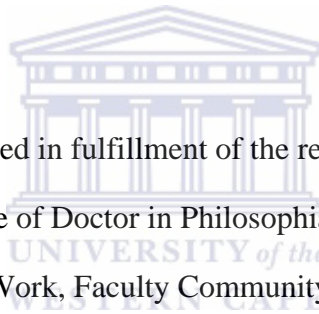


**THE DEVELOPMENT OF MANAGEMENT GUIDELINES FOR SCHOOL SOCIAL
WORK IN THE WESTERN CAPE**

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A thesis submitted in fulfillment of the requirements for
the degree of Doctor in Philosophiae in the
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ABSTRACT

The significant increase of social problems experienced by youth such as, teenage pregnancy, child abuse, child sexual offenses, substance abuse and violence impacted adversely on optimal development including learning, retention and throughput within the school context. These social and psychological barriers to learning are commonly addressed by social workers in the course of their work with individuals, families and communities. Therefore it was a natural progression to consider the appointment of social workers in the Western Cape Education System to address the challenges presented by these problems. The practice of school social work has subsequently become essential within the Department of Education. Service delivery in the Western Cape Education Department is centralized and school social workers fall under the auspices of circuit teams with school psychologists, learning support advisors, curriculum advisors and other education officials. This multidisciplinary team is managed by circuit team managers who do not necessarily have training in the disciplines of the respective professionals in their team. This system is called the matrix management system and implies a dual management approach in which health professionals e.g. school social workers, also report to the Head of Specialized Learner and Educator Support (HSLES). The dual or matrix management of school social workers includes a circuit team manager and an “acting senior school social worker.” This study focused on assessing the realities of school social workers being managed under this system and sought to develop guidelines for the management of school social workers. To this end, the present study was conceptualized as Intervention Research within a modified Design and Development model. This form of applied research is used to design and develop interventions to improve social problems using participatory methods.

The modification entailed four phases where each phase consisted of operational steps. The first phase focused on project planning that included problem analysis and information gathering as operational steps. This phase aimed to formulate the core

problem or focus of the research through rigorous contextualization within the current body of literature on School Social Work and empirical validation using key informants including school social workers. Subsequently document analysis of literature and policies; as well as thematic analysis of interviews and focus groups were conducted. The results informed the core problem or focus for the research. The resultant finding was that dual management impacted negatively on staff morale, professional development, coordination of services, effective service delivery and more broadly posed ethical dilemmas where practices were not aligned to statutory requirements and policy prescriptions of the South Africa Council of Social Workers.

The second phase, Design and development, focused on developing a set of management guidelines that would address the problems reported in the experiences of school social workers, specifically related to the dual or matrix management. During this phase data collection included a survey of SSWs, and interviews to inform the management guidelines along with the findings from Phase one. The third phase, Development and Evaluation, focused on testing the proposed guidelines for feasibility and relevance to the problems encountered in a focus group with SSWs. The core findings suggested that SSWs welcomed the statutory base for their work or scope and the explicit recommendations for line management. The participants also responded favorably to the intention, content and recommendations included in the draft guidelines. Clear recommendations were made that were incorporated into a revision of the management guidelines. The evaluation was participatory and resulted in valuable feedback that refined and modified the management guidelines for school social workers.

The fourth phase, Dissemination, focused on presenting the iterative process of the research and how the core findings in each phase culminated in the management guidelines. For the purposes of the thesis, dissemination entails the formalized presentation of the development and evaluation process of the guidelines in the form of a doctoral dissertation. Appropriate summative comments are made with clear recommendations for the possible adoption of the guidelines in practice that would enable advanced evaluation in field testing.

KEY WORDS

Social Work

School Social Work

Management

Social Work Management

Multi-Disciplinary Team

Social Work Supervision

Social Work Supervisor

Standards

Policy

Guidelines



DECLARATION

I declare that “The Development of Management Guideline for School Social Work in the Western Cape” is my own work that has not been submitted for any degree or examination in any other university and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Full Name: Rochshana Kemp

Date: 15 February 2014

Signed



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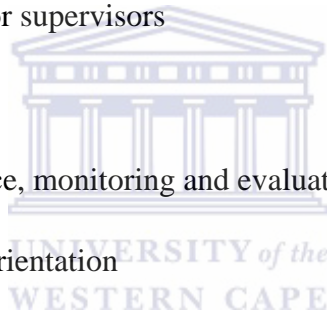
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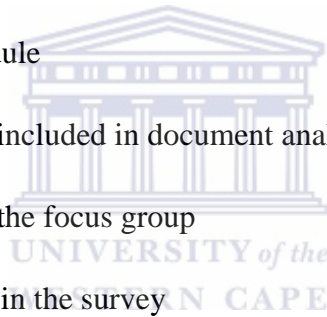
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LIST OF ACRONYMS

AAC	-Augmentative and Alternative Communication
AASW	-Australian Association for Social Workers
CTM	-Circuit Team Manager
DD	-Design and Development
DSD	-Department of Social Development
FET	-Further Education and Training
GET	-General Education and Training
HOD	-Head of Department
IMG	-Institutional Management and Governance
IR	-Intervention Research
JD	-Job Description
KD	-Knowledge Development
KU	-Knowledge Utilization
MCED	-Metro Central Education District
NCS	-National Curriculum Statement
NGO	-Non Governmental Organization
OSD	-Occupation Specific Dispensation
PAWC	-Provincial Administration Western Cape
PMDS	-Performance Management and Development Scheme
SA	-South Africa



SACSSP	-South African Council for Social Service Professions
SAPS	-South African Police Service
SGB	-School Governing Body
SLES	-Specialize Learner and Educator Support
SR	-Social Research
SW	-Social Work
SSW	-School Social Work
WC	-Western Cape
WCED	-Western Cape Education Department



In Memory of
Ahseha Essa



CHAPTER 1

BACKGROUND AND ORIENTATION TO THE RESEARCH

1.1. Introduction

This chapter is dedicated to formulating the problem statement that served as an impetus for the study in partial fulfilment of the doctoral degree requirements. The chapter also provides a rationale for the study and identifies the key concepts to be covered. The chapter also addresses the organization of the thesis as a whole and for each respective chapter.

1.2. Background

There is consensus about the role of School Social Work (SSW) in the retention and throughput of learners as evidenced in its inclusion in the establishment of the Department of Education in the Western Cape since 1982. This sentiment has been expressed in all domains within the Department of Education that includes Curriculum Support, Specialized learner and educator support, as well as Safe schools (Swart, 1997; Constable, Flynn & McDonald, 1991; Guardian Profession, 2011; Huxtable & Blyth, 2002; WCED, 2001; WCED, 2010). Similarly, the increase in the number of posts for School Social Workers (SSWs) in the Western Cape Education Department (WCED) from 4 to 49 between 1982 and 2011 attests to the perceived importance of SSWs (WCED, 2008).

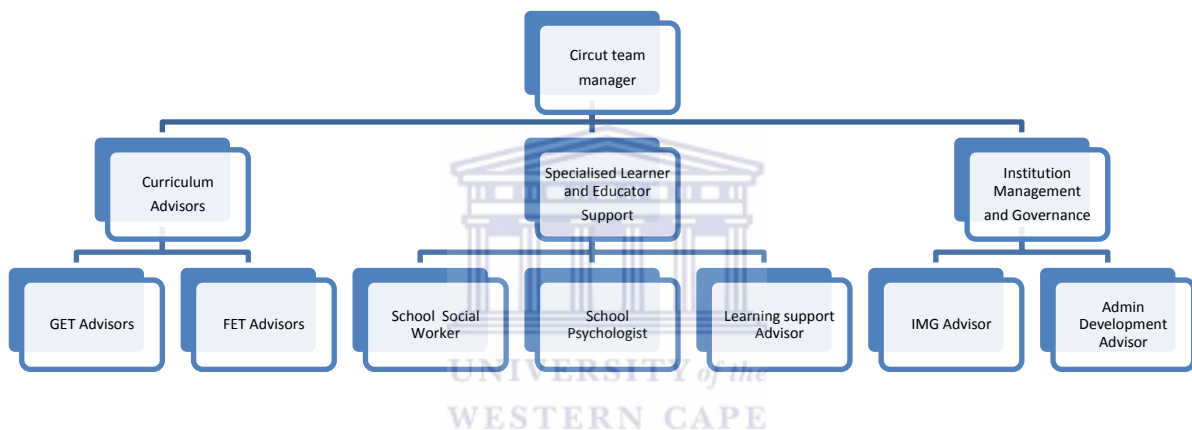
Various policies have been developed for educators to provide legislative support for the retention and throughput of learners e.g. the Inclusive Education White Paper Six (2001), Policy on managing child abuse and neglect (2001), Policy on Learner Attendance (2011), Policy on Learner Pregnancy (2003), Policy on Substance Abuse (2002) and Protecting the rights of the child (WCED, 2001, 2011).

School social workers have a crucial role to play in developing and empowering educators with legislation relating to the protection of children such as the Children's Act 38 (2005) and the Sexual Offences Act 32 (2007) obliging educators to report child abuse and sexual offences against children (WCED, 2011). These legislations explicitly require of social workers to make referrals to designated child protection organisations and the South African Police Services (SAPS) to report such incidents in comparison to the South African Schools Act (1994) where the focal point relates to school management matters. Failure to conform to

these requirements may affect criminal charges for social workers. For this reason SSW's service delivery is required to be supervised to ensure adherence to such protocols.

The abovementioned policies attempt to establish a framework that positions schools as more than just a place where education takes place (Jooste, 2010). These policies make explicit reference to SSW as a professional service and further underscore its importance in addressing social barriers to learning (e.g. violence and crime). To this end, SSW services in the Western Cape is rendered from a multidisciplinary team also known as a circuit team as illustrated in Figure 1 below.

Figure 1: Composition of a circuit team



The above figure reflects the composition of a circuit team consisting of a circuit team manager (CTM), school social worker, psychologist, learning support advisor (LSA), curriculum advisors (CA) and institutional management and governance advisors (IMG). This team provides support to schools in a designated geographical area. The nature of the support that is rendered is related to job description and role of the specific professions. SSW fulfils a fundamental role in the retention and throughput of learners by addressing social and emotional barriers to learning, providing preventative psycho social- education and engaging in advocacy.

In the WCED there is a recommended structure as per the line manager of SSW highlighted in an approved organogram where the senior school social worker takes responsibility for the professional supervision of the school social worker while the circuit team manager (CTM) is responsible for managing the daily operations of all the circuit team members including the SSWs (WCED, 2008; 2010). The social work supervisor however, may also be a manager of both the organization and social work practitioners. The current situation though is that

despite the provision for senior SSW posts in the organogram, these posts are not part of the establishment or have remained vacant. Thus the professional role of supervision has been neglected and SSWs have been managed and supervised by CTMs. As stated before, CTMs are educators whose formal training does not include social work theory and practice however; they oversee the operation of the SSW including performance appraisals based on clinical intervention. The South African Council for Social Service Professions (SACSSP) stipulate that the direct line management of social workers must be conducted by registered social workers who assume clinical responsibility for case load management and treatment planning within the scope of practice and interventions (SACSSP, 1978). Other ethical requirements such as record keeping, case management, monitoring of work load are all social work services requiring professional supervision of a registered social worker. Thus current line management practices are non-compliant with the ethical code of the SACSSP.

Non-compliant line management practices for school social workers in the WCED date back to 1982 where non-social workers were responsible for the management of SSWs. During this period SSW was located in four different systems: schools of industry, WCED, Department of Social Development and the School Governing Body (SGB) and across all four systems no senior school social workers were appointed to assume the line management responsibility for professional supervision (Western Cape School Social Work Forum, 1995). The line management and supervision of SSWs were performed by psychologists, school principals and the heads of school clinics relative to the settings in which SSW was located or deployed (Western Cape School Social Work Forum, 1995; Swart, 1997).

1.3. Statement of the Research Problem

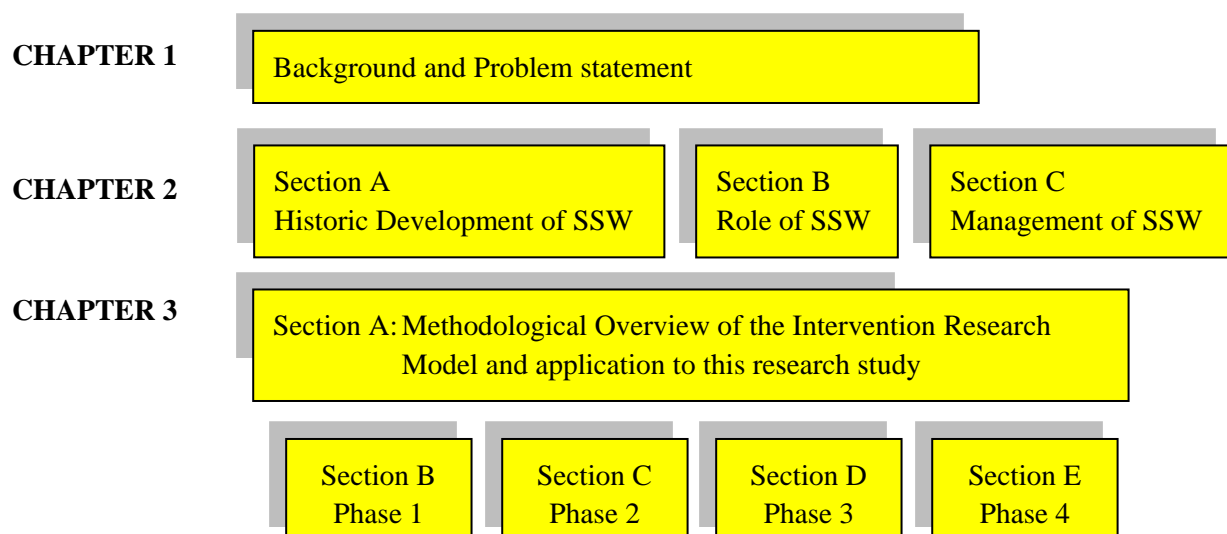
The management practice of non-social workers supervising social work clinicians has been discussed in terms of its impact on service provision, as well as professional factors such as clinical practice and ethics code of conduct. Questions have been raised in the recruitment and retention strategy by social workers as to whether this management approach is detrimental to effective social work practice in working with learners and complying with obligations of the professional board that governs social workers (DSD, 2006). For example, the Department of Social Development (DSD, 2006) identified in its recruitment and retention strategy that productivity and quality of social work services declined when supervision or line management was provided by non-social workers. Furthermore this strategy attributed negative personal (emotional dysregulation and other traumatic

experiences, reduced job satisfaction) and occupational outcomes (high case loads, decline in service delivery, poor statistics) to the lack of supervision (DSD, 2006). Given this context, it is necessary to understand the role of management and professional supervision with regard to SSW. The present study investigated SSW as it is practised in the Western Province of South Africa. This study provides a national picture of SSW in South Africa but in essence focuses on the nature of SSW at the provincial level. Thus the purpose of the research was to explore the experiences of school social workers with regard to the current management structures, and to develop a set of management guidelines for SSWs.

1.4. Chapter Outline of the Study

This thesis or report is presented in seven chapters. Chapter One provides a problem statement and general rationale for the present study whereas Chapter Two presents a more academic rationale for the study based on a review of the body of literature on SSW. The second chapter has been subdivided into three sections (A-C) corresponding to the three main foci in the literature. Chapter Three summarizes the research methodology for the present study and has been subdivided into five sections. Section A provides an overall view of the methodology and theoretical framework of the study. Sections B-E present the specific methodological elements for each of the four phases in the research. Chapters Four, Five and Six summarize the findings from the respective phases outlined in the methodology. Chapter Seven provides an executive summary and summation of the overall research project. Figure 2 below represents the chapter organization of this research report.

Figure 2: Chapter organization



CHAPTER 4

Findings: Phase 1

CHAPTER 5

Findings: Phase 2

CHAPTER 6

Findings: Phase 3

CHAPTER 7

Conclusion

1.5. Definitions of Key Concepts**1.5.1. Social Work**

The social work profession promotes social change, problem-solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work (International Federation of Social Workers, 2001).

1.5.2. School Social Work

The encyclopaedia of Social Work (NASW, 1995) defines school social work as an application of social work principles and methods to the advantage of the goals of the school. This definition is currently used globally. School social workers in this research refer to social workers employed by the Department of Education.

1.5.3. Management

Management is defined as the attainment of organizational goals in an effective manner through planning, organizing, leading, and controlling organizational resources (Daft, 2000; Swanepoel, Erasmus, Van Wyk & Schenk, 2003). Management in the context of this research refers to the management of school social workers.

1.5.4. Social Work Management

Social Work Management refers to the performance of tasks, such as planning, organizing, leading and controlling in terms of functions relating to programs, work load, and human resources (DSD, 2012; SACSSP 2012).

1.5.5. Multi-Disciplinary Team

A multi-disciplinary team is defined as a group composed of members with varied but complimentary experiences, qualifications, and skills that contribute to the achievement of the organization's specific objectives (Business Dictionary, 14/02/2010). Within the department of education (WCED), multi-disciplinary teams are referred to as circuit teams and refer to the composition of professionals within this team and the way in which schools are clustered at a district office.

1.5.6. Social Work Supervision

Supervision refers to an interactional process within the context of a positive, anti-discriminatory relationship, based on distinct theories, models and perspectives on supervision whereby a social work supervisor supervises a social worker by performing educational, supportive and administrative functions in order to promote efficient and professional rendering of social work services (DSD, 2012; SACSSP, 2012).

1.5.7. Social Work Supervisor

A social work supervisor is a social worker with the required experience and qualifications to whom authority is delegated to supervise social work practitioners (DSD, 2012; SACSSP, 2012).

1.5.8. Standards

Standards are defined as limits or rules, approved and monitored for compliance by an authoritative profession or recognized body as a minimum benchmark. Standards are also the generally accepted principles for the best or most appropriate way to provide service, referring to the criteria or set of rules that describe the expected levels of a service (International Federation for Social Work, 2012)

1.5.9. Policy

A policy is described as a plan of action adopted or pursued by an individual, government or party of a business to guide decisions and achieve rational outcomes (Greenberg & Baron, 2003).

1.5.10. Guidelines

Guidelines are referred to as an indication or advice of how something should be done (Oxford Dictionary, 2005). This relates directly to guidelines for school social workers

as to how services could be managed. The word “guide” means inter alia to manage; to direct; to control; to lead. Guidelines mean rules or instructions that are given by an official organization telling you how to do something.



CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

School Social Work was first implemented in the U.S.A in 1906 and was an established field of practice in at least 20 countries, including Eastern Europe and East Asian countries by 1977 (Kelly, 2008; Huxable & Blyth, 2002). Rocher (1977) and Huxable & Blyth (2002) is of the opinion that SSW has become a well-established field of practice in the social work profession, and is an accepted and integral part of both the educational and social welfare structures in many parts of the developed and developing world. Thus school social work includes elements of social pedagogy and social work that dealt primarily with care for the poor and other marginalized populations. Hanzal (2012) concluded that SSW has already been established as an area of specialization for social workers. The body of literature on SSW is comprised of two types namely, documentation and empirical research. The former is the larger part of the body of literature that includes sources documenting the historical roots of SSW, professional realities of SSW, guidelines and policies informing the operationalization of the role of School Social Workers within the broader profession, as well as management structures, process documentation, and professional roles. Empirical research on various aspects of SSW forms the smaller part of the body of literature and tends to focus on the efficacy of interventions (Allen-Meares, 2007), descriptive and exploratory evaluation of practice skills (Constable, Flynn & McDonald, 1991), evidence-based practice (Kelly, 2008) and specific tools that could guide new social workers in this field of practice (Chavkin 1993; Franklin, Harris & Allen Meares, 2006), as well as Frey and Dupper, (2005) on trends and needs for the social work profession. Most notably empirical research on the management and supervision of School Social Work has been underdeveloped (Thyer & Myers, 2007) and remains a focus of future research.

