learning goals. The Task Supervisor may or may not be a qualified social worker.

Field Educator:

The Field Educator is a qualified social worker with more than two years of post-graduate experience. The Field Educator can be onsite in the agency, or external/offsite. Their role is to provide social work supervision through critical reflection during individual and if available group supervision sessions.

Field Education Liaison Officer:

The Field Education Liaison Officer is the conduit between the agency and RMIT. They are responsible for ensuring the placement, overall student experiences and learning goals are being met and oversee the students' progression to promote the successful completion of placement.

Students must complete two 500-hour field placements as part of their degree. Social work students spend 1000 hours of placement in agency settings (including schools), undertaken as two 500-hour (approximately 70 day) placements. Placements take place in the 3rd and 4th year of the Bachelor program and the 1st and 2nd year of the Master program.

Compliance requirements and pre-requisites

Students are responsible for checking their eligibility to undertake placement. Before going on placement, students must complete required Placement Readiness Task, Briefings, Police Check and Working with Children Check.

Students must not commence their placement until all parties have received the GUSS WIL agreement.

Australian Association of Social Workers (AASW) Field Education requirements

The AASW is the professional body for social workers in Australia and accredits social work programs.

The AASW is the overarching organisation that oversees RMIT's accreditation and ensures graduates are eligible for membership with the AASW. RMIT field education programs must comply with the Australian Social Work Education and Accreditation Standards (ASWEAS, March 2020 v2.1 updated November 2021).

The key ASWEAS field education requirements are as follows:

- Developmental – placements must demonstrate a developmental approach to learning and must differentiate between first and final placement
- Duration – a minimum of 500 hours (just over 70 days, based on a standard 7 hour working day)
- Intensity – 3, 4, or 5 days a week in placement
- Variety of experience – two different placements in at least two different fields of practice and organisations, with different client groups
- Supervision – provided by an appropriately qualified and experienced social work field educator with formal supervision of 1.5 hours per 35 placement hours (with up to 50% in group supervision).

For a detailed description of the Field Education requirements, please refer to the Australian Social Work Education and Accreditation Standards (ASWEAS) guidelines by clicking on this link <https://www.aasw.asn.au/document/item/13629>

Successful Orientation and Induction

At the commencement of their placements, social work students must make a significant effort to ensure they have made connections across the school community and that they've managed to introduce themselves and their roles to learners, teachers and parents. School leadership staff and onsite Field Educators have a role to play in supporting or in fact leading these introductions and opportunities.

This can occur in several forms including:

- Writing brief introductory articles for school newsletters
- Introducing themselves at school staff meetings and/or school assembly
- Writing a brief professional profile and displaying in the staffroom or providing to staff in pigeonholes
- Attending individual classes and building relationships through observation and interaction
- Attending existing groups and wellbeing activities occurring in schools and informally making introductions and connections. These can include weekly lunchtime SRC meetings, breakfast and after school clubs.
- Being a presence and being visible in the staffroom and in the yard
- Making specific times to meet with key members of the school including pastoral care worker, wellbeing coordinator, school counsellors, teachers, art therapists, mental health practitioner, year level leaders, Koori Education Support Officers (KESO) and special education staff.

In relation to orienting themselves to important policies/procedures and frameworks, students have found that accessing the following has been particularly useful:

- School intranet/email system to support navigation of policies and to stay connected to various school happenings and events via email
- School policies and procedures often found in induction handbooks given to incoming teachers and education students
- Obtaining access and being included in the school's 'All Staff' email network
- Term overview/calendar and the school newsletter with important dates, PD, closures etc.
- School implementation plans/strategic plans in relation to wellbeing frameworks

- School log in/account details for relevant websites
- Previous survey data, reports in relation to wellbeing
- Interviewing various staff members to obtain a holistic understanding of roles and responsibilities.

Schools Placement Structure

The following list is a suggested structure to assist in the Task Supervisor's guiding of the university student through from orientation to integration, through to placement exiting. This is a guide only and the Task Supervisors' and students' own imagination and initiative is important in navigating and co-designing the placement.

Providing an orientation/ induction manual, whether it is a general staff manual or a university student specific one, will assist the student to settle in quickly. This should include relevant policies and procedures, regulations, organisational structure, and identify the persons that the student should report to.

In the beginning phase, provide the student with:

- An orientation kit
- An induction kit
- An introduction to staff and encourage staff to invite the university student to introduce themselves at each year level class
- A tour of the school
- Tips on meeting workers and students
- Work, Health & Safety (WHS) policies and procedures.
- Access to IT equipment including mobile phones, laptops, and email accounts, particularly if students are working remotely.