The focus of this chapter is to provide a narrative summary of the body of literature on school social work as a sub-discipline within Social Work. The chapter is organized into three sections that will address the a) Historic Development of School Social Work, b) The role of the School Social Worker and c) Management of School Social Workers. Each section will provide a summation of the documentary and empirical evidence that constitutes the body of

literature relative to that section. The overall aim of the chapter is to provide a rationale for the present study that is informed by the existing body of literature.

2.2. Section A: Historic Development of School Social Work

This section will focus on the historical context and the main threads of the literature will be used to provide an international, national as well as a provincial perspective in the review. For this section the South African landscape will be foregrounded against the global landscape as a backdrop. This section will also attempt to track the transformation of SSW in relation to the Western Cape Education Department (WCED).

2.2.1. International perspective on the development of school social work

There is general consensus over the factors that gave rise to the development of school social work in literature dating from the late 70s to more current sources. For example, Kelly (2008) attributed the development of SSW to the need for closer communication between key role players in the education of children in New York, Boston, and Hartford, Connecticut. Similarly, Huxtable and Blyth (2002) identified the initiatives in these three cities as having provided the impetus for the inception and development of SSW. In Boston, the Woman's Education Association established a home and school visitor in one of the city schools for the purpose of insuring a closer tie between the home and the school. The first visiting teachers program was initiated in Hartford that today is frequently referred to as school social workers (www.dpi.state.wi.us/sspw/socialwork.html). In New York the immediate impetus came from two social settlements that had assigned visitors to school districts in order that the settlement house and staff might keep in closer touch with the teachers of the children who lived in the settlement neighbourhood (Case Western Reserve University, 2010; Huxtable & Blyth, 2002).

Fink (1974) attributed the development of SSW to the initiatives that occurred independent of each other in New York, Boston and Hartford. Constable, Flynn and McDonald, (1991) interpreted the simultaneous development of these social inventions to point to a common culture base which these cities shared. Similarly, Staudt (1995) intimated that these social initiatives were in response to shared fundamental conditions, needs or socio-political changes that existed in these cities. For example, the introduction of compulsory school attendance laws and child labour legislation in many

states are thought to have contributed to these initiatives that culminated in the development of SSW (Constable, Flynn & McDonald, 1991; Staudt, 1995). Fink (1974) argued that the antecedent conditions of the culture at the time prepared the way for the establishment of SSW rather than the practice of social support at schools resulting from or in response to needs.

Traditionally, it was argued that school social workers served as liaisons between the home, school, and community. However, since 1907, school social workers have collaborated more specifically with teachers and other school personnel in advancing the purposes of education (Rocher, 1977; 1988). School social workers were also referred to as attendance officers overseeing compulsory school attendance. Constable, Flynn and McDonald (1991) identified the principal activity of SSWs as a home-school-liaison role in addition to intervening with the other social maladies like community poverty, ill health and other factors that impacted school attendance. As the number of school social workers increased over the decades, the focus of their services changed and these changes were mirrored by societal influences (Case Western Reserve University, 2010).

The first SSWs were appointed in Canada, Norway and Sweden in the 1940s (Huxtable & Blyth, 2002). In Stockholm, social work posts in high schools were initially created on the initiative of municipalities and parent organizations. In Finland, the system of school social work began to spread during the 1970s (Huxtable & Blyth, 2002). In 1977 there were 85 school social workers in Finland, and by 1993 there were approximately 220 in a total of 93 municipalities. Since then the number of school social workers increased to an estimated 1,500 with approximately 50 in Denmark and 80 in Norway. The origin of school social work in Germany and Hong Kong can be traced back to 1970 to help students deal with emotional and social problems (Huxtable & Blyth, 2002). In Hong Kong during the early 1980s there were 93 student guidance officers serving 477 primary schools, and another 91 social workers serving 297 secondary schools (Hong Kong Government, 1982 in Huxtable & Blyth, 2002).

Social work in the schools was practised in Buenos Aires Province located in Argentina and the Capital District before 1997 under the job title, school social worker where they hold both a social work degree and also a teaching certificate in primary education (Huxtable & Blyth, 2002). In Buenos Aires Province, all primary schools and special

education schools had at least one school social worker since 1997. The number of social workers is based on a formula, requiring one social worker per 500 primary school student and one social worker for each special education school. Schools with more than 1,000 students had two school social workers if they serve large numbers of students who are at risk. With this allocation of school social workers the seriousness of what the profession offers had been justified including a range of care, counselling and advice for families and youth (Thyers & Myers, 2007).

Huxtable and Blyth (2002) expressed optimism about school social work in the 21st century because internationally school social workers have expertise with systems, individuals, groups, relationships, organizations, as well as with theories of change and will consequently develop the profession. Rocher (2011) concurs that an increase in school social workers must retain the focus of working with the school, family and community and that the nature of services should include a robust prevention strategy. Huxtable and Blyth (2002) conclude that [“SSWs will be the leaders needed to facilitate changes in preparing students, families, schools and communities for a fast changing world”] (p.50) .

2.2.2. The history of SSW in Africa

The beginning of social work in Africa in general and Ghana in particular, can be traced to the activities of three major groups: Christian missionaries; voluntary agencies and tribal societies (Huxtable & Blyth, 2002). These groups, working closely with ethnic societies, established various charities for families in need. Social work then assumed an official status under the Colonial Development Act of 1940, which marked its transition from the private sector to the central government (Gold Coast, 1944-1954 in Huxtable & Blyth, 2002). Since the independence of Ghana, social work practice has experienced many structural changes and also intensified, expanded, and assumed other dimensions such as SSW.

For several decades social science academics in South Africa advocated for the appointment of social workers in schools. At present, the need for school social workers has been underscored due to the increase of social problems within communities impacting on children having more than one problem (WCED, 2010). In South Africa, the need for social work in schools was recognised in the late 1940's (Swart, 1997). In 1948, the Transvaal and Natal Education Department appointed special teachers or

visiting teachers to address some of the social welfare needs of the school population (Rocher, 1977; Western Cape SSW Forum, 1995). Rocher (1977) further asserted that the need for school social work in the social welfare structure in South Africa was a source of grave concern during the late 70s. Thus the value of school social work towards providing support was recognized in the development of education in the 1970's in South Africa (Rocher, 1988). Since then various South African researchers have increasingly underscored the need for school social work within the South African education system (Le Roux, 1987; Kasiram, 1988, 1993; Kemp, 1992; Swart, 1997).

During the 70s social service regulatory bodies (e.g. National Council for Child and Family Welfare, 1974; National Welfare Council, 1973/4; National Council for Mental Health, 1977); professional bodies (e.g. Social workers' Association of South Africa, 1967; Commission for Social Work, 1975/6) and social advocacy agencies (e.g. NICRO, 1970's, Oranje Vroue Vereniging, 1971) highlighted the necessity for social work services in different types of schools. More recently the South African Council for Social Service Professions (SACSSP), as the regulatory body for Social Workers, acknowledged school social work to be a specialization area within the social work profession in South Africa (2010). Political leaders, such as the Premier of the Western Cape, Helen Zille, expressed the need for SSW and referred to the important role school social workers could play especially with regard to the prevention of substance abuse in the schools (Argus, 2010).

Rocher (1977) observed that 13.5% of the white school population required social work intervention. He further concluded that there was enough evidence to support the claim that other communities have similar or greater needs given the need at the time among the White population. The need for school social work intervention has been recognized in all school populations and has been extended to address a broad range of social pathologies ranging from para-suicide, behavioural problems, substance abuse, juvenile delinquency, truancy, learning problems and family breakdown (WCED, 2001).

School social workers were appointed in some provinces as part of the educational support services since 1983 (Swart, 1997). The service was generally located in the Department of Education providing support services to learners, parents and educators. The numbers of school social workers employed in the WCED increased from 4 school social workers working in mainstream schools in 1995 to 46 school social workers at

district level in 2010 (Argus, 2010). In spite of the fact that generic social work principles and methods form the basis of school social work, school social work differs in its application and institutional arrangements from one country to another (Rocher, 1977 in Welfare Focus, 1985). This diversity also applies to the South African context where school social work is located and applied differently in each province.

Collins (1982) asserted that during the 1980s, the Department of Education regarded the socio-pedagogues or visiting teachers as focusing on cognitive-affective development whilst school social workers addressed the social functioning and interaction of the child in the school, home and community with emphasis in the cognitive-affective development in this broader context. However, during 1976, the Interdepartmental Committee on Rehabilitation Matters believed that socio-pedagogics overlapped with social workers, whilst in 1968 already, the Social Workers Association of South Africa alerted that this duplication led to late referrals to welfare authorities for specialised intervention.

These responses demonstrate a historical trend regarding the role of school social work within the sphere of education of learners. More recently then, the Western Cape SSW forum (1995) concurred that the Committee of Education Heads accepted the principle. In both cases the implementation was delayed due to a) financial considerations; b) the promulgation of impending legislation for social workers e.g. the Social and Associated Workers Act; and c) The need for these education authorities to create staff establishments, salaries scales and promotional opportunities.

Similarly the Western Cape and the Natal Education Department recognised the preventive functioning of the socio-pedagogues regarding the learner and his/ her family in 1979. In 1980, the Committee of Education Heads stipulated that a dual registration was a requirement namely, qualifications at bachelor's level in both education and social work. Furthermore the De Lange Commission (1981) motivated the development of school social work with particular reference to "children with special needs", guidance and parental involvement. The Commission identified problems regarding the a) demand for education for children with special needs; b) need for adequate facilities for identification, education, diagnosis/classification of children; and c) provision of assistance and specialised services both within and outside the school contact and the volume of demand. In addition, a number of problem areas

were found including a) Scarcity of trained, specialised staff; b) Issues of specialised schools in relation to mainstream education and flexibility in movement between the two; c) The responsibility for the provisions for mentally handicapped pupils; and d) Effecting parental involvement (Rocher, 1977; Swart, 1997).

Geldenhuis (1982, in Swart, 1997) stressed that multi-professional co-operation and teamwork be accepted; and that Social Work must be regarded as having an independent professional identity whilst contributing to the teaching process. In the report it was concluded that school social work remained largely theoretical primarily due to the firm conviction of educational authorities that the socio-pedagogic and school counselling services sufficiently met the needs of learners. SSW and socio-pedagogics co-existed during 1982. The realisation that “para social work” professionals are unable to deliver a holistic social work service with adequate integration into the social welfare infra-structure led to the adoption of school social work in the place of socio-pedagogues. During 1984 the WCED transferred all socio-pedagogic and truant officers posts to the Welfare Department to establish a SSW service (WCED, 2012). This heralded the recognition of SSW in the Department of Education with the prime directive of addressing problems highlighted in the De Lange and Geldenhuis report. There are differences in how SSW is operationalized across provinces. For the purposes of this review the focus is the WC since it is more resourced.

2.2.2.1. School social work within the Western Cape

Within the Western Cape Province, school social workers can be employed at a provincial level or at a district level within circuit teams or directly in a school by the School Governing Body (SGB) (Rossouw, 2005; Kemp, 2005). Historically school social work in the Western Cape was initiated in “White” schools during 1982 by the Ex-Cape Education Department and in “Coloured” schools in 1984 by the Department of Welfare (School Social Work Forum, 1995; Rossouw, 2005). School social work was introduced into schools with the acknowledgement that social problems within the home or community impact on learners’ ability to concentrate or progress at school and as a result drop out of school or exhibit behaviour that affects learning negatively such as, truancy (Western Cape [WC] School Social Work [SSW] Forum, 1995).

A school social work forum was established in 1995 to coordinate school social work services in the Western Cape (WC SSW Forum, 1995). This forum formulated concerns and recommendations for school social services that were presented as a memorandum on school social work by the South African Welfare Council. This memorandum clearly requested that various professions comprising of school social workers, principals, school nurses, school psychologists, representatives from the Department of Education and relevant role players in the area of welfare organizations form a committee to meet regularly to discuss and raise issues relating to school social work (WC SSW Forum, 1995). The WC SSW forum (1995) suggested that the former Department of Social Services and Department of Education needed to consider their role in the challenging society where school social work could be practiced in an equitable and empowering way (Rossouw, 2005). It sought to bring on board all school social workers whether they were based at primary, secondary, specialized, reform or industrial schools or whether they were state or privately funded (WC SSW Forum, 1995). A process was undertaken to look at how the diverse systems of school social work could be transformed into one that seeks to support, enhance and develop every child to benefit optimally from a meaningful holistic education process. Given the scarcity of person power, the school social work forum undertook a survey in 1995 to establish the extent of school social work services needed and where these services were needed. The results of the survey guided the forum in presenting a proposal for the restructuring of school social work services in the Western Cape to address the need in schools. The following findings were presented in their proposal (Rocher, 1988):

2.2.2.2. Different systems of school social work

School social work in the WC was exposed to different systems. During the 1980's the Western Cape Education Department was being serviced by four different school social work systems (Swart, 1997; Rocher, 1988):

- School social workers employed by the WCED based at school clinics under the control of the Directorate Education Support Services/Para-educational Services;
- School social workers on the establishment of the reform or industrial schools under the control of the Education Department;

- School social workers on the staff establishment of the Department: Social Services working at two primary school, special industrial or reform schools; and
- School social workers on the establishment of special schools paid by the controlling body or funded by a private welfare organization.

During the 1980's the Department of Social Services in the Western Cape had 18 SSW posts in the area: ten (10) SSWs in mainstream schools, three (3) SSWs in special schools and five (5) SSWs in reformatory and industrial schools. Areas of allocation were Worcester, Wynberg, Bellville, Paarl, Atlantis and George. In 1983 the WCED had 8 SSWs appointed in the province consisting of four (4) SSWs in mainstream schools, working at school clinics and four (4) SSWs at reformatory schools.

2.2.2.3. Present situation in South Africa

School social workers are located in most provinces except for the Limpopo, Mpumalanga and the Eastern Cape. Provinces who employ school social workers utilize the service in an array of sections within the Department of Education. The following figure provided by the key informants gives an indication of the number of school social workers employed within the respective provinces along with the section where they are located (Kemp, 2010; Litch, 2010; Maleka, 2010; Van Zyl, 2010; Tunzelana, 2010; Marakalla, 2010; Smith, 2010; Benjamin, 2010; Rossouw, 2010).

Table 1: South African Location of School Social Workers for the years 2010-2012

Name	Nr of SSW's	Location
Eastern Cape	0	-
Free State	4	Special Schools
Gauteng	4	Special Schools and District office
Kwazulu Natal	11	Special Schools and District office
Limpopo	0	-
Mpumalanga	0	-
Northern Cape	3	Special Schools
North West	1	Wellness Program –within the DOE
Western Cape	46	Circuit Teams within the DOE
TOTAL	69	

The above Table 1 shows that it is common for school social workers employed by the Department of Education in South Africa to be deployed and located differently. The table indicates the frequency of school social workers per province and where they are located. The number of school social workers employed in these provinces ranges from zero (Eastern Cape, Mpumalanga and Limpopo province) to 46 (Western Cape Province). It is apparent that the Western Cape is well-resourced with regard to the number of school social workers and coincidentally the only province where school social work services are rendered from within a circuit team. It is evident that the Western Cape and Northwest Provinces are the only two provinces where school social workers are not placed at special schools. Annexure A (WCED, 2010) represents the WCED provincial structure reflecting the diverse directorates and location of school social work as part of the chief directorate districts. The following section summarizes the WCED district structure.

2.2.2.4. WCED District structure

The WCED has eight district offices, divided into 49 circuit teams (WCED, 2007). The following applies to the structure: The circuit is responsible for bringing professional support closer to the schools through the circuit team. The district is responsible mainly for education management and the provincial office for research, policy development, strategic planning, coordination, monitoring and evaluation.

Figure 3: Composition of circuit team

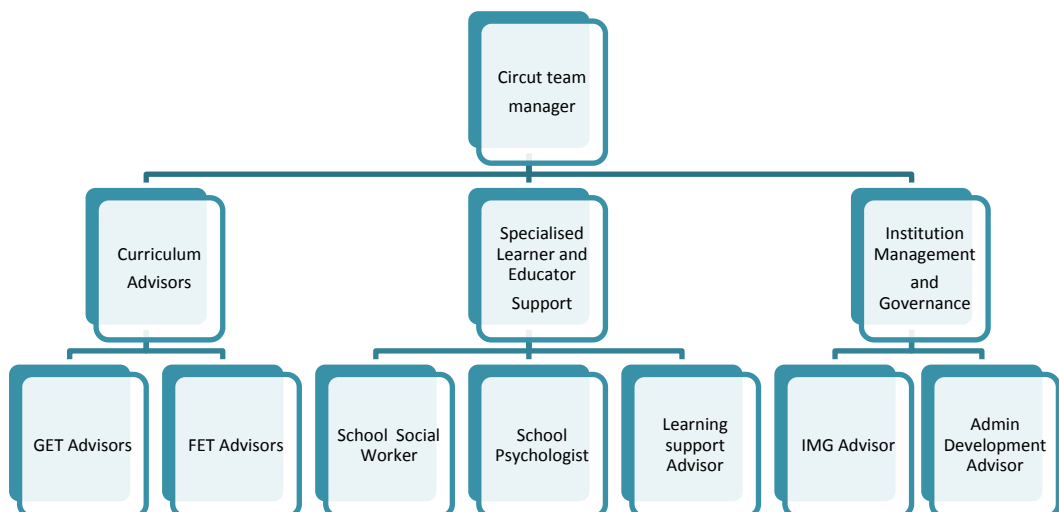


Figure 3 represents the composition of the circuit team. It is evident that the school social worker report directly to the Head: Specialized Learner and Educators Support (SLES) and to the circuit team manager. This highlights that SSWs are located in two lines and in both management or supervision is conducted by non-social workers.

2.2.3. Aim of school social work

In identifying the aim of school social work it is important to recognise that social work can be approached from a systems theory. Rocher (1977) asserted in school social work, problems affecting the child's learning cannot be regarded in isolation. Similarly, factors external to the school, learning and the educational system will affect the learner.

School social work is identified as an “application of social work principles and methods to the major purpose of the school” (Rocher, 1988). It is clear that the major function of the school social worker is therefore the promotion of education and is directed towards assisting pupils to attain competence in learning, adaptability, motivation and personal development to reach adulthood (Pistorius, 1971 cited in Rocher, 1988). Therapeutic, preventative and developmental aspects are the crucial foci in this regard. The responsibility of the school social worker is to be concerned with matters and challenges that hamper the educational function of the school arising from the community and the family.

Rocher (1988) contends “that the establishment of an effective infrastructure for school social work services can be of immeasurable assistance in combating and preventing serious social problems that are so damaging to the fabric of our South African Society”. Van Niekerk, Suffla and Seedat (2012) further asserted that the stability of family life is seriously threatened by the high divorce rate, the growing incidence of single parent families, poverty, unemployment, substance abuse, child abuse and teenage pregnancy. In this regard, the school social worker plays a crucial role in coordinating resources to the advantage of the school (WCED [Guidelines to Ensure Quality Education and Support in Special Schools and Special Resource Centres], 2007). In this aspect of the work, close collaboration with community leaders, service organisation and welfare is vital where the school can be used as the focal point of community work and community development. When education is neglected or

disrupted due to unrest or community violence the development of socially constructive programs involving community development and welfare afford a positive and meaningful alternative to such negative influences (WCED CSTL [Care and Support for Teaching and Learning], 2010). Allen-Meares and Bruce (1990) concur that school social workers must be actively involved in the development of policy for social work in schools due to the expertise that exists within the profession. Thus the present study attempted to contribute to policy formation through the development of management guidelines for SSW in the Western Cape.

2.2.4. Models of School Social Work

Rocher (1985, 1988) identified that SSW services are rendered via four primary models. The clinical model: The clinical model with its emphasis on individual pupils and their families in relation to the social and emotional factors which impair scholastic adjustment and progress is regarded as inadequate and outmoded.

The social interaction model: This model is advocated where the interaction between the pupil, the school and the community becomes the focal point. The school social worker assumes the role of mediator between these three forces and accepts responsibility for the triad of pupils, school and community.

The ecological model: In the ecological approach the school, the community and the groups of children become targets for change. Less emphasis is placed on direct work with individual children and a multi-method approach is encouraged.

The community-school model: In the community-school model attention is drawn to the influence the community and environment have on the school and its pupils. The school social worker makes use of inter-disciplinary crisis teams, as well as social action during preventative and developmental service. (Rocher, 1985; 1988).

These models relate to the service delivery for school social workers in dealing with the child, the school and the community. The models are applied to link the school with the home and the community. Often an integration of these models is applied to suit the needs of the respective target groups. In addition to the abovementioned models, the provision of SSW services is informed by or dependent on the manner in which provinces deploy and locate SSWs. For example, school-based SSWs work according

to the needs of their respective schools while district-based SSWs render services to clusters of schools (WCED, 2008). Below is a brief exploration of the various bases for SSWs.

2.2.5. The school as the base

Practitioners must identify problems arising in the school and liaise with community welfare agencies or the broader community regarding pathologies originating in the community or home. Thus their task is to address the social aspects of pathologies that are present within the school (Rocher, 1977; Benjamin, 2010). Social workers are well-suited to work in the school setting by virtue of their broad-based professional training concerned with social functioning and the interaction between people and their environments. The social worker can be regarded as a vital link between the home, the school and the community. The social work practitioner also underscores and facilitates the inter-professional team approach in addressing problems or conditions. The school-based social worker would have members of the school such as educators, the principal and other therapeutic staff on the team.

2.2.6. The district office as a base

School social workers based at a district office render services across a cluster or group of schools instead of being stationed at one school. The objective for district-based SSWs is similar to school-based SSWs in addressing the needs of the child, community and school. Due to the demands of several schools, SSWs find it more effective to involve community organisations in networking direct social work services to schools involve. Hence the need for collaboration and community work on a preventative and curative level for SSW at district level becomes essential. The inter-professional teams for district-based school social workers would comprise of a variety of educational officials, ranging from administrative staff to institutional management and governance officials (IMG) (WCED, 2009).

2.2.7. Summary

It is evident that social work and education have much in common (WCED, 2011). Both fields have a dual goal of developing the potential of the individual and improving society as a result. Children who do not progress academically are likely to live in poverty and dependence; similarly, differences in education ranking between countries

perpetuate the gap between rich and poor countries (Landsberg, 2011). Progress for both the individual and the country depends on successful education. School, therefore, provides an optimal setting where social workers can carry out their mission of supporting the personal development of children and in doing so, raise the quality of life for all (WCED, 2010).

This section addressed the progression of SSW both as a resource and its location of the school as a base to its location at a district level. This progression and transformation allowed for the diverse needs encountered by schools, communities, parents and learners as the school had become much more than a place where learning takes place. In addressing these diverse needs SSW adopted developmental and preventative approaches to address societal needs. While this section provided an understanding of the development of school social work, the following section will elaborate on the role of the school social worker.

2.3. Section B: The role of the school social worker

This section addresses the key roles of the school social worker. Although references will be made to the global aspects, the main frame of reference for discussion will be the South African context and more specifically, the Western Province geographical space. As mentioned before, the role of school social work within the WCED is emphasized as part of a circuit team to ensure the throughput of learners in addressing specific barriers to learning. Subsequently, the importance of legislation and ethical considerations regarding the social work service forms part of the analysis in this section.

2.3.1. International perspectives on the role of the school social worker

Social work intervention is firmly grounded in social learning and systems theory (Nicolas, Rautenbach & Maistry, 2010). Subsequently, school social workers follow an ecological perspective and a strength-based approach to interventions aimed at integrated service delivery in working towards a school-community-pupil model (Engelbrecht, 2012). In some situations the school social worker co-ordinates the integrated services for schools, while in other cases, a school social worker employed by a community-based agency may be the co-ordinator. For this reason collaborative teamwork is preferred above individual direct work as an intervention strategy to facilitate a holistic approach to learners.

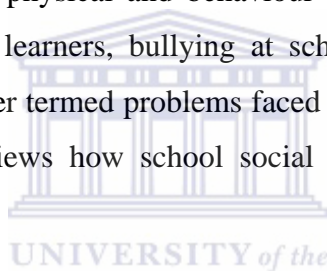
School social workers often find themselves working within multi-disciplinary team resulting from the collaboration with other departments such as, social welfare, health, rehabilitation centres, hospitals etc. These multi-disciplinary teams are referred to by different names for example, School Orientation teams in Argentina (Drinkwater, 2010 in Community Care, 2012) and Circuit teams in the Western Cape, (WCED, 2010). The name of the team often depended on the composition of team. Teams can be school-based, community-based or district-based. The core function of SSWs remains the promotion of a proper understanding of the needs of children within the education framework irrespective of the type of team they are located in. This collaboration also encouraged school social workers to work with community-based helping professionals and mobilise support and resources from the wider community. Various policy documents such as care and support for teaching and learning enhanced a collaborative approach and intervention with various role players (WCED, 2010).

Social work and social sciences were abolished as “imperial disciplines” during the communist era in Hungary where school social work services became subdued under child welfare services (Kelly, 2008). For this reason the role of the school social worker should be voiced as a specialist within the context of education with the additional knowledge of the respective setting that distinguishes school social workers from welfare services. In the United Kingdom school social workers had to prepare reports for courts when learners were in conflict with the law or when parents fail to ensure that children attend school. Freeman (1995, in NASW Press, 2010) argued that although these roles seemed stagnant it has adjusted to the needs of the learners and school. Huxtable and Blyth (2002) encourage this shift since school social work had always been to ensure that children are able to benefit to the full from whatever educational opportunities are offered to them.

Fink (1974) maintains that the role of the social worker is an active proponent for change when it is necessary, and works with teachers, parents and administrators or one of these groups to encourage needed change in the schools and in other available related services. Therefore school social workers must have an understanding of child development, educational trends and techniques (Hepler, 1997). This knowledge, technique and awareness are needed in the “school-community-pupil relations model” where the interaction of the school, community and student is highly emphasized

(Costin, 1969). In addition the school social worker serves a crucial role and functions as mediator, negotiator, consultant and advocates for what is in the best interest of the client system. In fulfilling these roles school social workers act as enablers and counsellors to help and encourage students to devise proper means in meeting their needs and to work out solutions to their own problems related to their developmental process and adjustment to school life, and to use available resources more effectively (Western Cape Working Group on Review of School Social Work Services, 1998).

The earliest school social work programmes abroad took place in 1906, ensuring attendance at school, following the introduction of universal obligatory school attendance where often teachers visited homes to uphold school attendance laws and to improve home-school interaction (Huxtable & Blyth, 2002). Absenteeism was then discovered to have various reasons, where school social workers have to deal with an array of social, emotional, physical and behaviour challenges including child abuse, substance abuse, pregnant learners, bullying at school, and domestic violence. The Sixth Education White Paper termed problems faced by learners as barriers to learning. The following section reviews how school social work addresses these barriers to learning (WCED, 2001).



2.3.2. School Social Work addressing barriers to learning

Social structure in South Africa underwent profound changes during the 20th century and the first decade of the 21st century. Many of these challenges had a negative impact on communal life and normative development including education and socio-economic progress. These challenges manifests in prohibiting learning from taking place, also known as barriers to learning (WCED, 2001).

A barrier is defined as an obstacle or circumstance that keeps people or things apart; something that causes difficulty; something put up as a defence; it prevents communication and bars access to advancement (Oxford Dictionary, 2005). Landsberg (2011) created awareness that educators and education policymakers are forced to take cognizance of the changing social issues that impact on successful learning and teaching in the country as it impacts tremendously on learning.

Poverty worldwide and particularly in South Africa manifests in adverse factors such as ill health, undernourishment, a deprivation of privileges, backlog in education,

unsupportive environments, communication and language deficiencies, limited social status and a negative view of the future. Van Niekerk, Suffla and Seedat (2012) argue that South Africans living in poverty are vulnerable, powerless and isolated. These adverse conditions are created by factors such as inadequate education, low wages, unemployment, overpopulation, conflict, violence, crime, substance abuse etc. This in turn prolongs the culture of deprivation (Landsberg, 2011). Education in the poverty-stricken communities of South Africa is hampered by a lack of order in the communal structures, a culture of vandalism, a powerful and negative peer group influence, insecurity, language deficiencies, poor attitude towards school, and clashes between the value orientations of the family and the school. These factors contribute to failure at school and frequently to early leaving that in turn increases unemployment. A poor and uncertain occupational future contributes to poverty and the cycle continues (Cock, 2001 in Landsberg, 2011; Mohr, 2001 in Landsberg, 2011). This section aims to identify and define these barriers to learning and the role of the school social worker from a social ecological model through curative and developmental service delivery.

Barriers can be located within the learner, the centre of learning, the education system and the broader social, economic and political context (WCED [Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy], 2011). These barriers manifest themselves in different ways and only become apparent when breakdown of learning occurs, when learners ‘drop out’ of the system or when the excluded become visible. Sometimes it is possible to identify permanent barriers in the learner or the system that can be addressed through enabling mechanisms and processes. Barriers may also arise during the learning process and are seen as transitory in nature. These may require different interventions or strategies to prevent them from causing learning breakdown or excluding learners from the system. The key to preventing barriers from occurring is the effective monitoring and meeting of the different needs among the learner population and within the system as a whole. The following barriers to learning have been recognized and acknowledged (WCED, SGB Conference, 2011; Landsberg, 2011; Christelle, 2008).

2.3.3. Socio-Economic Barriers

The relationship between education provision and the socio-economic conditions in any society must be recognized. Effective learning is fundamentally influenced by the

availability of educational resources to meet the needs of any society. In many countries, especially South Africa, there are insufficient centres of learning and other facilities to meet the educational needs of the population. In most cases, inadequacies in provision are linked to inequalities in the society such as urban/rural disparities, as well as inequalities arising from discrimination on grounds such as gender, race and disability (Van Niekerk, Suffla & Seedat, 2012). Barriers result not only from the inadequacy of provision, but also from policies and practices which are designed to perpetuate these inequalities. The origin of these social barriers often stems from issues such as demographic, psycho-social and socio-economic factors influencing educational outcomes.

2.3.4. Factors which place learners at risk

A child who is physically, emotionally or sexually abused is not only emotionally and physically damaged but such abuse may also lead to the learner being forced to miss school and eventually to 'drop out' of the system. Factors such as substance abuse may affect the learner or may affect the learner's family, causing family breakdown and increased stress. Problems in families and abuse may also cause children to leave home and live on the streets (WCED, social surveys, 2010). For young girls who fall pregnant while still at school, effective learning breaks down when the economic implications of having a child force the learner to leave to go out and work to earn money (Kirby, 2002). The associated stigmatization and the lack of a supportive infrastructure for learning and teaching mitigate against being able to continue attending school and thus engage in the learning process.

The impact of socio-economic barriers is more severe for those learners who are already excluded or marginalized in the society. Learners with disabilities, learners living in poor communities, learners discriminated against on the basis of gender, race, culture or other characteristics which are used to marginalize people are often subjected to a range of these barriers, such as the compounded nature of various forms of discrimination, thus rendering them even more vulnerable and likely to be excluded or experience learning breakdown. It is also important to recognize that learning breakdown can perpetuate further breakdown, often manifesting itself in disruptive and self-destructive behaviour by the learner which also negatively affects other learners. In recognizing the impact of a variety of barriers on learners and the system it follows that overcoming and preventing these barriers must

involve a range of mechanisms that recognize the needs of the learner and the needs in the society which must be met (WCED, 2001).

Landsberg (2011) asserted that while social barriers impact on learning, a range of other challenges such as an inflexible curriculum, language and communication, inaccessible and unsafely built environment, inappropriate and inadequate provision of support services, lack of enabling and protective legislation and policy, lack of parental recognition and involvement and disability all constitute barriers to learning.

In summary barriers to learning include intrinsic (physical/mental health), systems (facilities at school, poorly trained teachers), societal (poverty unemployment) and pedagogical (inappropriate teacher/assessment procedures or lack of support) barriers. These barriers often impact negatively on the child resulting in school dropout (WCED, Inclusive Education White Paper six, 2001). The following section will address some reasons children resort to leaving school.

2.3.5. School dropout as Social Barrier to learning

When barriers to learning are not addressed it impacts on the child in various ways including, but not limited to negative self-image; aggression, rebellious behaviour; poor performance; and attention-seeking behaviour. These behaviours often result in dropping-out of school (negative view of school, inadequate identification with educators, negativity towards the curriculum, and ignorance of how to study). Teenagers dropping out of school before completion have been a challenge for educators and parents for at least 30 years (Haycock & Huang, 2001 cited in Blue & Cook, 2004). Chuenyane (2012) argues that about one million learners who started school 12 years ago are unaccounted for while a report commissioned by the former Minister of Education, Naledi Pandor, stated that the problem of learner retention was more pronounced post grade 9. In addition, this report stated that almost all learners remained in school until they reached the compulsory schooling age of 16 years. While Mtshali (2012) concurred that the number of Gauteng teenagers between 16 and 18 years old who are not in any form of schooling and are unemployed is enough to fill the FNB (First National Bank) stadium. Social Surveys Africa (2010) identified the following learners to be most vulnerable and at risk of dropping out of school;

- Youth over the age of 16 and youth in the Further Education and Training phases (FET grades 10-12). Findings have indicated that older youth are more vulnerable to engaging in risky social and sexual behaviour, which makes them more vulnerable to drop out caused by factors such as pregnancy. The curriculum might become too difficult for learners in the FET phase because the quality of their foundational education was poor.
- Youth who have repeated grades a number of times and are struggling academically: 10% of youth aged 16 to 18 left due to repetition and difficulties associated with being older than their classmates. Being much older than one's peers may lead to feelings of low self-esteem and exclusion. Youth who are struggling academically may become discouraged from continuing their education, especially if there is a lack of remedial support at school.
- Youth living on commercial farms: almost one in three youths (aged 16-18) residing on farms is out of school. Many children on farms still attend farm schools, and many of these schools do not provide tuition up to grade 12. There are opportunities for unskilled labour on farms that discourage school attendance.
- Disabled children. Disability may affect children's ability to learn and participate fully in the classroom. It is possible that disabled children experience social exclusion because of their disability. There may be a lack of supply of appropriately equipped schools for disabled learners.
- Coloured youth, especially in the Western Cape: 22% of coloured youth aged 16 to 18 are out of school; and 48 % of coloured youth in this age group residing on farms are out of school. The reasons are complex, and are linked to conditions in schools on the Cape Flats and surrounding communities, as well as farming communities e.g. lacking access to good quality education, gangsterism, substance abuse amongst teens, especially alcohol and TIK (the local name for crystal methamphetamine crystal meth or speed).
- Children living in poverty-stricken households. Poor households may struggle to pay for education costs such as uniforms, transport and stationery. Poverty affects learners' ability to actively participate in their school work e.g. demands of household and caring responsibilities; not having a quiet place to study; going to school hungry which affects concentration; caregivers not being able to help

children with homework; as well as a lack of opportunity to access good quality education. Poorer learners may be socially excluded by the school, other parents and learners.

- Learners who fall pregnant. Child care responsibilities make it difficult to return to school for many young mothers. Learners who fall pregnant may already be feeling disengaged from their schooling. When teenagers feel a sense of attachment to school and are academically successful at school, they are less likely to fall pregnant.

Social Surveys Africa (2010) indicated if learners have a sense of belonging, supportive teachers and peer relationships, feel safe and are active in sport and extracurricular activities they are less likely to leave school. WCED reported that the four top reasons for drop-out identified by learners and caregivers were: a) the general burden of household poverty and cost of education, b) teenage pregnancy in the case of girl learners, c) disengagement from/lack of interest in schooling, “mixing with the wrong crowd” and d) failing a grade, having learning difficulties or always being behind with school work (Social Surveys Africa, 2010).

Chuenyane (2010) reported that the highest drop-out rate was among coloured learners followed by black learners, while white learners were the least likely to drop out. Cheunyane, (2010) specified that the school system failed learners, resulting in the high drop-out rates where drop-outs serve the economy as cheap labour or become delinquents in society, which is detrimental to our growth and development as a country. Gilmour, Cristie and Crain (2012) concur that consistently poor performance has serious equity and political consequences, because failure lies most heavily on the disadvantaged; where economic growth is retarded because the skills pool is weakened and hampers post-secondary school education expansion as fewer candidates become admissible to higher education.

Children who live in poverty are more likely to experience delays to their progress through schooling, caused by having to repeat a grade; hence these children are more vulnerable to multiple grade repetition. This is partly because poor children are more likely to be accessing poor quality schools, and partly because poverty has a direct impact on children’s ability to learn. For example, learners in poor households may

find it difficult to find a quiet place to study in over-crowded homes, they may have a bigger burden of household and caring responsibilities than other children, or they may find it hard to concentrate because of hunger.

Youth – 9.8% of youth between the ages 16 to 18 are out of school. Learners that are considerably older than their peers (above the age-grade norm) are more vulnerable to drop-out. Children who leave school are more vulnerable to engage in high risk social and sexual behaviour often resulting in non-completion of school with serious implications regarding job perspectives. While Kirby (2002) argued that if school attached academic achievement and higher aspirations for education by offering incentives to teenagers it might avoid or reduce pregnancy. The HSRC (2009:21) argues that girls are more likely to become pregnant due to dislike of school, poor academic achievement and poor expectations for furthering education.

While the Department of Basic Education (2013) reports on an annual survey that 582 girls aged between 8 and 14 fell pregnant in 2012, Annan, (2013) argues that the lives of these girls should be filled with innocence rather than dominated by the concerns of pregnancy and childbirth. Contributing factors are a lack of parental care and guidance, pregnancies as a result of sexual abuse at home, earlier puberty, girls engaging in sexual relations with older boys who offer gifts or money, and a lack of sex education in schools. For this reason Annan (2013) appeals the urgent need to encourage and empower women and promote gender equality. He furthermore argues although it is the responsibility and task of the numerous institutions and government departments to protect children their endeavours have not been sufficient because the children's innocence is still being eroded.

To ensure the protection of children through the implementation of various legislations, different professions including school social workers are employed in government departments such as the Department of Education. It is therefore critical to understand the specific role and function of the school social worker upholding children's rights and addressing social barriers to learning. The following section will unpack these roles and functions of the SSW.

2.3.6. Specific roles and functions of the school social worker

In the following are key components to be abstracted with regard to the roles and function of the school social worker:

1. Identification of learners who require school social work services in collaboration with other professionals;
2. Assessment of needs and problems;
3. Interpretation of needs and problems to school staff, other professionals, parents, learners and significant others;
4. Undertaking direct and indirect services including research and feedback to schools, parents, learners etc.
5. Consultation, collaboration and co-ordination;
6. Promotion of parental involvement (The De Lange Report, 1981, place much importance on parental involvement);
7. Promotion of constructive community involvement;
8. Liaison with resourceful persons within the other state departments and community based organizations e.g. health professionals in the DoH, DSD, DoE and DCAS.
9. Developing effective inter-professional teams, not in name, but as part of daily practice e.g. case conferences, requests of written reports on referrals, and
10. Development of a proper administrative system including a filing system and a diary system.

These roles and functions are further integrated into the methods of social work where a synopsis of seven school social work services have proven to be and remain very successful and relevant (Kemp, 2005; WCED, 2003; Frey & David, 2005):

1. Consultation with school staff, parents and other professionals;
2. Collaboration and co-ordination of services/programs relating to social work within the education department which ensure a holistic service to the learner;
3. Community work is a specialized method unique to social work and is based on the developmental approach;

4. Group work. According to the needs of the school community, a range of group – based services are offered to groups of learners, educators, other personnel and parents;
5. Crisis Intervention and Case Work. The school social worker acts as a referral agent to other professionals or welfare agencies;
6. Research and training of social work-students. The school social worker has a professional responsibility to contribute to the base of scientific, theoretical and practical knowledge of school social work; and
7. On a clinical level, the school social worker functions as part of a multidisciplinary team, applying the principles, knowledge and skills from a social work perspective within the context of a multidisciplinary team.