Once orientated, the onsite Task Supervisor should provide the student with:

- Regular supervision – it is recommended that the onsite Task Supervisor provides regular check-in/ supervision opportunities to meet with students, provide feedback, discuss the Learning Plan and to oversee allocation and completion of tasks.
- Site visits – encourage the student to visit agencies that the school has regular contact with. This may include Centrelink, Child Protection, disability, housing, mental health, alcohol and other drugs, Aboriginal Community Controlled Organisations and family violence services.
- Scoping – Assist the university student to identify and understand the supports and programs that are already available to local students (and families) within the school.
- Shadowing – Encourage the student to shadow (observe) the Wellbeing Leader in interacting with students, families, and the wider community, and to ask any questions relating to what they have observed.
- Invite – Invite the student into school meetings, include them in the 'school community'.

For Direct Service with Children/ Families:

- First steps to Autonomy – Encourage the student to take on their first 'case,' ensuring that it meets the student's level of capabilities (that is, a student with limited experience should begin with 'easier' cases, while students who have had a volunteer, work history, or on their second placement may feel confident in working with more complex cases.
- Reflections – co-reflect on the students' progress with their first 'case.' What did they do well? What was a challenge? What could be improved?

- Expanding Autonomy – Once the student feels a little more confident, increase the number of ‘cases’ – make sure to check in with the student to see if they are feeling overwhelmed or underutilised/ under-challenged and arrange case numbers and complexity of cases accordingly.
- Collaborative Communication – encourage the student to interact with staff and students (and family members) to find out if there are barriers for children’s engagement and with participating in school activities and socialising.
- Ongoing Reflections - co-reflect on the students’ progress – what skills are being developed? What other practices could they try out? What skills need more practice?
- Closure – Prepare the student to undertake closure of relationships with clients and colleagues and to complete a thorough written handover document.

For Program Participation/ Development:

- Highlighting – encourage the student to highlight the areas of most concern and decide which program to focus their energy on. Assess if a new program is viable: does it have the potential to be designed and conducted?
- Gaining Momentum – encourage the student to engage with students and staff about who would like to co-create programs and the capacity of each person.
- Creating – encourage the student to co-create with students and staff the program design, including scope, promotion, timelines, budget, evaluation method etc.
- Implementing – encourage the student to implement the program, provide assistance as needed.
- Ongoing Reflections – supervisor and student to continuously review the program. Encourage the university student to ask the staff and students for feedback and to re-shape the program to suit changes in the school environment and dynamics. Discuss the need for the student to be accountable for their practice, and that they demonstrate professionalism.

Keeping Connections

Ensuring Shared Learning for both Social Work Students and Involved School Staff/Leadership.

Connecting and Resourcing Social Work students across their placements

Social Work students placed in school settings have several opportunities to connect with each other to share their learning, resource each other and connect theory to practice. All students attend an Integrative Seminar at the University for two full days, where it is likely that some of their seminar peers will also be in school settings. These seminars are facilitated by the field education team and are counted towards placement hours.

Structuring a Placement – Learning Tasks and Learning Opportunities in Schools

Wellbeing Frameworks and Programs in Partnering Schools

Positive mental health and wellbeing are vital for learning and life. Children and young people who are mentally healthy learn better, benefit from life experiences and have stronger relationships with family members, school staff and peers.

School is often the most significant developmental context, after family, for children and young people. Schools, working closely with families and the community, and are key environments for comprehensively supporting children's mental health and wellbeing. Many external agencies are reliant on schools to have oversight of a child’s wellbeing as they see them daily.

Unpacking some key Social Work Roles in Schools

Social Work with Groups - Supporting School Students' Social and Emotional Learning and Development

Students have engaged in a wide range of groups with students, designed to support and develop students' social and emotional wellbeing. Many students have worked with 'off the shelf' packages and others have developed stand-alone programs, designed specifically to meet the needs of a student cohort. Programs students deliver are selected based on schools' experiences of them, along with them having a sound theoretical framework and evidence of effectiveness.

Youth Empowerment and Student Leadership - Building Community Capacity in Schools

Social Work has a strong history and investment in building individual and community capacity and empowering individuals, groups and communities to take control of their circumstances and to contribute to making decisions and leading change. Many of our social work students have been partnering with school students in their school sites who have been identified as school leaders through existing mechanisms such as Youth Empowerment Groups.

Many school sites have sound youth empowerment approaches which our social work students have been able to support and, in some instances, build upon. Social work students should focus on providing young people opportunities for meaningful involvement and participation in their education and decisions that are made in their school community. The application of a child-centred lens is central to social work practice and provides RMIT students opportunities to learn, and to empower young people in the decision-making process. Moreover, it provides children and young people opportunities for involvement, access to positive role models, knowledge and skills development and building a sense of self efficacy.

Parent Engagement in Learning

As a part of the student social worker role in schools, it is important to recognise the need to work in partnership with families/ caregivers to promote the academic outcomes and achievements for children and young people. Parents play a critical role in building community capacity and provide an important lens on what is working well and what the needs are of their children. Social workers in schools need to ensure this holistic framework is applied and integrated into the support provided to students to promote resilience, wellbeing, and positive outcomes.

Differences between Social Work and Education Placements

Social Work Field Education compared with Education/Teaching placements.

The social work field education placement is in many ways quite different from placements in Education. The table below explores these differences.