Although an integrated approach to methodology is advocated through which all methods of social work are used, the situation will determine which social work approaches, methods, techniques and skills should be combined and integrated to meet the specific needs. In addition to these school social work roles, the role of the School Social Worker, as part of the multi-disciplinary team in the Department of Education, is to render services in the form of active participation, support, consultation, sharing of knowledge and skills, development of specific programs with regard to the following Education Document (Saleeby, 1992; Pullen-Sansfacon, Spolander & Engelbrecht, 2012; WCED, 2001; 2007; 2010; 2011).

WCED Inclusive Education White Paper 6 (2001): Special Needs Education: Building and Inclusive Education and Training System (2001: 8). The role of the SSW within the District Based Support Team to provide professional support and expertise within special schools as resource centres and full service schools and other educational institutions is highlighted.

The Care and Support for Teaching and Learning document (WCED, 2010) outlines the role of the SSW in supporting inclusive education. This priority area refers to the role of schools and educators in the implementation of child care and protection legislation and in promoting access to social welfare services. Teachers have a legal obligation to report cases of physical abuse, sexual abuse or neglect and to report incidences of exploitative child labour where the Education Department must notify the DSD. The

Department of Education must refer any child who is receiving the child support grant (CSG) who is not registered at or attending school. The SSW should equip educators with the skills and tools necessary to identify vulnerable children and to refer them appropriately (WCED, 2001; 2010).

WCED Guidelines to Ensure Quality Education and Support in Special Schools and Special Resource Centres. (2007: 13; 22-23) – Key elements in this document include the professional Specialist Support Staff to address the provision of health, therapeutic, psychological and social support to enhance learners' capacity to achieve maximum benefit from learning experiences, specifically social workers.

- SSW as part of the district-based support service provides professional therapeutic support to learners with disabilities in mainstream schools.
- SSW to assist in the mobilization of children and youth who are outside the system and who have no access to schooling.
- SSW work collaboratively with other sectors including Department of Health, Department of Social Development, Labour, Justice, Correctional Services, Transport, Safety and Security, to develop a network of support to schools
- SSW to work with the community on advocacy and awareness-raising in the community aimed at changing attitudes and supporting inclusive education policy and practices.
- WCED Guidelines for Full-service/Inclusive Schools (2010: 23; 26). Specialized SSW Support and support programs from the District Based Support Team are essential to support learners at these schools. Education officials at the provincial and district levels are involved in on-going advocacy initiatives that target out-of-school learners.
- WCED Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy (2011: 6). This document relates to SSW creating awareness through training teachers on understanding diverse needs of learners living in poverty, health and emotional difficulty or else can cause a barrier to learning.

Constable, Flynn and McDonald (1999) encouraged the social worker to become visible, viable and valuable. In doing, so he or she will become more assertive and gain control in the school or district setting. Active involvement will increase in all systems which will form the foundation for provision of service, and acceptance within the system, and professional satisfaction for a job well done.

2.3.7. Methods used in school social work to enhance inclusivity of barriers to learning

Saleeby (1992) asserted that the specific and intensive training of social workers enables them to apply a developmental approach and methods such as consultation, supervision, crisis intervention, case work, group work, community work and management.

The following services have proven to be and remain very successful and relevant (Kemp, 2005):

- ❖ **Consultation** with school staff, parents and other professionals. Such consultation ensures a sharing of information and expertise on pertinent issues in order to allow participants to gain insight and to reach consensus regarding case management and/or programme implementation;
- ❖ **Collaboration and co-ordination of services/programmes** relating to social work within the education department. This will ensure a holistic service to the learner.
- ❖ **Community work.** This method to social work is based on the developmental approach (Hepworth, Rooney & Rooney, 2010). This approach focuses on strengths rather than pathology, builds competency rather than attempting to cure, encouragement of trial-and-error learning, always taking the context into consideration, working with the “total” person, aiming at maximizing potential rather than minimizing the problem, and working within a multidisciplinary team. Community work has a strong preventive bias and therefore ensures cost effectiveness. It includes the following:
 - Reconciling the emerging needs of the school and the community by close and efficient liaison with different community organizations such as the Department of Welfare. Health, Justice, Safety and Security, local health services, private welfare organizations, local churches, service organizations,

Schools of Industry, Reform Schools, places of safety, children's homes, etc. Participation of school social workers in various multi-disciplinary committees in the community facilitates networking.

- Developing and establishing relevant programmes which seek to promote the improved social and educational functioning of learners.
 - Organizing and presenting seminars, talks, lectures and workshops addressing the emerging needs of the community.
- ❖ **Group work.** According to the needs of the school community, a variety of group work services are offered to groups of learners, educators, other personnel and parents, for example, with parenting skills courses, preparation for high school, working with children with specific behavior problems, grief and divorce recovery groups, social- and life skills groups, as well as general teacher/staff development training courses.
- ❖ **Crisis Intervention and Case Work.** The school social worker at District level acts as a referral agent to other professionals or welfare agencies. The social worker is specifically trained to assess family dynamics, communication patterns and social dysfunction and is therefore a vital resource to the education department and schools.
- ❖ **Research and training of social work-students.** The school social worker has a professional responsibility to contribute to the base of scientific, theoretical and practical knowledge of school social work.

The above services are rendered to ensure that a child reaches his or her full potential within the educational framework. The following would enhance the role of the school social worker.

2.3.8. Training to comprehend social context

Educator training and development is focused on the deliverance of a curriculum (WCED [Guidelines for responding to learner diversity], 2011) often creating a situation where educators do not have an understanding of social context and the impact on education. Awareness and recognition of social context can add understanding of learners' experiences. Education and on-going development in this regard would

empower and support educators to comprehend social context and act in the best interest of the child. School social workers incidentally are trained to fulfil this developmental role.

An understanding of poverty is crucial especially given statistics indicating that 60% of schools in South Africa have been declared no-fees schools (Social Surveys, 2010). Children attending these schools therefore should not have to pay fees where low income households whose children are attending fee-paying schools can apply for a fees exemption, which either waives the full or partial cost of school fees. Findings of the Social Surveys Africa (2010) indicate that poverty causes youth to leave school before completing grade 12 due to the cost of education, social exclusions of poorer learners and financial pressure on the household.

2.3.9. School social work – Custodians of legislation and policies

Working with individuals within various contexts, social workers are familiarized with legislation protecting people and lobbying on their behalf. In the same way school social workers have to acquaint themselves with legislation relating to children, protecting and acting in the best interest of the child within the educational context.

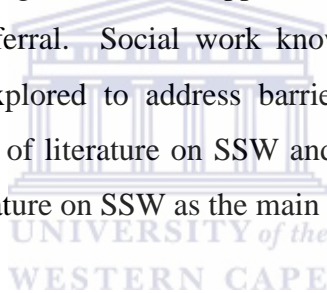
The primary mission of school social work during the 20th century has been to help every child enrol and complete school successfully. A summary of international milestones in reaching this goal shows that the world is making progress toward recognizing and supporting this mission (Huxtable & Blyth, 2002). The right to education is one of the rights of children encoded in the United Nations Convention on the Rights of the Child, an agreement that is recognized by all countries except the United States and Somalia (Huxtable & Blyth, 2002).

South Africa ratified the United Nations Convention on the Rights of the Child (1995) especially article 19 and the African Freedom Charter on the Rights and Welfare of the child. South Africa now has to ensure that measures are in place to protect all children and to ensure the rights and welfare of all children as outlined in this legislation. Further developments of related legislation on a National level are policies such as: SA Constitution, Sexual Offences Act, Children's Act, Child Justice Act, SA Schools Act, Abolishment of corporal punishment Act and WCED Inclusive Education White Paper Six. Internal provincial policies for the WCED where SSW intervene to act in the best

interest of the child include: Policy on learner attendance (2011), Policy on learner pregnancy (2003), Policy on managing child abuse - Abuse No More Policy (2001) and Policy on substance abuse (2002) SSW has to ensure adherence to the implementation of these legislation and policies that upholds the rights and welfare of children. With the implementation of WCED Inclusive Education White Paper Six (2001), it has become imperative that school social workers be included at national and provincial level in order to address the barriers to learning and development.

2.3.10. Summary

In summary, this section contextualized the development of SSW internationally and in SA specifically, emphasized the current situation of SSW, the challenges and scope of practice of SSW. Furthermore this sector clarified the role of the school social worker within the context of the Department of Education to ensure learner attainment via interventions such as creating awareness, support and empowering educators towards early identification and referral. Social work knowledge and skills with regard to specific programs were explored to address barriers to learning. Additionally this section highlights the body of literature on SSW and methods used in SSW including identifying the gaps in literature on SSW as the main aim of this section.



2.4. Section C: The Management of School social work

This part of the research report addresses the aspect of management and transformation broadly, and then interrogates how this impacts on SSW in the WCED and social work practice. This lens is used again to focus on how social workers should be managed and by whom in order to achieve best practice and compliance to the obligations set by the professional boards as well as to best serve learner needs. The different arguments are presented by researchers to interrogate the main views held regarding SSW practice generally and its implications for the WCED. Section C addresses the historic transformation of the management of school social workers within the WCED from psychologist and principals to circuit team managers.

2.4.1. Introduction

In understanding management it is essential to have an understanding of the word “management”. The following section therefore defines management of social work,

and more specifically school social work, to enhance the need for guided practice such as supervision, therefore encourages management guidelines for school social workers.

2.4.2. Defining Management

Different scholars from diverse disciplines view and interpret management differently as management is a difficult term to describe (<http://www.newagepublisher.com>). Various views expressed by some of the leading management thinkers and practitioners include:

Management is the art of knowing what you want to do and then seeing that it is done in the best and cheapest way. F.W. Taylor.

To manage is to forecast and to plan, to organise to command, to coordinate and to control. Henry Fayol.

Management is the function to execute leadership anywhere. Ralph C. Davis.

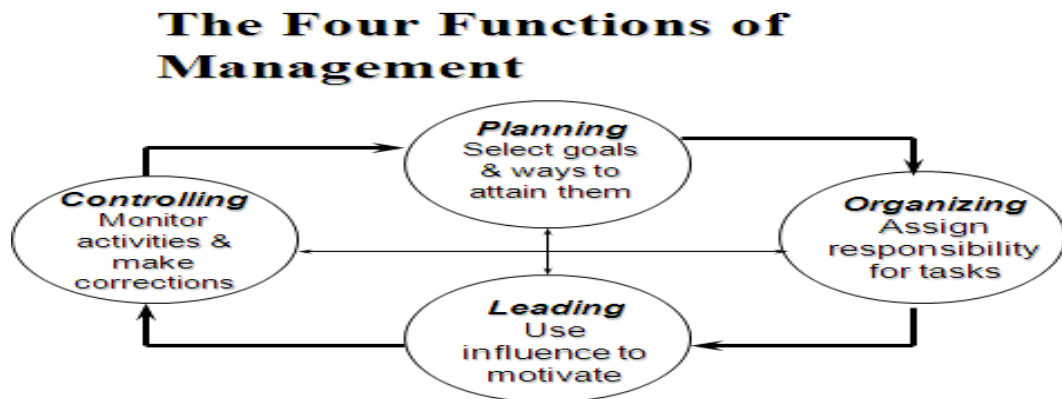
Historically management derived from the Latin word “manuagere” meaning to lead by the hand (Business Dictionary, 14/02/2010). Whereas leading by hand implies giving direction to accomplish organizational goals; a process that is used to achieve what an organization wants to achieve. Managers are the people to whom this task is assigned, and it is generally thought that they achieve the desired goals through the key functions of planning, organizing, directing and controlling (Business Dictionary, 14/02/2010).

Management is both a science, as well as an art. It is a science because it has an organized body of knowledge consisting of certain universal facts. It is known as an art because it involves creating results through practical application of knowledge and skills. However, art and science are complimentary to each other. Knowledge of principles and theory is essential, but practical application is required to make this knowledge fruitful as both are essential for the success of management (<http://www.newagepublisher.com>; Smith & Cronje, 1992).

Managers ensure the institutional structure of the organization which refers to the basic supporting structures of an organization and the authority of officials to decide, to act, or to delegate responsibility or often refers to further specification of the conditions or bases for action (Maleka, 2010). Management includes a variety of jobs which are evidenced at four levels, namely: top, senior, middle and supervisory (Maleka, 2010). A

social work manager refers to the performance of tasks such as planning, organizing, leading and controlling in terms of functions relating to programs, work load, and human resources (DSD, SACSSP, 2012).

Figure 4: The four functions of management



The above figure 4 refers to the four functions of management: Planning refers to the choice of objectives and actions that will ultimately achieve the desired goals; organizing encompasses the integrated and coordinated management of resources, including human efforts that will ensure maximum efficiency; Leading refers to guiding, directing and motivating personnel to achieve organization objectives; and Controlling by management keeps the resources geared towards the common goals. Thus the establishment of performance standards and upholding these standards becomes crucial for management to establish and assure quality (<http://www.newagepublisher.com>).

Management is viewed as an activity, a process, a team, an academic discipline and a group with various characteristics. These characteristics includes management as being goal-oriented, management is universal, management is a social process, management is multi-disciplinary, management is a continuous process, management is intangible and management is an art as well as a science. In view of these characteristic, management may be defined as a continuous social process involving the coordination of human and material resources in order to accomplish desired objectives. Management has various levels depending on the size of the organization; managerial personnel may be place in three levels, that is, top, middle and lower or supervisory level. Senior social workers usually fulfil this supervisory level of management as

discussed later in this section. The following section addresses the management of social workers.

2.4.3. The Management of Social Workers

Management in social work developed in the 19th century as administration, based on the principles of acceptance, democratic involvement and open communication (Skidmore, 1995). As relations developed and policies were implemented, status and division of labour defined different levels of management. Historically management in social work is referred to as administrators. Patti (1983) points out that the reason for this may have derived from the historic tendency in social work to identify “administration” with public, and “management” with the business sector. While the word “administers” conveys the idea of tending to or taking care of – as in “administering to the needs of the poor or sick,” Theron and Theron (2013) argued that although administration can be interpreted as a helping, nurturing or enabling function, Management on the other hand, conveys notions of control, direction, and dominance. Despite the different denotations administration and management in social work are increasingly used as synonyms.

Social work administration and management in South Africa also draw on universal theories and applies it to local contexts. Social welfare administration is defined as a systematic process of intervention employed by managers in the service of achieving organizational objectives. Clearly the social workers worked under the guidance of administrators, managers or supervisor to ensure the achievement of organizational objectives (Patti, 1983).

The term administration, leadership and management are still used interchangeably, depending on specific tasks to be completed (Coulshed, Mullender, Jones & Thompson, 2006). Patti (1983) argued that in administration or management, the critical issue is how authority is exercised, and in the service of what values. Often staff align themselves where the power lies irrespective of whether the manager is a social worker.

2.4.4. Interrelatedness of management and supervision within the social work

To confirm then, management has three levels: top, middle and lower levels of management. Lower-level of management refers to supervisory management because

of its concern mainly with personal oversight and direction of operative employees. They directly guide and control the performance of rank of workers (<http://www.newagepublisher.com>).

Management and supervision functions in social work according to SACSSP (2012) and DSD (2012) may be interrelated depending on the level of responsibility within the organization, as management may be regarded as a function of supervision and supervision conversely, may be regarded as a management function. This interrelatedness also refers to whether the manager is not a registered social worker they may manage the organization but cannot supervise social workers. However a social work supervisor may also be a manager of both the organization and social work practitioners. Whilst the SACSSP (1978) clearly stipulates that a social worker may only be supervised by a social worker. The Recruitment and Retentions Strategy again highlighted this as a concern for many social workers (DSD, 2006). This concern was identified as a threat to best practice of social work services to the learner.

2.4.5. Social Work Supervision

Supervision in social work derived from the medical field in the 1800's from the Latin work super (over) and videre (to watch) (Hawkins & Shoheit, 1989). During the 1900's supervision was geared towards institutions, and towards the 1920's the focus was on individual monitoring role of volunteers. Professional supervision only started during the 1960's while the 1970's and 1980's supervision became the area of specialised training and a focus on academic training towards post graduate training and profession development (Theron & Theron, 2013; Barker, 2003).

Supervision has always been important in social work, and is one of the defining features of the profession (Cousins, 2004; Hughes & Pengelly, 1998; Kadushin, 1992). Social workers are introduced to supervision from their first student placements, which are almost as much about learning to use and value supervision as about learning the skills required in a particular setting (Ndzuta, 2009). Supervision as a legislative requirement was declared mandatory for all social workers and only social workers can act as supervisors for social workers (SACSSP, 2012; DSD, 2012:31; NASW, 1999; Social Service Profession Act, 1978).

The universally accepted definition of social work supervision is: *“an interactional and interminable process within the context of a positive, anti –discriminatory relationship, based on distinct theories, models and perspectives on supervision whereby a social work supervisor supervises a social work practitioner by performing educational, supportive and administrative functions in order to promote efficient and professional rendering of social work services”* (SACSSP, 2012; DSD, 2012).

The NASW (2011) and the AASW (Australian Association for Social Workers) (2002: 4.1.5) emphasize that *“Social workers will, throughout their professional careers, utilize available supervision and consultation, or take active steps to ensure that they receive appropriate supervision, as a means of maintaining practice competence”*. Formalized guidelines to manage and enhance the mandatory obligation of providing supervision to social workers are underpinned by the following legislative framework.

2.4.5.1. Policy and legislative framework of supervision

The supervision of social workers is based on policy and a legislative framework endorsed by the SACSSP and DSD (2012: 15-16) which includes but is not limited to the following:

Table 2: Policy and Legislation Framework for supervision

Policy and legislative framework	Core Mandate
Constitution of the Republic of South Africa, No. 108 of 1996	Chapter 10 of the Constitution highlights the basic values and principles governing public administration. Section 195 (1): a & h identified the following principles: (a) a high standard of professional ethics must be promoted and (b) good human-resources management and career-development practices, to maximize human potential, must be cultivated.
Social Service Professions Act, No. 110 of 1978 as amended, it Regulations <i>and Rules</i> <ul style="list-style-type: none"> • Code of Ethics 	Stipulates that a social worker may only be supervised on social work matters by another competent and registered social worker.

DSD (2005). Integrated Service Delivery Model towards improved social services	The model provides the nature, scope and the levels of intervention based on the developmental social service delivery that provide guidance on service delivery.
DSD (18/2009) Recruitment and Retention Strategy for Social Workers	Recruitment and Retention Strategy call for the effective management and supervision of social welfare professionals as part of effective service delivery.
Batho Pele “People First” White Paper on Transforming Public Service Delivery (1997)	Batho Pele principle promotes service delivery which is quality driven and person-centred. It also allows access to information, encourages transparency, redress and respect, standards, cost effective and time bound.
Labour Relations Act, No. 66 of 1998	The Act ensures the right to fair labour practices. The Act reflects the vision of workers’ and employers’ rights as envisioned by the Constitution.
White Paper for Social Welfare (1997)	Chapter 4 of the White Paper for Social Welfare gives an overview of the status of human resources within the welfare sector, specifically social workers. It reflects issues of redeployment, capacity building and orientation, education and training, remuneration and the working conditions.
DSD. (2011, August). Framework for Social Welfare Services	Supervision of social service practitioners aim to ensure the delivery of quality services to beneficiaries, whilst supporting and building the capacity of the practitioner.

The above table clearly contextualises the ethical responsibility of supervision where only social workers can supervise social workers to ensure the delivery of quality services. This legislation clearly aims to guarantee appropriate supervision as a means of maintaining practice competence.

The following section will address those principles that are key to the practice of supervision. The most important principles will be discussed and explained in order to illuminate how supervision is differentiated. Supervision is guided by practice principles, as discussed in the following section.

2.4.5.2. The principles of supervision

A social work supervisor as identified by Coleman (2003) and NASW (2011) is a social worker with the required experience and qualification to whom authority is delegated to supervise social work practitioners. Social workers as supervisors is essential due to the nature of supervision covering distinct theories, models and perspectives on supervision where a social work supervisor supervises a social work practitioner to promote efficient and professional rendering of social work services (DSD, 2012; SACSSP, 2012). Theron and Theron (2013) added that the social work supervisor should be registered and should ensure that all registration fees are paid. The social work supervisor is a social worker with the required experience and qualifications to whom authority is delegated to supervise social work practitioners (Coleman, 2003; Cooper & Lesser, 2002; Barnard & Goodyear, 1992; Davies, 2000).

The following principles underpin supervision for social workers (Australian Association of Social Workers, 1999; Regional Ireland Health and Social Care, 2008 and New Zealand Social Workers Registration Board, 2009 in DSD & SACSSP, 2012):

- Promote and protect: The priority of supervision should be to promote and protect the interests of beneficiary;
- Promote active recognition of the cultural systems that shape the social workers;
- Professional development is valued and encouraged. Supervision is located in the learning environment where professional development is valued and encouraged;
- Supervision promotes safe and accountable practice;
- Social workers respect the inherent dignity and worth of every person.

All social workers must make ethically accountable professional decisions based on the SACSSP Code of Ethics (DSD & SACSSP, 2012).

2.4.5.3. The value of supervision

Supervision provides both the opportunity and the guidance social workers need to be able to articulate both their theoretical approach and the rationale for

particular decision (Kadushin & Harkness, 2002). Pithouse (1987) argued that supervision is most important in the transmission of culture and allows for workers to draw on shared language, understanding and assumptions when giving accounts of their work period at supervision.

2.4.5.4. Objectives of supervision

One of the primary purposes of supervision is to facilitate independent practice, as well as to enhance skills needed in acquiring knowledge and develop the correct attitude. Some core objectives are to promote service, growth and development; protect the welfare of the clients; monitor performance and gatekeeping; and empower to self-supervise. In essence supervision enhances effective and efficient social work services. Short term objectives include administrative, educational and supportive objectives.

There is an abundance of literature within the field of social services on professional supervision (O'Donoghue, 1999) with authors from Great Britain and the United States of America who dominated literature in this regard with the significant authors being Kadushin (1976; 1992a); Munson (2002; 1993; 1979); Shulman (1993; 1995); Middleman and Rhodes (1985); Hawkins and Shoheit (1989); Morrison (1993) as well as Brown and Bourne (1996) all emphasising the crucial role of supervision in social work. Kadushin's (1992a) *Supervision in Social Work*, (Third Edition), is general recognized as the leading text, both locally and internationally (Payne, 1994; Bennie, 1995).

2.4.5.5. The contextual framework of supervision

The supervision framework for the social work profession in South Africa (2012: 13) is derived from the perceived need for effective supervision within the social work profession in order to improve quality social work services offered to service users as highlighted in the Recruitment and Retention Strategy for social workers. This framework clearly identifies the roles and responsibilities of supervisors and supervisees; functions of supervision, phases of supervision; and the methods of supervision.

The above responsibilities, functions, phases and methods of supervision are professional features of the social work profession familiar to those practitioners

trained as social workers. Additional features of this profession are: Well defined body of knowledge; restricted entry; service motive; code of conduct; and representative professional association. Due to these demands of the social work profession it is mandatory for social work supervisors to be registered social workers who have the knowledge of the key features of the profession including the framework for supervision (<http://www.newagepublisher.com>).

The functions of supervision are assumed to be achieved in the context of a mutually respectful relationship of trust and an open communication. Where the supervisory relationship is threatened, the supervision provided is unlikely to meet the needs of the worker, the supervisor, the organization or even the clients.

2.4.5.6. *The need for supervision*

As mentioned in the previous chapter, social work was declared a scarce skill in 2003 and the National Department of Social Development initiated the development of a recruitment and retention strategy (DSD, 2006). One of the key objectives of the recruitment and retention strategy is to address the concerns and conditions of services that have a negative impact on service provision. The strategy identified supervision as one of the critical areas that needs attention if retention of professionals is to be realized. This strategy further highlighted a decline in the productivity and quality of services rendered due to lack of supervision.

Supervision is regarded as an important part of social work. Hawkins and Shoheit (1989) locate the need for supervision in the heart of social work and other helping professions. They furthermore state that *“the supervisor’s role is not just to reassure the worker, but to allow the emotional disturbance to be felt within the safer setting of the supervisory relationship, where it can be survived, reflected upon and learnt from. Supervision thus provides a container that holds the helping relationship within the therapeutic triad”* (Hawkins & Shoheit, 1989 in Esler, 2007:118).

This by implication means that without supervision a worker may not survive, reflect on or learn from interactions with the clients. Again, this reiterates the utmost rationale for administrative, educational and supportive guidance and

supervision. Despite the practice of supervision and the ethical responsibility, many social workers receive little to no supervision. The on-going emotional support required to deal with people experiencing a range of challenges on a daily basis should come from supervision.

Workers are normally subjected to line management, which may include some administrative functions that are normally part of supervision. What is missing for workers who receive inadequate to no supervision is regular access to those benefits in the context of a supportive relationship. McAuliffe (2005) describes in detail the extreme physical responses to stress experienced by some workers who did not have either adequate or any other supports on which workers typically rely when facing a significant ethical dilemma.

When an organization employs workers without adequate supervision, it would likewise deny itself the benefit of a supported, reflected workforce and may increase the likelihood of burn-out among its staff (Tsui, 2005). It is doubtful that clients would benefit from a lack of supervision for workers. Neither the absence of on-going support provided by the organization nor a gap in the on-going development and consultation opportunities for workers could be seen as a benefit to the client. Esler (2007) states that the quality of work provided in these circumstances would be less than optimal. Supervision can support workers to become better, more effective, competent practitioners. Given its educative, administrative and support functions, supervision provide workers with the opportunity to reflect continuously on their practice (Esler, 2007).

2.4.6. Managing School Social Workers

The management of school social workers had always been contested because of the location of the social work profession within the department of education. Since school social work is situated both at schools and district offices, it has become common practice for the managers to be the head of the institution where they find themselves. Because school social workers are registered social workers the same management norms and standards should be applicable. Social workers are found operating at all levels of management: top, -middle, and low level managers. Due to the responsibility of direct supervision attached to a low level manager this function can only be done by a registered social worker (Social Service Profession Act, 1978).

2.4.6.1. Historic Background of the Management of School Social Workers

Shaffer (2007) affirmed that less than a third of school social workers have a supervisor who is also a social worker in national and regional studies. School Social Workers historically had been managed by psychologists and school principals (Western Cape School Social Work Forum, 1995) who have little understanding of the social work profession hence contradicting the practice of social workers being supervised by registered social workers. This has proven to cause a fragmentation and lack of coordination of service delivery (Swart, 1997). Historically four different systems (within industrial schools, WCED, Department of social services and those paid by school the school governing body) of service delivery of schoolsocial work services were found in the Western Cape. Implications for the practical implementation of the different systems, problems and disparities were dual control in the Department of Education (Western Cape School Social Work Forum, 1995).

2.4.6.2. Dual Control in the Department of Education

Historically in the 1980's school social workers employed by the Department of Education had no professional or management structure within the Department of Education. These social workers as professionals were managed by psychologists who were the heads of the various clinics. As a result there was a lack of promotional opportunity, professional isolation and inappropriate staff evaluation (Western Cape School Social Work Forum, 1995).

School social workers who were employed by Department of Social Service were placed at schools and were subjected to dual control of the principal of the school and the supervisor of PAWC (Western Cape School Social Work Forum, 1995). The principal had control over the physical movements of the social worker and the supervisor over the professional issues of service-delivery. Both departments were involved in the evaluation of the social work service on an annual basis (Western Cape School Social Work Forum, 1995). This system highlighted unending problems where social workers had to assist in monitoring of classrooms and doing work not related to social work service delivery and

resulted in moratoriums on posts as PAWC felt that there was a need for social workers to do more preventative and developmental work.

School social workers on the staff establishment of the Reform or Industrial Schools during the 1980's to 2005, formed part of the personnel provision of that school, controlled entirely by the principal. There was no management structure for these social workers and they were often used for the purposes outside the ambit of the profession such as doing admissions of new learners (Rossouw 2005, Western Cape School Social Work Forum, 1995). The Western Cape School Social Work Forum (1995) recommended that all school social workers should be located under the Department of Education to ensure better functioning, planning and coordination of services and multi-disciplinary work. Furthermore it was identified that:

“this would be feasible if the Department of Education establishes an appropriate professional structure for school social work under its Support Service Directorate. Should this not occur another profession would control, evaluate and monitor school social work which would again lead to professional conflict and dual control as has happened in the past. The appointment of a post level 6 social worker with experience of school social work would eradicate these problems.” (Western Cape School Social Work Forum, 1995: 9).

This dual management that the Western Cape School Social Work Forum guarded against forms the rationale for this research study as school social workers are faced with dual management identical to the situation in the early 1980s. This study examines the impact dual management of social workers has on social work delivery and services to the learner.

Dual management is also known as matrix management including multiple reporting lines where people have more than one formal boss (Hall, 2013). It is described as a type of organization management in which people with similar skills are pooled for work assignment. For example, all engineers may be in one engineering department and report to an engineering manager, but these same engineers may be assigned to different projects and report to a manager while working on that project. Therefore each engineer may have to work under several

managers to get their job done (Barlett & Ghoshal, 1990). Larson and Gobeli (1987) argue that matrix is essentially a compromise between the traditional functional organization and a pure project organization. It is more flexible than a functional organization but not as flexible as a project team. At the same time, it is more efficient than a project team, but incurs administrative cost which is unnecessary in a functional organization.

Although matrix management has been around for over 40 years, there have been some challenges to its efficacy and viability (Corkindale, 2008). Larson and Gobeli (1987) and Corkindale (2008) reported similar advantages of matrix management in the literature as efficient use of resources; Project integration; improved information flow and flexibility. Disadvantages included power struggles; heightened conflict; slow reaction time; difficulty in monitoring and controlling and dual reporting relations contributes to ambiguity and role conflict.

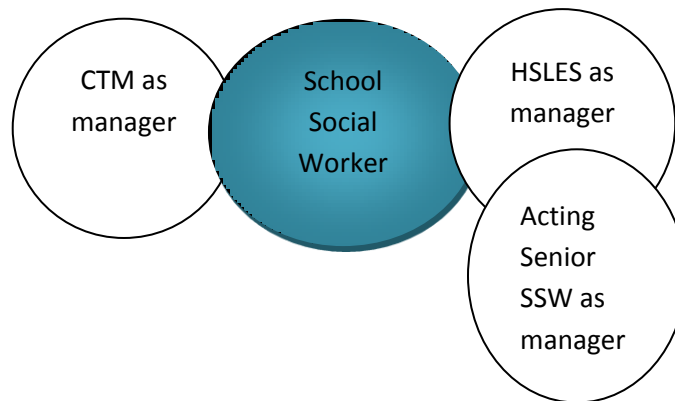
Many of the problems associated with matrix are in contradiction with its strengths (Nissan, 1995). Mich and White (1984) argue that critics have described matrix as being costly, cumbersome, and overburdening to manage, while proponents praise its efficiency and flexibility. Acknowledging this criticism Kramer (1994) agrees that matrix is a delicate system to manage. It is therefore the aim of this research to explore the experiences of school social workers in the WCED whilst rendering services within matrix management.

2.4.6.3. Matrix in the WCED

Although school social workers face many challenges in their work, one of the main challenges identified is reporting to multiple line managers (Western Cape School Social Work Forum, 1995). Although Swart (1997) argued for an effective management system for school social work through policy development, the current situation remains unchanged. Current policy (2010) clearly identifies circuit team managers and HSLES to manage school social workers. In the WCED, school social workers are subjected to a matrix management structure since the restructuring of WCED (2009) where services are rendered from a multi-disciplinary team also known as circuit team. With this new structure school social workers are managed by a circuit team manager whilst being attached to a section, called specialized learner and educator support (SLES), and

therefore also managed by HSLES (Head: specialized learner and educator support) through a senior school social work or co-coordinator.

Figure 5: Dual Management



The above Figure 5 illustrates the multiple command-and-control structure in which school social workers have multiple bosses. WCED (2009) reported that school social workers report to one manager (CTM) for day-to-day operations, and to another for professional and functional responsibilities (HSLES and senior school social worker). Due to the dual management of school social workers in the 1980's there were no professional control systems resulting in the school social workers often used for purposes outside the ambit of the profession (Rossouw, 2005; Western Cape School Social Work Forum, 1995). In addition to the professional control systems, Corkindale (2008) argues that poorly defined management roles can result in turf wars and lack of responsibilities. Furthermore both managers to school social workers whose role is to oversee social work services are not social workers.

Direct management involves supervision of school social workers as defined as the overseeing of another's work with sanctioned authority to monitor and direct performance, to ensure satisfactory performance, which includes client safety (Caspi & Reid, 2002). Reh (2010) argues that school social workers often do not have supervisors or contact with other social workers to gain alternative perspectives or even simply debrief on a case. This isolation according to the NASW (2010) creates situations where social workers are making decisions on their own without peer or supervisory consultation.

There are many benefits for school social workers receiving supervision as supervision helps to guide and shape the work a social workers provides (Kadushin & Harkness, 2002). Professional practice supervision includes support and evaluation of school social work services for individuals and groups, consulting skills and practices, and instructional presentations to school and communities (North Caroline State University, 2010). Supervision can furthermore address ethical and legal concerns relating to a social worker's practice as well as provide insight and experience to enhance a social worker's expertise. According to the NASW (2002) standards for school social work and the National supervision framework for social workers (DSD 2012; SACSSP, 2012) it is the responsibility of the employer to provide for appropriate supervision of school social workers. NASW (2010) however argues that this standard is often unmet.

It is also the aim of this research to explore the experiences of dual management in DoE with regard to the following areas:

- If multiple reporting lines cause conflict, stress and confusion among staff such as reporting late for duty, early departure and leave applications.
- If multiple demands are made from the various managers such as reports from CTMs, HSLES and SSSW
- What structures exist to oversee performance as appraisal system that is done by CTM's;
- If matrix management allows for another profession to control, evaluate and monitor school social work services not having any knowledge or training to corroborate professional service provided by school social workers.

Moolla (2011) stated that the lines of authority for the role of school psychologists in school development in SA must be reviewed. She further elaborated that circuit team managers who are not required to have any background or training in psychology are responsible for the management, supervision and performance evaluation of school psychologists. She adds that although this seems fair as regards to the administrative work that school psychologists engage in, it is crucial that the supervision and evaluation of the

psychological work engaged in, whether direct service or indirect service, is the function of a qualified psychologist (Moolla, 2011). She recommended that in the current WCED structure, the senior psychologist is best placed to perform this function.

This situation for school psychologists directly applies to the situation of school social workers. Recommendations for a similar arrangement where senior school social workers are responsible for the management, supervision and performance evaluations of school social workers can be extended. The position of the senior school social workers should therefore be seen as crucial core-funded posts as provided for within the organogram (WCED, 2012). This function of social workers managed and supervised by registered social workers should be prioritized within WCED due to the impact of developing mandatory legislation for social work supervision (DSD, 2012; SACSSP, 2012) as mentioned previously. Rocher (1977; 1985), Swart (1997) and the Western Cape School Social Work Forum (1995) discouraged matrix management of school social workers by non-social workers and expressed the need for the Department of Education to take responsibility for school social workers, formulate a policy for legitimate, appropriate management of school social work service delivery to develop this specialized field of social work.

2.4.6.4. Towards effective management of School Social Workers

A Social Worker's Manager is defined as a social worker operating at the level(s) of management within the organization (DSD, 2012). Whereas social work management refers to the performance of tasks, such as planning, organizing, leading and controlling in terms of functions relating to programs, work load and human resources. Tsui & Cheung (2004) argue that both social work manager and the management of social work acknowledge the professional nature and knowledge base of the social work manager to be able to render the service of managing social workers. Social workers as managers and supervisors are becoming more essential due to ethical consideration and compliance to legislation (DSD, 2012). Engelbrecht (2013), Botha (2002) and Austin (1981) identified the following themes for social work managers:

- The need for clarity of roles and responsibilities (and articulation of same);

- Recognition of the continuous change agenda and increased partnership;
- Consideration of the impact of current and emergent policy on service design and service management;
- The need to improve workforce planning;
- The need to modernize quality assurance of training outcomes; and
- The lack of coherent and consistent approach to management training within social care.

These key themes highlight the complexity of managing social work in particular. In addition it was recommended that to understand the position of managers in social care there should be an awareness of the legislative/ policy framework; the organizational context; societal changes, including increased expectations of service users and carers; as well as poverty and oppression. It is for these reasons that the legislative and contextual framework of supervision and managing social workers are essential as any services rendered by social workers impact on the lives of people.

Tsui and Cheung (2004) argued that the lack of management by social workers and the lack of management qualifications in managers of social work contribute significantly to perceived management failures. Proper management and quality assurance become essential in social work and concerns about delivering quality social work services have moved from a marginal to a central position during the final quarter of the 20th century (Laming, 2003; O'Donoghue, 2000). The widespread adoption of methods of quality assurance in social work since the 1980s has taken place in the context of major changes in policies, structures, organizational and managerial arrangements for delivering personal social services (Adams, 1998). Due to these requirements Maleka (2010) argued that this would encourage typical career pathways and may lead many social workers out of direct practice and into the deep end of managing individuals, as well as leading teams and organizations.

The lack of appropriate preparation, training and on-going support for new management roles could have major consequences for organizations (Coulshed, Mullender, Jones & Thomas, 2006). Management and leadership entail

cumbersome tasks and responsibilities which require specific skills and knowledge for success. Maleka (2010) contended that years of commitment and practice do not automatically mean that an individual qualifies in terms of the skill and knowledge required in a management or leadership role. Likewise Lorange, Bain and Gerrity (1997) explained that management often consists of a series of tricks that anyone can perform after enough practice and this creates a bigger challenge for social workers especially because of the diverse issues relating to the nature of social work service delivery with individuals, families and communities. For this reason the management of social workers should be skilled social workers, be resourceful and well equipped to maintain high standards of service delivery and develop the profession to the needs of the current reality that communities are facing. This management of social workers is well-defined in a National Conceptual Framework for the Social Work Supervision confirming the need for structured professional supervision by a competent registered social worker (DSD, 2012; SACSSP, 2012). This framework furthermore requires social work supervisors to have records of every social worker's personal development plan, supervision contract, reports and performance appraisals, which should be available for monitoring and evaluation by relevant authorities. A portfolio of evidence should be available for a period of three years after the social worker terminates services with the organization. This National framework highlights the essence and value of conducting effective supervision, in order to enhance quality professional practice to improve the quality of services rendered to service users.

2.5. Summary

SSW is an established field addressing an increasing and evermore complex interplay of individual, social and systemic factors that pose significant barriers to learning. This is compounded for already marginalized sectors of the population. SSW takes on different forms across the nine provinces. SSW is most resourced in the WC where SSW is located at either a school or district as a base. In both instances dual management is a reality of the matrix model. Management, in particular line management, is conducted by non-social workers that reportedly impacts negatively on service delivery and is non-compliant with statutory requirements. Research has been able to identify the historical development, role of

SSWs, and challenges in supervision and the following core gaps emerge in the literature: a) there is a lack of empirical research; b) the impact of the management model must be examined and c) guidelines for supervision should be explored. The present study aimed to develop a set of guidelines for the management of SSWs through a participatory research methodology. The ensuing chapter summarizes the methodological elements of the present study.