	Social Work Field Education	Education Practicum
Number of placements	2	Up to 4
Length of placement	Each placement is 500 hours (70 days).	Varies depending on year of study.
Focus of practice	Direct and Indirect practice – work with individual students, groups, parents, project work, across school community.	Classroom-based development and delivery of learning – one-year level or one teaching area.
Relationships	Relationships across school community central to success including with leadership, wellbeing staff, students, relevant committees, SRC, external stakeholders and agencies.	Central relationship with classroom teacher or subject specialist, students in class and respective parent group.
Supervision	Informal and formal; Supervision a key social work requirement to support reflective practice and learning; Onsite and/or external (Field Educator).	Informal and formal with assigned classroom or subject teacher.
Location	Students require designated work area – not classroom based. Students engage in some activities in classrooms (with wellbeing focus). Students engage in activities outside of classroom and outside of school setting during placement time – e.g., agency visits.	Students' classroom based. Students engage in most activities within school and classroom.
Involvement in meetings & training	Students benefit from attending range of meetings including staff meetings, internal and external training opportunities.	Students attend staff meetings and relevant training. Students encouraged to attend other meetings as appropriate.
Learning	Social work students' focus is to support students to be successful learners through addressing barriers to learning, providing needed wellbeing focused interventions, and working across the broader school community.	Education students' focus is to support students to be successful learners through delivering pedagogically sound curriculum and managing needs and behaviours across the classroom.
Assessment	Assessment is competency and evidence based and assessed against relevant practice standards. Students' complete self-assessments via the learning plan, the midway and final report process.	Assessment is competency based assessed against relevant criteria.

Social Work Practice Standards

This section provides some guidance and ideas for both social work students placed in school settings and their school-based supervisors around the learning opportunities and activities that might link to each of the practice standards. This will inform the development of the Learning Plan, a key aspect of student assessment and help guide and steer placement learning.

What are the Social Work Practice Standards?

The Social Work Practice Standards outline what is required for effective, professional, and accountable social work practice in all social work contexts. They set the standards for social work education and inform and guide curriculum development for social work programs in Australia.

Please refer to the following link for the complete guide to the Social Work Practice Standards <https://www.aasw.asn.au/document/item/4551>

The Learning and Assessment Report

The Learning and Assessment Report is a working document compiled by the student in conjunction with the Task Supervisor/ Field Educator and reviewed by the Field Education Liaison Officer. It specifies *what will be learned, how it will be learned and how it will be known that the learning has been evidenced*. It is important to remember that the Learning and Assessment Report is a tool/guide and a 'live' document that can be adapted in accordance with any changes that may occur during the placement. The report incorporates a midway and final review.

Students undertaking a Field Education placement are assessed on their performance. Minimum standards of practice competence in the different areas of Field Education activity are identified in the Assessment Guide. Students are assessed in the following ways:

- Students self-assess their own performance while on placement by providing evidence-based examples of how they have achieved the goal they set out to achieve. Evidence-based assessments in social work are vital, and the self-assessment learning plan/ report is no different. Hence, providing examples of how students have met the graduate attribute is essential. Students will also need to rate themselves at mid-assessment and final-assessment report stage based on the rating scale/ table at the beginning of the learning plan template.
- Task Supervisor/ Field Educator will also provide evidence of how the student has met competency in the learning areas in the mid-assessment and final-assessment reports. Similarly, they will also provide a rating for student performance.
- The final report recommends a Satisfactory/ Unsatisfactory grade.

Midway Liaison Meeting

When the placement is reaching mid-way stage (around 35 days) the student, Task Supervisor/ Field Educator should review progress in relation to learning goals and tasks. The midway liaison meeting is chaired and documented by the Field Education Liaison Officer. At the midway liaison meeting, the Field Educator must assess and discuss with the student whether they consider the student is likely to pass or whether additional plans need to be set in place to address difficulties or lack of opportunities that have arisen.

Where a student's performance is considered unsatisfactory, the midway liaison meeting is the opportunity to explicitly discuss what needs to occur for the student's to successfully complete their placement. Where there have been concerns leading up to the midway liaison meeting, the Field Educator should raise these concerns with the Field Education Liaison Officer as soon as possible.

Final Review

The final review must contain a clear statement as to whether the student's performance has been considered satisfactory. The student, Task Supervisor and/or Field Educator are all required to complete the final page of the report at the conclusion of placement. This is the case for students in both Field Education 1 and 2. This should be completed and signed before the student leaves the agency and is marked by the Field Education Liaison Officer. Once the report has been signed, dated, and finalised, the student must upload the *Learning and Assessment Report*, along with the *Liaison Recording Sheet* and *Placement Hours and Supervision Recording Sheet* to RMIT University's Canvas shell.

Individual and Group Supervision

As mentioned previously, students are required to complete 1.5 hours of supervision for 35 hours of placement undertaken. This is provided by a qualified social worker with a minimum of two years post-graduate experience. The purpose of supervision is to develop critical reflection skills through reflecting on self and their professional practice. These sessions provide an opportunity to develop insight, demonstrate capability, gain a unique perspective, to unpack ethical dilemmas and to develop knowledge and skills as an emerging social worker.