CHAPTER 3

METHODOLOGICAL OVERVIEW

3.1. Introduction

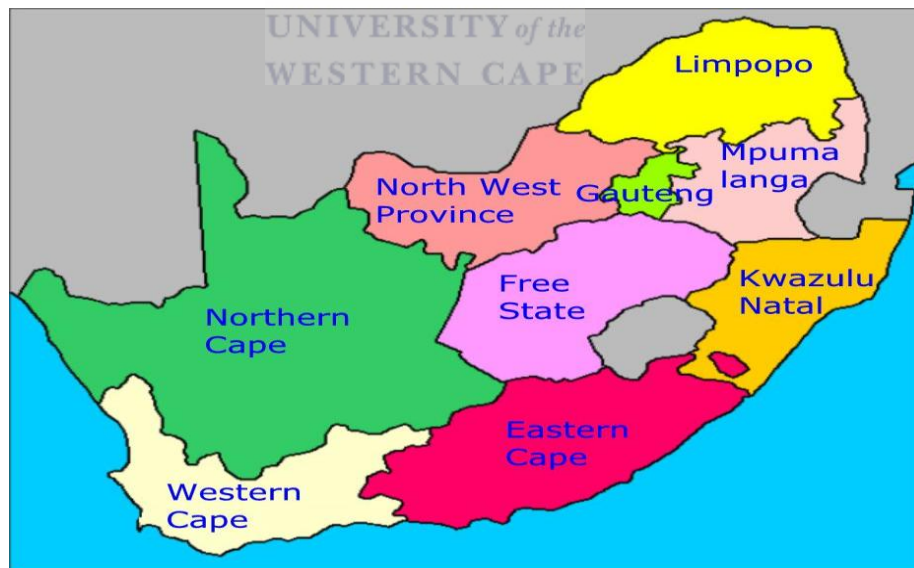
The present study was conceptualized in four phases. This chapter has been organized into five sections: Section A provides an overview of the methodology of the study as a whole including the paradigmatic location of the study and overall methodological elements. Sections B – E report on the specific methodological elements used in the respective phases of the study e.g. sampling and methods of data collection and analysis.

3.2. Section A - Research Methodology

3.2.1. Research Setting

The study was conducted across the following 9 provinces of South Africa, as illustrated in Figure 6 in the map below.

Figure 6: Provinces in South Africa



The Western Cape Province was the primary focus of the study for a number of reasons including, but not limited to the researcher's familiarity with setting, already established access and credibility. The Western Cape Education Department (WCED) also has substantially more school social worker posts compared to other provinces (WCED, 2011). Moolla (2011) reported that the Western Cape is characterized by

superior resources in terms of both quality and quantity within the education support services sector, as compared to other provincial education departments in the country. The Western Cape is perceived as the most privileged of the nine provinces where school social work in the WCED is in an active process of development and reflection on different leadership or management strategies. The selection of the Western Cape as a primary focus is consistent with the recommendation that further research and investigations are often meaningful in the context where resources exist, services are provided and where processes are unfolding that can be explored (Moolla, 2011).

3.2.2. Aims & Objectives

The overall aim of the present study was to develop management guidelines for School Social workers using intervention research.

The objectives are therefore as follows:

Objective 1

To identify the problems related to the management of school social workers.

Objective 2

To gather and synthesize information from the participants and literature such as documents to explore the current management structures for school social work.

Objective 3

The third objective is to design and develop preliminary management guidelines for school social workers for pilot testing through a focus group.

Objective 4

The fourth objective is to test and refine the draft management guidelines for school social workers.

3.2.3. Participants and Sample

The study used school social workers and managers as participants. The study relied on purposive sampling in which the participants were identified specifically to represent school social workers and managers. Purposive sampling was appropriate given the confined context of school social work. The final sample in the study included 20 key informants in education and school social work in South Africa, as well as 46 school

social workers employed in the Western Cape Education Department from the eight district offices. The participants will be clearly identified in the discussion of each phase of the study (sections B-E).

3.2.4. Theoretical Framework

This study was located within a social constructionist theoretical framework. Social constructivism is a world view where individuals seek an understanding of the world in which they live and work (Creswell, 2007). Social constructionism is concerned with the ways we think about and use categories to structure experiences and analysis of the world and then develop subjective meanings of experiences and meanings directed toward certain objects or things (Creswell, 2007; Penrose & Jackson, 1994). These meanings are described as varied and multiple where researchers rely on the participants' views of the situation that were formed through interaction with others hence socially constructed. Below is a brief exposition of the paradigmatic assumptions underpinning social constructionism.

Ontological Assumption refers to the nature of reality. Thus reality is subjective and relative to who is involved in the construction of reality. For the purposes of this study, school social work is being studied in a social context including, but not limited to policy, organizational culture, and politics (Firestone, 1987; Guba & Lincoln, 1988; McCracken, 1988 cited in Creswell, 2003). For example, if you put school social workers in education you construct a particular reality whereas if you put social workers with social workers that could create a different reality.

Epistemological Assumptions: The relationship of the researcher to the research/knowledge is conceptualized in social constructionism as one of equality. Both researcher and participants are co-constructors in producing data for the purposes of research. This inter-subjective collaboration values both the authority of the participants on their lived experiences and the subject position of the researcher as valuable and integral to the research process (De Gialdino, 2009). For the purposes of this study, the researcher approached research participants as partners and did not assume the role of an authority that could “know” participants, but rather underscored the notion that the product of research was a function of the inter-subjective relationship between researcher and participants. To this end the researcher adopted a reflexive position to track her impact on the research process, especially given that the researcher was a

black female social worker who was employed in a supervisory or managerial position in school social work in the province that is being researched.

Axiological Assumptions: Social constructionism assumes that research is value-laden and influenced by personal, cultural and socio-political influences (Newman, 2000). Thus from an axiological view point, the researcher strived to have an awareness of her own values given her subject position and through reflexivity make the impact thereof explicit. As mentioned before, the researcher was pivotally placed in school social work and thus her values and experiences can be valuable in the research process and result in a deepening of the rapport or hinder the richness and complexity of data yielded. The adoption of social constructionism for the present study is appropriate since it allows the researcher to explore the dynamic interplay between the various role players and situational givens whilst allowing her own subjectivity to be valued as an important factor impacting the research process. This was found appropriate for the study since school social work is practised in a context that straddles education informed by pedagogy and clinical practice governed by a professional code of conduct for health professions.

Rhetorical Assumptions: Social constructionism assumes that the use of personal voices, informal language and evolving decisions are important. This was deemed appropriate for the present study since the researcher was also involved in school social work and a reflexive, personal voice would be more appropriate in the write-up of this study. The implications of the abovementioned assumptions for methodology are that a methodological process characterized by inductive processes is indicated. Such a process will underscore mutual shaping of factors, emerging design and categories identified during the research process, context-bound research, and developing a dynamic understanding of phenomena. The researcher used processes of verification to enhance the trustworthiness and methodological rigour of the research process. The research adopted a triangular approach to data collection in which qualitative and quantitative methodologies were combined to attain greater confidence in the findings and facilitating an enriched explanation of the research problem. This is supported by Cresswell (2003) who describes a trend in social research towards acknowledging the value of both qualitative and quantitative methodologies (Moolla, 2011).

3.2.5. Triangulation

Triangulation is a powerful technique that facilitates validation of data through cross verification from more than two sources. Denzin (2006) asserted that it refers to the application and combination of several research methodologies in the study of the same phenomenon. By combining multiple observers, theories, methods, and empirical materials, the researcher hoped to overcome the weakness or intrinsic biases and the problems that come from single method, single-observer and single-theory studies.

The purpose of triangulation in qualitative research is to increase the credibility and trustworthiness of the results. Several scholars have aimed to define triangulation throughout the years. Cohen and Manion (1986) defined triangulation as an "attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint." Altrichter, Feldman, Posch, and Somekh (2008) contended that triangulation "gives a more detailed and balanced picture of the situation." According to O'Donoghue and Punch (2003) triangulation is a "method of cross-checking data from multiple sources to search for regularities in the research data."

Denzin (2006) identified four basic types of triangulation namely investigator (involving multiple researchers), theoretical (multiple theoretical approaches to interpretation of the phenomenon), methodological (multiple methods of data collection and/ or analysis) and data (multiple sources of data) triangulation. The present study was triangulated at the level of methodology in that focus groups, interviews, self-report questionnaires, as well as site visits. In addition data triangulation took place as the present study used documents, survey data and qualitative data, as well as archived provincial and district level statistics. The present study was enriched through triangulation in that the study employed both quantitative (validation) and qualitative (inquiry) methodologies, strengthened the credibility of qualitative analyses and presented an alternative to traditional conceptualizations of methodological rigour as measured by criteria like reliability and validity.

Triangulation and the core assumptions of social constructionism discussed above translated well into Intervention Research (IR) as the methodology of choice. Intervention Research allowed for an exploration of the topic under investigation more comprehensively through data and methodological triangulation and the concern with

how knowledge is constructed and understood (Berger & Luckmann, 1991). Below is an explanation of the core tenets of intervention research methodology and a report of how it has been applied towards the realization of the aims of the study.

3.2.6. Intervention Research

Intervention Research developed out of a partnership between two pioneers in the field of development research Edwin J. Thomas and Jack Rothman (1994). The former focused on developmental research and utilization (DR & U), whilst the latter focused on social research and development (SR & D). The amalgamation of the two approaches to social research culminated into Intervention Research: Design and Development, mainly aimed at the human science profession due to the intention of directing results that can be put into practice specifically in the human services area (De Vos, 2005).

Intervention Research is therefore typically conducted in a field setting where researchers and practitioners work together to design and assess interventions. Intervention Research as applied research is directed towards enlightening or the provision of possible solutions to practical solutions (Rothman & Thomas 1994; De Vos, 2002; De Vos, 2005). It is suitable for disciplines such as social work because it draws methods largely from behavioural sciences and uses these to examine questions relevant to social work. Whether at an individual, organizational or national level, making a difference usually involves developing and implementing some kind of strategy that is thought to be effective based on the best available evidence. This evidence is often only a partial guide in developing new techniques, programs and policies. Strategies often must be adapted to meet the unique needs of the situation. Attempting to develop new strategies or enhance existing strategies is the essence of intervention research and the advantages to this research study (Rothman & Thomas, 1994). IR is therefore highly recommended to provide structure to the process of this research study to ultimately produce management guidelines for school social work. This developmental design model provides six phases to achieve the outcomes and the main goal of this study. Each of these phases is comprised of a series of operational steps (Rothman & Thomas, 1994).

3.2.6.1. Steps in Intervention Research

Rothman and Thomas (1994) highlighted that the steps should not be seen as boxed in or as isolated compartments but rather integrating, overlapping, intertwined with one another (De Vos, 2005). It is not uncommon to find a looping back to earlier phases as challenges are depicted or encountered or even new information is discovered. This is the ingenuity of these steps as they are versatile, allow for creativity and are extremely hands-on (Rothman & Thomas, 1994). These steps are structured to familiarize the reader with the operational steps followed in this research proposed by Rothman and Thomas (1994) and illustrated in a visual diagram below.

Table 3: Operational steps in Intervention Research.

PROBLEM ANALYSIS AND PROJECT PLANNING						
PROBLEM ANALYSIS AND PROJECT PLANNING	INFORMATION GATHERING AND SYNTHESIS					
	INFORMATION GATHERING AND SYNTHESIS	DESIGN		EARLY DEVELOPMENT AND PILOT TESTING	EVALUATION AND ADVANCED DEVELOPMENT	
DESIGN		DESIGN	EARLY DEVELOPMENT AND PILOT TESTING		EVALUATION AND ADVANCED DEVELOPMENT	DISSEMINATION
Identifying and involving clients	Using existing information sources	Designing an observational system	Developing a prototype or preliminary intervention	Conduct a pilot test	Applying design criteria to the preliminary intervention concept	Preparing the product for dissemination
Gaining entry and cooperation from setting	Studying natural examples	Specifying procedural elements of the intervention	Developing a prototype or preliminary intervention	Conduct a pilot test	Applying design criteria to the preliminary intervention concept	Identifying potential markets for the intervention
Identifying concerns of the population	Identifying functional elements of successful models		Developing a prototype or preliminary intervention	Conduct a pilot test	Applying design criteria to the preliminary intervention concept	Creating a demand for the intervention
Analyzing concerns or problems identified			Developing a prototype or preliminary intervention	Conduct a pilot test	Applying design criteria to the preliminary intervention concept	Encouraging appropriate adaptation
Setting goals and objectives			Developing a prototype or preliminary intervention	Conduct a pilot test	Applying design criteria to the preliminary intervention concept	Providing technical support for adopters

Table 3 above shows the different phases and the operational steps embedded in each of the respective phases. The significant overlap and opportunities to move between and combine these phases is appropriate for the present study.

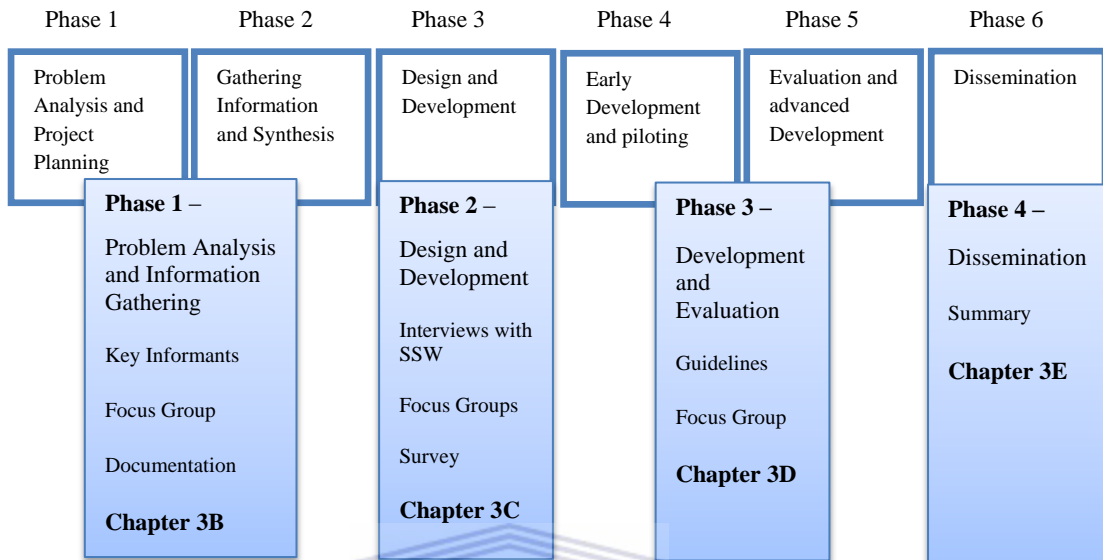
Du Preez and Roux (2008) argued that critical theory provides guidelines that could direct the intervention research process towards becoming more participatory and reflective. Critical theory has emancipation as its main purpose with the focus on raising awareness, questioning and changing people's understanding and actions in order to free them from societal constraints, injustice and subjugations (Patton 2002; Waghid, 2003 in Du Preez & Roux, 2008). Furthermore, research based on critical theory requires processes of self-reflection to identify and address power relations, mutual participation among researchers and research participants, and a disposition to take action that could lead to transformation and emancipation (Waghid, 2003 in Du Preez & Roux, 2008). It could be argued that intervention research that is based on critical theory, should allow for participants to reflect on their individual positions and actions. The authors concur that intervention research is used as a means of professional development and also provide an opportunity to critically reflect on social realities and to question concerns about these realities.

IR has been used successfully as the primary source of entry to develop guidelines in numerous studies. For example, Skrypek, Gerrard and Owen (2010) reported that IR was used successfully to improve long term outcomes in foster care. The Casey program was a manual-based intervention that guided the provision of both a basic foster care program and an enhanced set of services to promote child well-being. This programme produced significant life course benefits when comparing graduate-adults (children who have been in Casey Families) to graduates of routine foster care in Oregon and Washington. Ganyaza-Twalo (2010) reported successful interventions through Intervention Research to improve and enhance social situations such as guidelines for managing HIV/AIDS in the workplace. Similarly Londt (2004) reported success with IR in developing intervention guidelines with perpetrators of intimate violence.

The present study adopted Intervention Research in a modified manner and was conceptualized as a four-phase study. The process that was followed is illustrated in Figure 7 below. The blue text boxes denote the six original phases of Intervention research with text that described the core functions. The second row

of text boxes indicated the modified phases with their relation to the original phases of intervention research.

Figure 7: Phases of Intervention Research



Phase 1: Problem Analysis and Information Gathering. This phase combined the first two phases of Intervention research i.e. problem analysis and project planning with gathering and synthesizing information. Thus the first phase of the present study entailed gathering information from key informants, focus groups and documentation to analyse the problem and plan the project. The methodology employed in this phase will be summarized in Section B of this chapter.

Phase 2: Design and Development. The second phase correlated with the third phase of intervention research i.e. design and development. This phase entailed interviews with School Social Workers, focus groups and surveys to inform management protocol. The methodology employed in this phase will be summarized in Section C of this chapter.

Phase 3: Development and Evaluation. This phase combined the fourth and fifth phases of intervention research i.e. early development and piloting, as well as evaluation and advanced development. Thus this phase entailed the development of management guidelines and testing those out in focus group discussions. The methodology employed in this phase will be summarized in Section D of this chapter.

Phase 4: Dissemination. The fourth phase corresponded to the sixth phase of intervention research, namely dissemination. Thus the fourth phase entailed the summary of the management guidelines developed. The methodology employed in this phase will be summarized in Section E of this chapter.

3.2.7. Ethical Considerations

Ethics clearance was obtained from the Higher Degrees Committee and Senate Research Committee at the University of the Western Cape in 2011. The ethics clearance certificate is attached as Appendix B with the ethical clearance registration number (CHS 11/5/9).

Application to do the research within the Department of Education was made to the Directorate Research Services, where permission was granted. The permission documentation is attached as Appendix C with the reference number 20121202-0079.

Information sheets were prepared for participants that summarized the purpose of the research, the rights of participants and what participation would entail, as well as the recourse participants would have in the event of dissatisfaction or concerns about the process need to be expressed (Appendix D). In addition participants were informed of the right to withdraw from the study at any time without any risk of negative consequences or loss of perceived benefits. The researcher ensured that the following key ethics principles were maintained in the process of conducting the present study:

Informed consent - Care was given to ensure that informed consent was elicited from the research participants. Participants were given all the necessary information relating to the goals of the study and the procedures which were to be followed. Participants signed a consent form, see attached Appendix E which was simply designed to clarify the purpose of the study including permission for audio taping was obtained. Participants were alerted to the fact that the recording could be paused at any point during the interview should they request such an action. Participants were also informed that the audio tapes would be filed.

Autonomy – Consent was informed and participation voluntary. De Vos (2002) asserts that emphasis should be placed on accurate and complete information so that

participants will fully comprehend the investigation and consequently be able to make a voluntary, thoroughly reasoned decision about participating in the study.

Confidentiality - Participants' right to privacy, confidentiality and anonymity were respected and assured through dialogue and in writing. This was discussed with participants at the commencement of interviews and focus group interviews. Findings from the focus group interviews are reported and the sources listed under the group title and not as an individual participant of the group. The identity of participants was protected by naming them respondents instead of the names when transcribing the data. Their identity was also secured throughout the research process when minutes of meeting were utilised.

Beneficence – designing a research that will be of benefit to participants, future research, and the department of education. It is the intention that this research will benefit school social work in the Western Cape, therefore the results will be made available to the participants and the Department of Education in an objective manner to ensure awareness that research findings will be published without impairing the principle of confidentiality and anonymity.

Integrity - The researcher protected the integrity and reputation of the research by ensuring that the research adhered to the highest standards. There was no discrimination involved in choosing participants based on sex, race, age, religion, status, educational background or physical abilities.

Storage - All forms of data relating to the study were organised, stored and managed in ways that prevent loss, unauthorised access or divulgence of confidential information.

3.2.8. Reflexivity

Reflexivity being the ability to formulate an understanding of one's own cognitive world, especially understanding one's influence or role as a researcher and a school social worker and management. The researcher found reflexivity to be an awareness of her own perception of SSW, how it was managed, and how it influenced the perceptions of the respondents in the research. Characteristics of social work qualities of empathy and self-awareness assisted the researcher throughout the research to deepen rapport and to engage in self-reflexivity.

The researcher was reflexive by awareness of the topic of SSW and its management and how the researcher assigns personal and professional meaning to the topic. The researcher was mindful of the perspectives and experiences of the participants, as they included both SSWs and managers, some with years of experiences in management and SSW. The researcher was also conscious of the audience to whom the research findings will be directed and for these findings to be presenting ideas and supporting evidence in language that the audience can understand.

Gilgun (2010) argued that if the researcher can account for reflexivity it adds to the integrity of the research. In this research, the researcher attempted to account for reflexivity during all the processes and phases of the study. The researcher found writing both relevant thoughts, experiences, emotions and biases and reflecting upon these and talking to others about them engaged the researcher in the process of reflexivity. During the data collection processes, specifically the qualitative interviews and focus groups, the researcher found reflection after each session assisted to facilitate reflexivity. The researcher's familiarity with the context, respondents and terminology used deepened the rapport and aided the process of trustworthiness and created an atmosphere of reflection, rephrasing and summarising information ideas to understand the context of experience as perceived by the respondents. This clearly enriched reflexivity as the researcher's own biases were tracked. The remainder of this chapter (sections B-E) will report on the specific methodological elements in the respective phases as outlined earlier.

3.3. Section B - Phase 1: Problem Analysis and Information Gathering

This phase has two sections.

3.3.1. Section 1: Problem analysis and project planning

Problem analyses and project planning is the first phase of the IR research process. De Vos (2002) expressed concern that prior to problem analysis is the identification of what the problem entails. A social problem is defined by Hastings (1979 in De Vos, 2005) as conditions of society which have negative effects on large numbers of people and defined by significant groups as a deviation from some social standard or breakdown of social organization. In addition, a social problem is also described as a

condition affecting a significant number of people in ways considered undesirable, where something could be done through collective action.

De Vos (2002) stated that when the discrepancy between the standard and what is judged is sufficiently large, the behaviour or state of being is deemed to be a problem. An analysis must include scrutiny of at least one or more of the following factors:

- Extent of the difficulty: the incidence or prevalence, for instance;
- Component aspects of the problem;
- Possible casual factors;
- Effects and impact of the problem as well as behavioral, social and economic impact(s); and
- Shortcomings on how the problem is confronted.

During this phase, key problems are identified and analysed in a comprehensive manner to establish whether the issue under scrutiny, justifies any further research. The primary goal is to identify and analyse the problem related to the management of school social workers in order to develop management guidelines for improving practice and policy. Concerted efforts were made in this research to engage the cooperation and involvement of significant role players, such as school social workers, managers including national and provincial directors in the formulation of the problem.

Patton (2002) asserted that historical information sheds important light on the social environment. The historical context of school social work, particularly with reference to the management, forms the basis of this research. This historic information included records and documents which provided a wealth of information on the context of this research including the progress and process of this project. These documents were easily accessible due to the researcher's familiarity with the context.

The objective of this phase is to analyse the problem and through project planning and developing specific interventions (Rothman & Thomas, 1994). The researcher was therefore interested in the real life experiences of the participants through qualitative inquiry to identify and analyse the problem. Consequently this study was directed at investigating and analysing the problems associated with the management of school social workers. A main outcome of this study was to provide an intervention that will attempt to remedy the situation relating to the managing of school social workers. An

important assumption was that the development of guidelines and protocols for the management of school social work would improve overall services provision. The following critical operations therefore formed the essence of this first phase of problem analysis and project planning (Rothman & Thomas, 1994):

- Identifying and involving clients;
- Gaining entry and cooperation from the setting;
- Identifying concerns of the population;
- Analyzing identified problems; and
- Setting goals and objectives.

On completion of the above operational steps, the problem would be analyzed and the project planning based on the outcomes of the respondents (Rothman & Thomas, 1994). As mentioned previously these steps as outlined do not have a rigid sequence hence an overlap could occur. The following five steps will provide a more comprehensive view of the steps as mentioned above. Rothman and Thomas (1994) advised that although the phases and operational steps are presented in a stepwise manner, the implementation most often does not realize as a rigid sequence of activities. In this study, identifying and involving participants for the research and gaining entry and cooperation from the setting occurred simultaneous.

The following sub-sections will cover the five operational steps as mentioned above.

3.3.1.1. Identifying and involving clients and gaining entry and cooperation from the setting

De Vos (2005) underscored that it was crucial to gain entry through key informants who have knowledge about the setting, the local ways of doing things including gatekeepers who control access to the setting. This step was made easier by the researcher's familiarity to the setting including daily contact with school social workers and managers at the district offices.

The researcher attempted to understand the problem and the issues of importance to the population that is affected. In this regard Rothman and Thomas (1994) cautioned not to impose external views or solutions from the side-line. Therefore the researcher should explore alternative ways to clarify dimensions of identified

issues, as well as to understand the scope and magnitude of the given concern. According to Rothman and Thomas (1994) the interventions selected represent a population whose issues and problems are of current or emerging interest to the clients themselves, writers and society. Through collaboration with the clients of the project, specific targets and goals for interventions were identified.

In terms of the methodological framework of Intervention Research, identifying and involving clients occurred through a response that arose from those affected by the need for management guidelines for school social workers. Hence, the steps followed and processes undertaken in this respect conform to those operational steps defined within the parameters of this developmental model.

The researcher formed a hunch that the coordination and management of the school social workers was compromised and resulted in inefficiency. This hunch and observation formed an integral part for this research and formal enquiry to examine the situation. Gaining entry through key informants (De Vos, 2005) was achieved, largely due to the researcher's familiarity with this area. The researcher utilized this familiarity, as well as the ongoing contact and engagement with the key role players and stakeholders within this identified community. This was confirmed through meetings with various stakeholders such as, school social workers and key informants, at Provincial and District levels (WCED, 2011).

Familiarity or knowledge of the identified setting is insufficient per se to gain formal access or to obtain credible data. Consequently, the researcher obtained the required permission from the Department of Education with the necessary approval from the research directorate. This enabled the researcher to access the respective role players and to perform this study in compliance with the appropriate considerations for research ethics. Once the clearance and permission was obtained the contact with role players was affected through email, telephone, fax and site visits to district offices and two visits to other provinces (Gauteng and Eastern Cape).

The WCED was the primary site of this study even though all 9 provinces formed part of the research. Hence the required permission at all levels was obtained prior to engaging in any of the operational steps or activities of this study. In this

regard the researcher complied by attending to all the administrative tasks required. The Department of Education in the Western Cape was the main entity to oversee this part of the process. Compliance to these operational steps is crucial as these operations are analogous to what Rothman and Thomas (1994) term activities. These activities are compliant to the requirements of the steps and ensure the integrity of the research.

3.3.1.2. Gaining access to the population and recruiting participants for the study

Gaining access to the population and informing them about the research was facilitated because of the researcher's position, as well as her grounded understanding of this sector. This operational step was further enhanced by on-going communication with school social workers and key informants, as well as written records that the researcher has gathered and compiled. The following sources further enabled the researcher to gain the required data for this phase of the research:

- Supervision of school social workers;
- Performance appraisals;
- Quality assurance of school social work services; and
- Documentation (proposals, rationale and motivations for the service).

These steps to further gain entry into this community and organization occurred when the researcher successfully formed collaborative relationships with representatives of the setting by involving them in identifying problems, planning the project and implementing selected interventions consistent with De Vos (2005). Furthermore contact with school social workers and informants created a platform for gaining entry such as writing submissions and motivations for the necessity for school social work services at district level to the provincial office. This is encouraged by De Vos (2005) as this kind of collaboration further enhances a sense of ownership of the research process. As previously mentioned, access in gaining entry and cooperation from the setting through key informants (De Vos, 2005) was simple and effortless due to the researcher's knowledge and familiarity to the setting. Within the Western Cape the researcher made contact with the Director of Research Services for permission to conduct the study and

permission was granted on the 3 December 2010 after completing the necessary administrative forms. Before permission was granted, a copy of the research proposal accompanied the necessary administrative forms for perusal and scrutiny.

Permission to conduct the research authorized access to the respective role players. The researcher is a school social worker and through familiarity could gain access to the population easily and she could draw on her grounded understanding and relationships within this sector to inform them about the research in an accessible manner. Furthermore, contact with school social workers and managers through supervision, performance appraisals and quality assurance of school social work services encouraged a platform for gaining entry. Close networking with the provincial office in writing proposals, submissions and motivations on the necessity for school social work services assisted accessing documentation. De Vos (2005) inspired successful researchers to form collaborative relationships with representatives of the setting by involving them in identifying problems, planning the project and implementing selected interventions and in addition provide a sense of ownership of the investigation.

3.3.1.3. Identifying concerns of the population and sampling for exploring the problem

Engagement with key informants, such as School Social Workers, Circuit Team Managers, and Heads: Specialised Learner and Educator Support (H: SLES) assisted to obtain information about local problems and strengths related to the school social work. In order to implement this step in the design and development phase, the salient issues were addressed during provincial multi-disciplinary meetings (2011). These meetings were attended by district SLES management consisting of the Head SLES, Senior Psychologist, “Acting Senior School Social Worker”, Senior Learning Support Advisor and Special Schools Advisor. This research made use of the grouping of acting senior school social workers as a focus group. These meetings were arranged with the provincial director of special needs education to provide an opportunity for specific disciplines such as school social work to align services and interventions to provincial policy and planning, as well as to highlight specific challenges in this implementation process.

A group of school social workers was selected as the initial sample for identifying the problem since it consisted of elements that contain the most representative characteristics and typical attributes of the population (De Vos, 2005). For the purpose of studying the school social workers from the WCED and key informants from 9 provinces within South Africa were included to enhance representation. The phase included focus group interviews and document analysis to obtain the views and experiences of school social workers and key informants (De Vos, 2005; Cresswell, 1998). Key informants were selected because of their expertise in the relevance of the service and because they wield power in the department of education with regard to decision making. Purposive sampling was used where 34 key informants were invited including 10 from the Western Cape and 3 from each of the remaining eight provinces. The final sample included 20 key informants who accepted the invitation to participate in the study. These interviews and focus group were conducted in a permissive and non-threatening environment that allowed exploration and clarification of the experience of those concerned.

3.3.1.4. Methods of data collection

For this phase qualitative methods of data collection were used to gather information from the participants. In this data collection process Cresswell (1994) identified three steps as crucial:

- Setting the parameters for the study;
- Collecting information through observations, interviews, documents and visual materials; and
- Establishing the protocol for recording information.

Qualitative data were collected through semi structured interviews, focus group discussions and documentation. The methods of qualitative data are described as follows:

3.3.1.4.1. Interviews

Semi-structured interviews were used to gather information from school social workers. De Vos (2005) posited that interviews are the predominant mode of data or information gathering in qualitative research and can also

be used in quantitative research. Seidman (1998 in De Vos, 2005) argued that interviews are done because of interest in people's stories and stories are a way of knowing. Telling stories is essentially a meaning-making process and every word that people use in telling their stories is a microcosm of their consciousness. The quality of the interview depends mainly on the skills of the researcher as interviewer hence the researcher's skills as social worker enabled this process. Skills that assisted the researcher were knowledge and familiarization with paraphrasing, clarification, reflection, encouraging, probing, listening, encouraging and acknowledgement (De Vos, 2005).

Interviews took place in different modes for example, face-to-face; telephonic and e-mail. Some advantages of the semi-structured interview are that the focus is on having a conversation with a purpose and not to get answers to question. This assisted in gaining an understanding of the experience of school social workers and the meaning they attach to the experience. In addition Collins (1998) concurs that the use of the semi-structured interviews gave both the researcher and the participants more flexibility to follow up on specific interests, as well as non-verbal expressions.

Telephone and email interviews were found to be more cost effective especially across other provinces whereas the face-to-face interviews were found more convenient for the key informants in the WCED. Semi-structured interviews with key informants from Gauteng and the Eastern Cape Province were possible since the researcher was able to visit these provinces.

Process: The interviews were based on an interview schedule (Appendix F). The interviews were audio-recorded and transcribed by the researcher to ensure anonymity. Some challenges experienced during the interview process included:

- Interruptions – Telephone calls were received and answered while the interview was in process and people entering the interview room. This interfered with the continuity and the process of the interview;
- Revealing one's own response: The researcher's ability to maintain objective and not making leading comments was tempted in this regard, and structuring the interview to having semi structured interviews assisted in preventing this.

3.3.1.4.2. Focus groups

The objective of focus groups is to obtain high quality data in a social context where people can consider their own views in light of the views of others (Patton, 2002). Focus groups create a process of sharing and comparing experiences about a specific topic such as school social worker (Krueger & Casey, 2000). Members are able to hold constructive group sessions encouraged by the researcher's role in mediating and facilitating interaction, the impact of the group itself on the data collected and the impact of the group on its participants. The rationale for the use of focus groups was to elicit self-disclosure and to get to know what the participants think and their feelings about school social work. Furthermore the focus group encourages multiple viewpoints and responses on school social work, and is consistent with interpretive paradigms such as social constructionism (the theoretical framework of the study). Historically, the focus group method has been used for low-involvement topics (e.g. preferred cigarette brand) and more recently has been used with good effect when in studies about high-involvement topics (Writing, 2013; Ganyaza-Twalo, 2010). Thus the method is useful when investigating sensitive or high-involvement topics such as the management of school social work.

The composition of the group has a significant impact on the productivity of the group. For example, De Vos (2005) argues that in this instance members would be more likely to share experiences and feelings since they were in the presence of people who are like themselves in professional registration, employment and perceived to be like them in their experiences of working as school social workers and many other ways. A particular

disadvantage of a focus group is the possibility that the members may not express their honest and personal opinions about the topic at hand due to perceived similarities, differences or fear of consequence (Writing, 2013). However, it is not necessary for the group to reach consensus, nor is it necessary for people to disagree in order to produce high quality data (Patton, 2002). This, in addition to the time efficiency, makes focus groups one of the popular data collection methods used in qualitative research (Darlington & Scott, 2002).

De Vos (2005) proposed that there are three approaches to focus groups: the explanatory approach, the clinical approach and the phenomenological approach. The latter was utilized for the purpose of this research as the researcher was interested in the essence of the everyday experiences of the participants related to being supervised as a school social worker. Temkin (2011) argues that the format of the focus group remains similar throughout various settings and covers the following:

- The facilitator starts with an introduction by attendees allowing them to feel at ease;
- The facilitator next presents the topic to be addressed during the session;
- The facilitator introduces topics that are more specific the topic for discussion; and
- To wrap up the facilitator restated key discussion points and may ask participants to write down their conclusion.

Although the focus group was about sharing experiences on school social work, the researcher's schedule provided structure for participants not to deviate from discussions. Reflection on feelings and content during discussions aided a cathartic approach to contain participants. The discussion guide or schedule provided more depth to elicit discussion on daily experiences in the circuits whereas the previous focus group were aimed at experiences from a managerial position within districts.

This format set the structure of the focus group whereas the interview schedule or guide was comprised of a list of questions to guide the focus group. This would include a broad range of themes or question areas to be covered in the focus group. Morgan and Krueger (1998 in De Vos, 2005) encourage several principles before writing the questions for a focus group interview. These principles are:

- Questions should be posed in a conversational manner to create and maintain an informal environment;
- Questions should be clear, and wording should be direct;
- Feedback from participants and experts could assist in developing questions;
- Questions should include words the participants would use when talking about the issue; and
- Questions must be short and usually open-ended. A concern that the researcher had was that the questions also had to be constructed in a way that did not raise defensive or highlight shortcomings of the participants as managers.

The above principles were carefully considered to obtain as much data crucial to the purpose of this research. A concern that the researcher had was that the questions had to be constructed in a way that did not possibly raise shortcoming of the participants but rather highlighting the gaps in the system as a problem of concern. This approach encouraged participation and expression of experiences. The focus group discussion guide was constructed cautiously in order to capture the intent of the study (Appendix G).

The initial focus group, as a research technique to collect data through group interaction, consisted of six school social workers represented by the six district offices. This focus group was selected because of having common characteristics relating to school social work (De Vos, 2005) These participants were involved in a brainstorming session on a topic, determined by the researcher, on the challenges of school social workers in

the WCED (Morgan, 1997 in De Vos, 2005). These discussions were designed to obtain perceptions on school social work in a permissive non-threatening environment (Krueger in De Vos, 2005). This focus group encouraged self-disclosure and served as group interviews to improve understanding and perceptions of the school social work with regard to the current management of school social workers. The focus groups also assisted the researcher to access, explore and clarify sensitive information in ways that were less threatening to the participants (Webb & Kevern, 2001). The focus groups were used as a self-contained method in this study and as a supplementary source of data that relied on some other principal methods, such as surveys and interviews.

During this phase of the present study one focus group was conducted consisting of six school social workers attached to the circuit teams across the district. Initially, 8 participants were invited to participate of which 6 were willing to participate due to availability and logistical challenges in scheduling. Although De Vos (2005) argued that the ideal recommended number of participants is encouraged to be between eight and ten to allow for a range of responses, Morgan and Krueger (1998 in Ganyaza-Twalo, 2010) mention that deciding on the right number of participants means striking a balance between having enough people to generate a discussion, but not having too many people that some feel crowded out. De Vos (2005) further suggests that smaller groups of four to six participants are preferable when the participants have a great deal to share on a topic or have intense or at length experiences related to the topic of discussion as was the case in the present study. The participants had a great deal to share on their experiences as SSW's and was able to hold constructive group sessions and fully participated throughout the sessions limiting the potential negative impact of smaller group numbers.

3.3.1.4.3. Document Analysis

Documents such as previous proposals (WCED, 2008; 2009), submissions to motivate for school social work posts (WCED, 2006-2011), submission from the Western Cape School Social Work Forum (1995), submissions

from Welfare (1987) all contributed to this data collection process. The use of documentation overlaps with the information in phase two; step one. Again this overlap highlights the flexibility of IR to suit the needs of the research. These documents added great value to the body of knowledge on SSW and gave impetus to the need for SSW and more importantly the management of SSW. Documents used are included as Appendix H.

3.3.1.5. Analyzing concerns or problems identified

De Vos (2005) asserts that data analysis begins by going back to the purpose of the study. A key principle he described is that the depth and intensity of analysis is determined by the purpose of the study. The data collected represented the reality of the participants. Recordings of the sessions and field notes were found most useful and were encouraged. De Vos (2005) further encouraged doing all or some of our interview transcription provides an opportunity to get immersed in the data, an experience that usually generates emergent insight. Furthermore, typing and organizing handwritten field notes offered another opportunity to immerse in the data in the transition between fieldwork and full analysis. This opportunity provided the researcher a chance to get a feel of the cumulative data as a whole.

Thematic analysis of data took place according to the guidelines prescribed by Cresswell (1998) who indicated that responses be recorded, transcribed, coded and interpreted. This led to the extracting and formation of themes and categories of meaning, which formed the core of data analysis. In order to ensure trustworthiness of the process, the techniques of reflecting and clarifying with group members were conveyed (member checking). This was reinforced by peer review to monitor meaning and interpretation.

The documentary analysis consisted of the analysis of documentation gathered through provincial and district meeting, policies, submissions, proposal analyses and previous research and is a key skill in historical interpretation (Academic Skills and Learning Centre, 2010). This documentation included a summary, description and an analysis of the motivation, intent and purpose of a document within a particular historical context (Academic Skills and Learning Centre, 2010). Key questions, directly linked to the purpose of this study, were the

nature and type of document, its unique characteristics, when it was dated, by who and the position of the author and most significantly how it related to the management of school social work. The findings in the following section will reflect a summary that this was only one of several inputs in identifying the problem and thus triangulation in terms of multiple inputs assisted to verify the findings.