For most students, there will be opportunities to partake in group supervision sessions with peers. These are facilitated by the Field Educator, however, there may also be times where students can co-facilitate these sessions. These are a valued space that enable students to share experiences, knowledge, and perspectives with their peers and be guided to critically think and reflect on the social worker role across various settings.

Appendix 1: Sample Learning Plan



SOCIAL WORK FIELD EDUCATION 2023

Learning and Assessment Report

Student Name				Student ID	
BSocWork (Hons) BH105	<input type="checkbox"/>	BSocWork (Hons) BSocSci (Psych) BH106	<input type="checkbox"/>	Placement Start Date	
MSocWork MC150	<input type="checkbox"/>			Placement End Date	
Field Education A/1	<input type="checkbox"/>	Field Education B/2	<input type="checkbox"/>	Days per week	
Placement Agency					
Placement Address					
Field Educator (qualified SW)				Title	
Email				Phone number	
Task Supervisor (if applicable)				Title	
Email				Phone number	
Field Education Liaison Officer					

Using the Learning and Assessment Report.

- The Learning and Assessment Report guides the student learning and assessment on placement. This document is aligned with the [AASW Practice Standards](#) and [AASW Accreditation](#) requirements.
- Students should, together with their Field Educator, Task Supervisor (if applicable) and Field Education Liaison Officer review this document thoroughly in the first week of placement to familiarise themselves with the assessment requirements for placement.
- Students should together with their Field Educator, Task Supervisor (if applicable) and Field Education Liaison Officer develop additional learning tasks and ways to evidence learning and assessment, as prompted by the document.
- The Learning & Assessment Report is a working document. Students, Field Educators and Field Education Liaison Officers should refer to it throughout placement to assess progress and identify any additional learning needs.
- A draft of this plan should be developed by day 10 and made available to the Field Education Liaison Officer at least 3 days prior to the first liaison meeting.
- A Mid-Placement Review should occur at approximately day 35 (250 hours) to review progress and clarify focus for second half of placement. The student submits an updated copy (with Mid-Placement Review comments completed) to their Field Educator and Field Education Liaison Officer 7 days prior to the review.
- The Field Educator and/or Task Supervisor reviews students' progress based on direct observation, discussion, written material, presentation to group/team, feedback (from co-workers and/or clients), and other evaluation methods as relevant to the practice setting.
- The Final Placement Review should occur at approximately day 70 (500 hours). The Student submits a copy of their updated Learning and Assessment Report (with completed Final Review comments) to their Field Educator, Task Supervisor and Field Education Liaison Officer 7 days prior to this meeting.

A rating scale that identifies the level of achievement against each of the 8 learning areas is used to assist Students, Field Educators and Task Supervisors, to assess the level of the Student’s performance at day 35 (Mid Assessment Report) and at end of placement (Final Assessment Report). This scale indicates minimum standards expected for Field Education 1 and 2.

The scale is as follows:

Rating	Level	Descriptors
Not Capable	0	Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning.
Some Capability	1	Working towards a basic capability, more needed.
Beginning Capability	2	Performance at beginning level expected. Requirements understood. Practice capable under close guidance and supervision. Limited adaptability.
Capable	3	Performance at level expected of newly qualifying practitioner. Requirements integrated into practice. Can perform independently. Demonstrates adaptability and critical appreciation of own/others’ practice.
Highly Capable	4	Performance beyond level expected of newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices.
Unable to Be Assessed	U/A	The work has either not been undertaken, or the supervisor has not had an opportunity to assess competence in this level

To pass first placement, students must at least reach a level of beginning capability (2) for all 8 areas by the end of the placement.

To pass final placement students must at least reach a level of capability (3) for all 8 areas, by the end of the placement.

Learning and Assessment Plan Summary
Description of organisation or program focus
Summary of student’s learning goals for this placement
Summary of mechanisms for critical reflection and supervision that will support reflective practice and learning (e.g. formal supervision; peer/group supervision; practice forums etc.)

Learning Area 1 Values and Ethics
Awareness of contextually relevant ethics in accordance with the AASW Code of Ethics. Demonstrates that the values of social work are integral to practice, upholds ethical responsibilities and acts appropriately when faced with ethical problems, issues and dilemmas.

Learning goal	Learning tasks to achieve goal	Evidence of Learning and assessment	Timeframe
1. Demonstrate capacity to engage with ethical challenges for social workers in the placement context, using AASW Code of Ethics and relevant theory and ethical decision-making frameworks in working through the issues and challenges.	<ol style="list-style-type: none"> 1. Identify, assess, and formulate appropriate responses using relevant frameworks (for example – inclusive model for ethical decision making (McCauliffe & Chenoweth, 2008) to at least two ethical challenges in your practice while on placement 2. Present on these ethical challenges to Field Educator in an individual or group supervision session 	<ul style="list-style-type: none"> • Presented at satisfactory level to Field Educator in an individual or group supervision session • Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
2. Throughout placement, demonstrate capacity to understand and uphold the AASW core values (respect for persons, social justice, professional integrity).	<ol style="list-style-type: none"> 1. Critically reflect on at least one instance where conflicts have occurred between your personal and professional values while on placement and how you managed these conflicts 2. Present your critical reflection to Field Educator in an individual or group supervision session 	<ul style="list-style-type: none"> • Presented at satisfactory level to Field Educator in an individual or group supervision session • Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
3. Please add one additional learning goal here		<i>Please include how you will evidence your learning relating to the activity you added</i>	TBC by student and FE

Mid-Placement Review of Learning Area 1
Student’s Comments on Progress:
Field Educator’s Comments on Student’s Progress:
Task Supervisor’s Comments on Student’s Progress (if applicable):
Overall Mid Placement Rating for Learning Area 1: Student: _____ Field Educator _____ Task Supervisor: _____

Final Review of Learning Area 1
Student's Comments on Progress:
Field Educator's Comments on Student's Progress:
Task Supervisor's Comments on Student's Progress (if applicable):
Overall Final Placement Rating for Learning Area 1:
Student: _____ Field Educator _____ Task Supervisor: _____

Learning Area 2 Professionalism <i>Demonstrated ability to undertake social work practice in a professional manner, acting with integrity, compassion, responsibility and accountability.</i>
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Learning goal	Learning tasks to achieve goal	Evidence of Learning and assessment	Timeframe
1. Demonstrate ability to undertake social work activities with responsibility, integrity and compassion while recognising boundaries when working collaboratively with clients	1. Provide at least two examples of how you establish working alliances with clients, service users or stakeholders based on mutual respect and accountability, while also reflecting on power and authority inherent in the social worker's role 2. Discuss this reflection with your Field Educator in individual or group supervision session	<ul style="list-style-type: none"> Task completed at satisfactory level as evidenced by Field Educator Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
2. Demonstrate understanding and application of relevant legislation governing practice, as well as the legal frameworks which inform and mandate practice relevant to the placement setting	1. During induction period identify relevant legislation, organisational policies, procedures, processes and obligations relevant to your student role within the placement organisation	<ul style="list-style-type: none"> Task completed at satisfactory level as evidenced by Field Educator Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
3. <i>Please add one additional learning goal here</i>		<i>Please include how you will evidence your learning relating to the activity you added</i>	TBC by student and FE

Mid-Placement Review of Learning Area 2
Student's Comments on Progress:

Field Educator's Comments on Student's Progress:
Task Supervisor's Comments on Student's Progress (if applicable):
Overall Mid Placement Rating for Learning Area 2:
Student: _____ Field Educator _____ Task Supervisor: _____

Final Placement Review of Learning Area 2
Student's Comments on Progress:
Field Educator's Comments on Student's Progress:
Task Supervisor's Comments on Student's Progress (if applicable):
Overall Final Placement Rating for Learning Area 2:
Student: _____ Field Educator _____ Task Supervisor: _____

<p>Learning Area 3 Culturally responsive and inclusive practice</p> <p><i>Develop understanding and knowledge of cultural diversity in order to work in a culturally responsive and inclusive way</i></p>

Learning goal	Learning tasks to achieve goal	Evidence of Learning and assessment	Timeframe
1. Demonstrate a capacity to work inclusively and respectfully with diverse groups and individuals.	<p>1. Identify structural and systematic barriers faced by diverse groups and individuals within the placement organisation, consult with cultural experts and/or experienced team members on working with diverse groups within the organisational context</p> <p>2. Critically reflect during individual or group supervision on your personal values, beliefs, social location and cultural identification, and how these may influence your practice approach with diverse groups</p>	<ul style="list-style-type: none"> Field Educator/Task Supervisor to observe student's enhanced capacity (through practice and reflection on practice) to work inclusively and respectfully with culturally diverse groups and individuals Task completed at satisfactory level as evidenced by Field Educator Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be 	TBC by student and FE

		discussed at Mid and Final Placement Reviews).	
2. Demonstrate understanding of historical and continuing dispossession, disadvantage, racism, and oppressions experienced by Aboriginal and Torres Strait Islander peoples.	<p>1. Critically appraise how the placement organisation responds to diversity and inclusion in terms of the rights and needs of either service users, employees, and/or external stakeholders. A particular analysis of the inclusion of Aboriginal and Torres Strait Islander peoples' rights and needs in the placement context is required</p> <p>2. Present and discuss your reflections to Field Educator in an individual or group supervision session or team meeting and make viable suggestions of how this could be enhanced</p>	<ul style="list-style-type: none"> Presented at satisfactory level to Field Educator in an individual/group supervision session or team meeting Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
3. Please add one additional learning goal here		<i>Please include how you will evidence your learning relating to the activity you added</i>	TBC by student and FE

Mid-Placement Review of Learning Area 3	
Student's Comments on Progress:	
Field Educator's Comments on Student's Progress:	
Task Supervisor's Comments on Student's Progress (if applicable):	
Overall Mid Placement Rating for Learning Area 3:	
Student: _____ Field Educator _____ Task Supervisor: _____	

Final Placement Review of Learning Area 3	
Student's Comments on Progress:	
Field Educator's Comments on Student's Progress:	
Task Supervisor's Comments on Student's Progress (if applicable):	

Overall Final Placement Rating for Learning Area 3:

Student: _____ Field Educator _____ Task Supervisor: _____

Learning Area 4 Knowledge for practice

An understanding of theories and methods relevant to practice and an ability to reflect critically upon use and practice. Recognition of research as an integral part of social work practice.

Learning goal.	Learning tasks to achieve goal.	Evidence of Learning and assessment	Timeframe
1. Demonstrate a critical understanding of specific social work theories and frameworks underpinning social work practice at the placement setting.	<ol style="list-style-type: none"> 1. Meet with staff members within the placement organisation to discuss what theories and/or knowledge bases they draw upon in their practice 2. Reflect on how theories and other knowledges inform practice (based on your discussion with staff) and discuss these reflections with your field educator in an individual/group supervision session 	<ul style="list-style-type: none"> • Field Educator/Task Supervisor to observe through practice and supervisions, student's capacity to integrate theory with practice • Task completed at satisfactory level as evidenced by Field Educator • Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
2. Demonstrate understanding of the role of research and evaluation in social work practice and innovation	<ol style="list-style-type: none"> 1. Discuss the relationship between research knowledge and practice with staff in your placement organisation. Depending on agency context, locate a related evaluation, research or project, highlighting impact of this on service delivery, practice innovation or change within the organisation 2. Present your findings to Field Educator and/or team 	<ul style="list-style-type: none"> • Task completed and presented at satisfactory level to Field Educator and /or team. • Field Educator/Task Supervisor to provide feedback in Learning and Assessment report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
3. <i>Please add additional learning goal here</i>		<i>Please include how you will evidence your learning relating to the activity you added</i>	TBC by student and FE

Mid-Placement Review of Learning Area 4

Student's Comments on Progress:

Field Educator's Comments on Student's Progress:

Task Supervisor's Comments on Student's Progress (if applicable):
Overall Mid Placement Rating for Learning Area 4:
Student: _____ Field Educator _____ Task Supervisor: _____

Final Placement Review of Learning Area 4
Student's Comments on Progress:
Field Educator's Comments on Student's Progress:
Task Supervisor's Comments on Student's Progress (if applicable):
Overall Final Placement Rating for Learning Area 4:
Student: _____ Field Educator _____ Task Supervisor: _____

<p>Learning Area 5 Applying knowledge to practice</p> <p style="text-align: center;"><i>Demonstrated ability to work collaboratively and engage service users in the assessment and intervention process. Use social work methods that are appropriate to the practice setting and address the needs of service users.</i></p>
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Learning goal	Learning tasks to achieve goal	Evidence of Learning and assessment	Timeframe
1. Demonstrate capacity to articulate and use a range of assessment, intervention and research/project processes in an ethical and collaborative manner (e.g., applying anti-oppressive methods) relevant to the placement setting	1. During induction period seek clarification of the assessment, intervention and research/project processes used in the placement organisation 2. Engage in assessment, intervention and research/project processes relevant to your practice in the placement organisation using a critical social work perspective.	<ul style="list-style-type: none"> • Task completed and presented at satisfactory level to Field Educator and /or team. • Field Educator/Task Supervisor to undertake practice observations to assess knowledge and capacity of social work skills. • Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE

<p>2. Demonstrate ability to apply critical, reflective thinking and judgement when engaging in assessment, intervention and research/project processes</p>	<p>1. Systematically apply a specific model of critical reflection in the analysis of practice events and present this to Field Educator in an individual or group supervision session</p>	<ul style="list-style-type: none"> • Task completed and presented at satisfactory level to Field Educator and /or team • Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	<p>TBC by student and FE</p>
<p>3. <i>Please add additional learning goal here</i></p>		<p><i>Please include how you will evidence your learning relating to the activity you added</i></p>	<p>TBC by student and FE</p>

Mid-Placement Review of Learning Area 5	
Student's Comments on Progress:	
Field Educator's Comments on Student's Progress:	
Task Supervisor's Comments on Student's Progress (if applicable):	
Overall Mid Placement Rating for Learning Area 5:	
Student: _____ Field Educator _____ Task Supervisor: _____	

Final Placement Review of Learning Area 5	
Student's Comments on Progress:	
Field Educator's Comments on Student's Progress:	
Task Supervisor's Comments on Student's Progress (if applicable):	
Overall Final Placement Rating for Learning Area 5:	
Student: _____ Field Educator _____ Task Supervisor: _____	

Learning Area 6 Communication and Interpersonal Skills

Demonstrated ability to communicate effectively and relate interpersonally with a diverse range of people in a diverse range of settings.

Learning goal	Learning tasks to achieve goal	Evidence of Learning and assessment	Timeframe
1. Demonstrate capacity to engage and respectfully communicate with all stakeholders across the organisation, using the full range of communication methods (verbal, non-verbal, written, electronic and digital) in consideration of the practice situation and the needs of diverse audiences	<p>1. During induction process clarify with Field Educator/Task Supervisor expectations regarding the following:</p> <ul style="list-style-type: none"> • Behaving in a professional manner and being accountable for all actions and decisions • Establishing clear and appropriate boundaries in professional relationships with all key stakeholders, based on mutual respect and accountability 	<ul style="list-style-type: none"> • Task completed and Field Educator/Task Supervisor to provide ongoing feedback, including through practice observations • Feedback to Field Educator/Task Supervisor from clients, and other staff both internal and external to the placement organisation • Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
2. Demonstrate ability to communicate own role and mandate, and the rights and responsibilities of all parties to clients, participants and other stakeholders clearly and unambiguously	1. Student and Field Educator to engage in either practice observations or simulated role plays to demonstrate student capacity	<ul style="list-style-type: none"> • Field Educator/Task Supervisor to complete practice observations to assess student's capacity in this area • Task completed at a satisfactory level as evidenced by Field Educator • Feedback to Field Educator/Task Supervisor from clients, and other staff both internal and external to the placement organisation • Field Educator/Task Supervisor to provide feedback in Learning and Assessment report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
3. <i>Please add additional learning goal here</i>		<i>Please include how you will evidence your learning relating to the activity you added</i>	TBC by student and FE

Mid-Placement Review of Learning Area 6	
Student's Comments on Progress:	
Field Educator's Comments on Student's Progress:	
Task Supervisor's Comments on Student's Progress (if applicable):	
Overall Mid Placement Rating for Learning Area 6:	
Student: _____ Field Educator _____ Task Supervisor: _____	

Final Placement Review of Learning Area 6	
Student's Comments on Progress:	
Field Educator's Comments on Student's Progress:	
Task Supervisor's Comments on Student's Progress (if applicable):	
Overall Final Placement Rating for Learning Area 6:	
Student: _____ Field Educator: _____ Task Supervisor: _____	

Learning Area 7 Information recording and sharing <i>Demonstrate awareness of information recording and sharing policies of the organisation. Ensure social work ethical principles and legal parameters are adhered to.</i>

Learning goal	Learning tasks to achieve goal	Evidence of Learning and assessment	Timeframe
1. Demonstrate an understanding of the policies and legislation relating to data storage, recording, information sharing with professionals and clients within the boundaries of confidentiality.	1. During induction process examine the legislation/s and agency policies relating to record keeping and sharing and discuss with Field Educator/Task supervisor. Review examples of case notes, reports, and other client related material.	<ul style="list-style-type: none"> Field Educator/Task Supervisor to assess student capacity for accurately recording and storing information through observations and supervisions. Task completed at a satisfactory level as evidenced by Field Educator Field Educator/Task Supervisor to provide 	TBC by student and FE

		feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews).	
2. Ability to write and maintain accurate, and comprehensive records and reports that contain clear, and respectful information, which is in accordance with ethical principles, relevant legislation, and the organisation's policies and procedures.	<ol style="list-style-type: none"> 1. Provide Field Educator with at least three written examples of work undertaken in the placement setting, such as case notes and summaries, reports, project outlines and proposals 2. Discuss these examples and review with Field Educator/Task Supervisor or other staff members. 	<ul style="list-style-type: none"> • Field Educator/Task Supervisor to provide clear and constructive feedback on the written examples • Task completed at a satisfactory level as evidenced by Field Educator • Field Educator/Task Supervisor to provide feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
3. <i>Please add additional learning goal here</i>		<i>Please include how you will evidence your learning relating to the activity you added</i>	TBC by student and FE

Mid-Placement Review of Learning Area 7	
Student's Comments on Progress:	
Field Educator's Comments on Student's Progress:	
Task Supervisor's Comments on Student's Progress (if applicable):	
Overall Mid Placement Rating for Learning Area 7:	
Student: _____ Field Educator _____ Task Supervisor: _____	

Final Placement Review of Learning Area 7	
Student's Comments on Progress:	
Field Educator's Comments on Student's Progress:	
Task Supervisor's Comments on Student's Progress (if applicable):	

Overall Final Placement Rating for Learning Area 7:
Student: _____ Field Educator _____ Task Supervisor: _____

<p>Learning Area 8 Professional Development and supervision</p> <p><i>Demonstrate a commitment to proactively engage in professional supervision, development, and learning opportunities.</i></p>

Learning goal	Learning tasks to achieve goal	Evidence of Learning and assessment	Timeframe
1. Demonstrate insight into your own professional development needs and commitment to learning and development (self and others) throughout placement as evidenced in the Learning and Assessment Plan	<p>1.Examine opportunities to attend professional development (internal/external to placement setting). Discuss these opportunities with Field Educator/Task Supervisor and take up opportunities where available and approved</p> <p>2. Development and completion of Learning and Assessment Plan.</p>	<ul style="list-style-type: none"> • Professional development opportunities task completed and evidenced in the Learning and Assessment Report. • Completion of Learning and Assessment Report tasks in a satisfactory manner • Completion and submission of Assessment and Learning Report in a timely manner • Field educator feedback in Learning and Assessment Report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
2. Demonstrate ability to actively participate in and get the most out of supervision on placement	<p>1. Lead your formal supervision sessions and ensure there is appropriate structure and documentation of supervision outcomes and actions through</p> <ul style="list-style-type: none"> • Chairing meeting • Provision of agendas • Taking minutes • Giving of feedback 	<ul style="list-style-type: none"> • Tasks completed at a satisfactory level as evidenced by Field Educator/Task Supervisor • Field Educator feedback in Learning and Assessment report (To be discussed at Mid and Final Placement Reviews). 	TBC by student and FE
3. <i>Please add additional learning goal here</i>		<i>Please include how you will evidence your learning relating to the activity you added</i>	TBC by student and FE

Mid-Placement Review of Learning Area 8
Student's Comments on Progress:
Field Educator's Comments on Student's Progress:
Task Supervisor's Comments on Student's Progress (if applicable):
Overall Mid Placement Rating for Learning Area 8:
Student: _____ Field Educator _____ Task Supervisor: _____

Final Placement Review of Learning Area 8
Student's Comments on Progress:
Field Educator's Comments on Student's Progress:
Task Supervisor's Comments on Student's Progress (if applicable):
Overall Final Placement Rating for Learning Area 8:
Student: _____ Field Educator _____ Task Supervisor: _____

Mid Placement Review Additional Comments on Progress and Focus for Remainder of Placement
Student:
Field Educator:
Task Supervisor

Final Placement Review – Overall Comments / Feedback
Student’s Comments on Progress:
Field Educator’s Comments on Student’s Progress
A statement from the field educator on the overall level of performance demonstrated by the student on placement, specifically: <ul style="list-style-type: none"> a) Whether performance is considered SATISFACTORY or UNSATISFACTORY b) Whether or not the student is considered ready to enter practice as a social worker (if final year/FE 2 placement) c) Additional comments
Task Supervisor’s Comments on Student’s Progress (if applicable):

1. Completion of required placement hours (tick and complete) <input type="checkbox"/> The student has completed the required 500 hours of placement and the required timesheets have been completed and signed.		
Signatures		
_____ Field Educator Name	_____ Signature	Date ___ / ___ / ___
_____ Task Supervisor Name (if applicable)	_____ Signature	Date ___ / ___ / ___
_____ Student Name	_____ Signature	Date ___ / ___ / ___

Submission of your completed and signed Learning and Assessment Report

- ❖ **The completed and signed Learning and Assessment Report, Placement Hours and Supervision Recording Sheet and Liaison Recording Sheets must be submitted to the Canvas program site within two weeks of end of placement.**

Appendix 2: Example Tasks

Wellbeing teams:

- Case management with students and families
- Counsel, support and monitor a certain number of young people each week as part of caseload, write case notes, maintain a journal for reflection
- Monitoring school attendance
- Working with Wellbeing staff, teachers and student managers to support the student in classroom withdrawal, participation and reconnection to learning
- Identification of 'referral' services in the community and facilitate families to access them
- Manage a small case load providing support and counselling during critical incidents
- Attend student support meetings with the school welfare worker and subsequent student support and monitoring of the agreements
- Assist in the organisation and running of breakfast clubs
- Provide social skills program to class
- Working with the wellbeing team to develop progress assessment plans
- Work with Pathways staff around interview, assessment, monitoring regarding wellbeing
- Work with Pathways and Wellbeing staff to develop Alumni
- Working with members of the wider community to mentor, coach or counsel students about future pathways and vocational directions

Project, Evaluation, Policy and Research:

- Develop pilot projects with students, for example: school refusal and reconnection with learning, conflict and management; bullying – policy and operational management; equality and gender – same sex policies and initiatives – social inclusion
- Review of current literature and programs and new program development around: motivation, memory and exam preparation, dealing with anxiety, building response for students with issues of impulse control and anger management, development of individual and classroom action plans, building resilience
- Working with the teaching and Wellbeing staff regarding writing submissions to local and state government after preparing submissions based: research, focus groups and student engagement
- Projects with the student leadership (e.g., SRC): identify model and policies, history of student governance, management of politics, context of social policy and political action in the school environment, how to be involved and effective advocacy, establishment of action groups
- Establish reference group to engage key parties through interviews, etc. to develop history of school
- Evaluation of student engagement and policy and student support groups, protocols and implementation of support for students
- Work with social work / Wellbeing staff on the development, preparation and implementation of the School Wellbeing Program Development of Peer Support Program