Through interviews, focus groups, key informants and documentation of meetings, proposals and policies the views and understandings of school social workers and managers were explored and clarified in a permissive and non-threatening environment. Data was triangulated through the use of three methods of collecting qualitative data including interviews (with key informants, school social workers and managers); focus groups and documentation.

Ganyaza-Twalo (2010) confirms that the key principle in analysing data is that the depth and intensity of analysis are determined by the purpose of the study. In addition, one of the specific objectives of the study was to understand the experiences of school social workers. In this phase the objective was to formulate the research problem in order to plan the remainder of the study or project in line with the first operational step in Intervention Research. To this end, a thematic content analysis was done to identify trends and patterns that reappear in the interview and focus groups. By examining for repetition of certain word and phrases in the text, the researcher was able to make conclusions about the philosophical assumption of the transcriptions of the respondents. Ganyaza-Twalo (2010) argued that content analysis is therefore a technique for making inferences by objectively and systematically identifying specified characteristics of messages. Content analysis was to the advantage of this research as it allowed the researcher the opportunity to make sense of patterns and themes that emerged from the data (Babbie & Mouton, 2001). The researcher also had the opportunity to be immersed in the data and develop a contextual experience and insight to the data as a whole by accepting personal responsibility for transcribing recordings of the interviews and focus groups (De Vos, 2005).

In order to analyse and interpret the collected qualitative data, the proposed steps of De Vos (2005) were used and included: Planning and Recording Data, Data

Collecting and Preliminary Analysis, Managing or organizing the data, Reading and Writing Memos, Generating Categories, Themes and Patterns, Coding the Data, Testing the Emergent understandings, Searching for alternative explanations, Representing Visualizing (writing the report). The themes and sub-themes presented in this research resulted from vigorous data analysis using recognized qualitative analysis technique.

Marshall and Rossman (1995 in De Vos, 2005) argued that all research must respond to canons that stand as criteria against which the trustworthiness of the research can be evaluated. The four aspects of trustworthiness are described as truth value, applicability, consistency and neutrality (Krefting, 1991). Truth value was obtained from the discovery of human experiences as they are lived and experienced by the school social workers and managers. Applicability refers to the degree to which the findings can be applied to other contexts and settings or with other groups across the districts or provinces. Consistency emphasized the uniqueness of the human situation so that variation in experience rather than identical repetition is sought (Krefting, 1991). Neutrality referred to freedom from bias in the research process and results (Krefting, 1991). The degree to which findings are a function solely of the participants, conditions of the research, and not of other biases, motivations and perspectives. In this regard the researcher clarified expectation of both the researcher and the participants with regard the purpose of the study and what the study would like to achieve.

The data collected in this phase informed the goals, and the first objective of this research which is “to investigate and analyse the problems associated with the lack of management guidelines for school social workers in the Western Cape Education Department”. The researcher was able to organize, manage, and retrieve the most meaningful bit of data which was organized through themes and sub-themes (Coffey & Atkinson, 1996 in Ganyaza-Twalo, 2010).

3.3.2. Section 2: Information gathering and synthesis

This phase is better known by Rothman and Thomas (1994) as not reinventing the wheel and encourages the discovery of further research interventions similarly to the development of management guidelines for school social workers in the WCED. In this regard international research was limited while local research of Swart (1997)

recommended some guidelines for school social workers. Furthermore the researcher consulted with school social workers and managers across the nine provinces in South Africa to explore existing management of school social workers (Kemp, 2010; Litch, 2010; Maleka, 2010; Van Zyl, 2010; Tunzelana, 2010; Marakalla, 2010; Smith, 2010; Benjamin, 2010; Rossouw, 2010). Visits to districts within WCED took place where observations, telephonic contact, contact with key informants, interviews, focus groups and questionnaires formed the medium of the data collection process with school social workers and managers (WCED, 2011). School social workers within WCED employed by the school governing body (SGB) also formed part of the latter. These consultations contributed to the outcome of this phase and the functional elements that can be incorporated into the design of the interventions (Rothman & Thomas, 1994). Critical for this phase is establishing what others have already done to understand, develop or address the problem. Significant steps in this phase were: Using existing information sources; Studying natural examples; and Identifying functional elements of successful models (Rothman & Thomas, 1994; Londt, 2004). These steps are discussed below:

3.3.2.1. Using existing information sources

Historic archived documents and records referred to a “material culture” by Patton (2002) that provided a rich source of information about the progress and process of this project and its feasibility. The collection of previous documents thus provided a clear spoor to track issues of relevance for this research enquiry, particularly in this problem analysis and project planning phase. Advantages of documents were that the researcher could access it at a convenient time and as written research it saved the researcher the time and expenses of transcribing (Creswell, 1999). Londt (2004) identified the following crucial questions to be addressed in this phase:

1. What is the discrepancy between the ideal and actual conditions that defines the problem?
2. For whom is the situation a problem?
3. What are the negative consequences of the problem to the community?
4. What behaviours need to change for the problem to be considered solved?
5. At what level should the problem be addressed?

6. Is this a multi-level problem that requires action at a variety of levels?

These questions were useful and were adopted in this phase to help formulate the problem more clearly and accurately distil it from the existing documentary sources and empirical literature on the topic.

3.3.2.2. Studying Natural Examples- Site Visits

This stage was operationalized by studying natural examples through site visits to various district offices in the Western Cape and two provinces as mentioned before. The expressed purpose of the site visits was to identify functional elements of possible successful models. During these site visits, the researcher thus specifically recorded situations where school social workers, managers and key informants reported school social work services to be effective and areas they would encourage to be developed. Rothman and Thomas (1994) identify interviews with people who have actually experienced the problem or those with the knowledge about it, can provide insights into which interventions might or might not succeed, and the variables that may affect success. At the same time, studying unsuccessful examples help us to understand methods and contextual features that may be critical to success.

3.3.2.3. Identifying functional elements of successful models

Case studies of successful and unsuccessful models were identified and discussed at provincial meetings where participants identified functional elements. These cases of practices that have been successful in managing and organizing school social work service delivery and achieving positive outcomes. Some advantages of observing these provincial meetings where successful models were shared, was that the researcher had first-hand experience with informants and the researcher recorded the information as it occurred. Disadvantages of this process were that the researcher may observe confidential information and cannot report on this information especially in cases where names of school social workers or district offices were mentioned (Creswell, 1999).

3.3.2.4. *Problem formulation:*

The results from thematic content analysis of all the data sources (interviews, focus group, documents, site visits and case studies - successful and unsuccessful) were used to articulate and define the problem to be addressed in the remainder of the study. These findings and problem definition is reported in Chapter 4.

3.4. Section C - Phase 2: Design and Development.

In keeping with the natural flow and integrated nature of intervention research, the data collected in Phase one contributed to the design and development of this second phase. During this phase both qualitative and quantitative methods of data collection and analysis were employed with a sample of school social workers, particularly in the WCED. Patton (2002) argued that a mixture of qualitative and quantitative data gathering enriches evaluation. Rothman and Thomas (1994) proposed that the programme should be developed from data derived from the data analysis, as well as from the results of the literature study and existing programmes. The development of proposed management guidelines derived from data analysis throughout the phases of the research. For this purpose the guidelines as proposed by De Vos (2002) formed the framework to observe measures related to the management of SSW. This observational system consisted of the following three working parts:

- Definitions in operational terms of the behaviours or products associated with the problem;
- The provision of examples and non-examples of the behaviours or products to help discriminate occurrences of the behaviour or product; and
- The preparation of scoring instructions to guide the recording of desired behaviours or products. (De Vos, 2002)

Essential in this phase is the design and development of aspect and this includes designing an observational system and specifying procedural elements of the intervention. Development is not only defined as the process or the act of developing (Dictionaries, 2001), but a process whereby an innovative intervention is implemented and used. The research conducted in this phase therefore aimed to design and develop guidelines for the management of school social workers in the WCED to use as a framework for managing school social workers to improve on service delivery. To this end, triangulation was employed as a methodological strategy to

yield the most comprehensive data set. This research was facilitated by data triangulation and methodological triangulation, as means of cross checking data and increase credibility and validity of the data and results. Below is a brief exposition of the methods employed to collect and analyse data in a triangulated fashion in this phase.

3.4.1. Focus Groups

For this phase 12 SSWs across the eight districts in the WCED were invited to participate in the focus group and 8 accepted. Due to logistic reasons, two focus groups were held consisting of four school social workers each. The relative contribution each SSW could make given their experience was thought to be substantial and thus a smaller number of participants in the focus group were acceptable as mentioned before.

Appendix I is an indication of the list of questions provided to the participant in the focus group. These questions were designed to encourage and elicit open conversation on the specific topic of school social work (Schurink, Schurink, & Poggenpoel, 2002 in Londt, 2004). During this open conversation, the participants were encouraged to ask questions, make comments and generally interact with both the facilitator and other participants. The facilitator encouraged the expression of different opinions, helping group members to be more specific in their responses and explored the reasons underlying particular viewpoints. Furthermore the researcher, as an experienced facilitator, was relaxed, in control, friendly, having fun and got participants to talk about themselves and the issue at hand. The researcher found the guiding principles of Morgan and Krueger (1998 in De Vos, 2005) most useful and included the following:

- Be interested in the participants and show positive regard;
- Be a facilitator not a participant;
- Be ready to hear unpleasant views;
- Accept that you cannot facilitate all groups; and
- Use your unique talents.

The researcher found that these principles increased objectivity, encouraged interaction and discussion where insight into the situation and everyday life of school social workers were shared, debated and unpacked. Kritzinger (1994) argued that this interaction is the crucial feature of focus groups because the interaction between

participants highlights their views of the world, the language they use about an issue and their values and beliefs about a situation. Interaction is further encouraged by Cresswell (2007) and Gibbs (1997) as enabling participants to ask questions of each other, as well as to re-evaluate and consider their own understanding of the specific situation such as school social work. Morgan (1988) further encourages the use of focus groups to elicit information in a way which allows researchers to find out why an issue is salient, as well as what is salient about it. The motivation for using focus groups has been discussed in Section B of this chapter and applies here too. Focus groups are argued to be the possibilities of becoming forums for change (Darling & Scott, 2002; Race, Hotch & Parker, 1994) both during the focus group meeting itself and afterwards. The participants of this focus group discussed this possibility as an endeavour to continue as a support and networking structure for challenges experienced within the profession.

3.4.2. Interviews

As noted before interviews are deemed appropriate methods of data collection that bring numerous advantages to the research. These interviews took place in different modes for example: consisting of face-to-face; telephonic and email. Some advantages of interviews are the focus is on having a conversation with a purpose and not to get answers to question. This assisted in gaining an understanding of the experience of school social workers and the meaning they attach to the experience. Individual interviews were conducted with 12 school social workers employed across the eight district offices in WCED. This sample excluded school social workers identified for the focus group interviews. These school social workers were purposefully selected due to availability as attachments to the circuit teams were challenging for most school social workers.

3.4.3. Survey

A survey was conducted using a self-constructed questionnaire (Babbie, 2011) to assess the scope of service delivery that depicted the current framework from which services are delivered. The basic objective of the questionnaire used in this research was to obtain facts and opinions about school social work on this particular issue of school social work. The questionnaire had both open-ended and closed-ended questions and demanded qualitative and quantitative engagement in the data collected. The

questionnaire was therefore used to collect quantitative data as well as qualitative data. The questionnaire was primarily included as a corroborating method to triangulate findings of previously collected qualitative data. De Vos (2005) concurred that this approach will enable the researcher to benefit from triangulation.

Questionnaires were delivered to 46 school social workers with an invitation to participate in the survey. A response rate of 54% was recorded (n=34) that is considerably higher than the general response rate of 33.3% recorded in the literature for general surveys (Crano & Brewer, 2008). The questionnaire is attached as Appendix J. The questionnaires were distributed to respondents in a number of modes e.g. by hand, post, electronically via e-mail or fax. These two methods were found to be the most cost effective and several attempts were made via email and telephonic follow-up to increase the response rate and elicit participation in the survey.

3.4.4. Data Analysis

Data analysis used in phase one also applied for phase two. Since both qualitative and quantitative methods were employed, a combination of data analysis was utilized. During all these methods, qualitative data emerged; these data were carefully analysed, organized, stored and processed. Thematic content analysis then highlighted broad key themes of the raw data.

Qualitative research relies on the presentation of descriptive data to comprehend the meaning of experience or phenomenon being studied. This study collected huge amounts of data from an array of participants through telephonic and email interviews, focus groups and semi-structured interviews posing a great challenge in analysing this data. Patton in De Vos (2005) argues that data analysis begins by stating that ideas for making sense of the data that emerge while still in the field constitute the beginning of analysis: they are part of the record of field notes. Thus, the recording and tracking of analytical insights that occur during data collection are part of fieldwork and the beginning of qualitative analysis. De Vos (2005) characterizes data analysis as the process of bringing order, structure and meaning to the mass of collected data. As before the researcher managed all transcriptions personally.

Greeff (2002) highlighted that the key principle in analysing qualitative data is that the depth and intensity of analysis are determined by the purpose of the study as one of the

objectives of the study was to understand the experiences of school social workers and how the management issues impact them. The analysis of this research was guided by how De Vos (2005) integrated Cresswell's (1998) analytic spiral with the process as described by Marshall and Rossman (1999) where this integration is presented in a linear form, which is best known to most researchers. De Vos (2005) cautioned that often these steps overlap and should not be seen as rigid instead it should serve as a guide. This research made use of steps such as: Planning for recording of data, arrangement for voice recordings and transferring to the personal computer was instituted with back up computer discs. Planning arrangements for immediate transcriptions enhanced the reliability of verbal information, emotions and non-verbal communication including facial expressions.

Conceptual analysis also referred to as thematic analysis was employed for the analysis of the data. The researcher used thematic analysis to identify trends and patterns that reappear in the documents, interviews, focus groups and qualitative responses from the questionnaire. Themes and sub-themes presented in this section is the product of a rigorous data analysis using recognized qualitative data analysis techniques such as organising and managing data in preparation for these categories, themes and sub-themes. This systematic examination of the data was used not only for identifying patterns and salient themes but included the search for reoccurring ideas and biases. Member checking assisted in the emergent understanding of the data and aided in alternative explanations. Further examinations of policies and related documents were scrutinized to search for relatedness to the research question and identifying pattern and inconsistencies that appeared. The participants' responses to the telephonic interview, questionnaires and transcripts of focus groups and interviews were coded and analysed with the research questions and literature providing the broad framework for the first-level analysis. Deeper analysis focused on emerging patterns and themes within the broader categories that had been identified earlier.

3.4.5. Data Verification

Significant to this data verification process was ensuring the trustworthiness and credibility of the collected data. This research was guided by the use of validations suggested by Cresswell (2007) where this aim was achieved through different procedures:

- Triangulation – Due to data being collected from an array of diverse sources corroborating verification aids this process
- The use of a tape recorder to record interviews including the utilization of both the researcher and experienced transcribers to transcribe the recorded data into wording for analysis to take place
- Peer review assisted in examining this process
- Member checks, the findings were presented to the participants for validation and checking of the interpretation of data in reporting.

The above mentioned activities enhanced the researcher's ability to deal constructively and objectivity with the issues of trustworthiness.

3.4.6. Quantitative analyses

The closed-ended questions of the questionnaire (Appendix J) provided biographical data and feedback on experiences of management of school social workers. The SPSS (Software Package for the Social Sciences) was employed in the analysis of these closed-ended questions in the questionnaire using descriptive statistics that are useful for providing a summation of data with frequencies and percentages (Zagumny, 2001).

3.5. Section D - Phase 3: Development and Evaluation

This section will address the third phase of the research namely development and evaluation. As mentioned earlier this phase in the present study combines two phases of the original model for Intervention research namely 1) Early Development and Piloting, and 2) Evaluation and Advanced Development. This section of the methodology chapter will report on both these processes as operational steps in this phase of the present study.

3.5.1. Development and Piloting

Rothman and Thomas (1994) identify the following operational steps as key to this phase:

- Developing a prototype or preliminary intervention;
- Conducting a pilot test; and
- Applying design criteria to the preliminary intervention concept.

These operational steps were to be informed by the preceding phases as mentioned earlier where the overall output of the information synthesis process was the development of guidelines which were then evaluated for implementation value. In keeping with the aforementioned process, the researcher developed the management guidelines in an iterative process that was informed by the findings from the preceding phase and subjected to evaluative processes for the purpose of refinement.

The early development of the draft guidelines, as a prototype, entailed the researcher distilling the core findings from the preceding phase and ensuring that the resultant guidelines were aligned to and directly addressed the problem that was formulated through the process of identification and empirical verification. During this period the researcher also drew on her reflective field notes and experience as a senior school social worker to assist her in the development of the draft management guidelines.

The first draft of the management guidelines was tested for feasibility with a group of school social workers that approximated the “piloting step”. The initial proposal or intention was to present the draft guidelines to provincial officials in a workshop where they could provide feedback in a participatory manner using methodologies that approximated action research. The provincial officials agreed in principle to participate in this early testing, but were unable to commit to a common time due to time constraints that limited access. As a compromise the researcher facilitated a focus group discussion with school social workers in which the draft guidelines were presented as the prompt stimulus. The researcher elicited the views and opinions of the school social workers on two aspects: 1) they were asked to comment on the content of the proposed management guidelines and 2) they were asked to comment on the perceived implementation value of the guidelines. The focus group discussion consisted of the four school social workers who formed part of the initial phase of identifying the problem. The same principles of the previous focus groups applied. Their understanding of the challenges experienced with school social work and involvement in problem formulation enhanced their ability to act as evaluators of the proposed guidelines.

In this way they provided a feedback loop that served to verify and validate the iterative process, ensured a higher degree of alignment and congruence between the phases of the present study, and increased the extent to which the study adhered to the convention

of intervention research posited by Rothman and Thomas (1994). This group applying design criteria to the preliminary intervention concept (i.e. the management guidelines) and was able to identify areas of development and contribute to shaping and transforming these ideas and trends extracted from the research process towards refining the management guidelines for school social workers. Hence, this phase provided the opportunity for the researcher to test and challenge her own assumptions, biases and preconceived ideas about the management of school social workers. The scrutiny of the draft guidelines provided the opportunity for the focus group participants to provide recommendations for refinement that were negotiated through an interactive process that was consistent with the theoretical framework of the study. Thus this iteration afforded the researcher the opportunity for learning and enabled the researcher to increase program accountability and efficiency.

The refinement process culminated in a second draft of the proposed guidelines that became the stimulus prompt for the second operational step in this phase namely evaluating for implementation value and engaging in advanced development of the intervention guidelines.

3.5.2. Evaluation and Advanced Development

Rothman and Thomas (1994) explained that Intervention Research is distinguished from pure activism by its use of research methods to examine how and why a change program does or does not work. The use of pilot tests and field replications to test and refine the intervention distinguishes IR from mere program development. The following four elements are crucial to this phase:

- Selecting an intervention (experimental design);
- Collecting and analysing data;
- Replicating the intervention under field conditions; and
- Refining the intervention

The refined management guidelines from the previous operational step were adopted as the intervention. The refined management guidelines were distributed to 8 school social workers across the 8 districts in the WC who were invited to participate in this part of the study. Their participation would entail them making their own assessment about the

appropriateness of the proposed guidelines and the extent to which it could offer a solution to the problems experienced in the management of school social workers within their respective teams. They would also be required to or invited to make further recommendations for the advanced development of the proposed guidelines. The researcher collected the responses of the school social workers as a source of data in this step. For the purposes of this research it was not possible to attempt an implementation of the proposed guidelines for field testing since the guidelines have not been presented to nor adopted by the powers that be. Thus the researcher was limited in the scope of her feasibility study or evaluation. The feedback from school social workers in this step was subsequently conceptualized as a theoretical application in which participants could draw on their lived experiences as a reference point in their theoretical evaluation of the feasibility of the guidelines. The feedback was summarized using thematic content analysis as before and generated a list of changes or recommendation that culminated in the final revision or refinement of the management guidelines.

3.6. Section E - Phase 4: Dissemination

The process of dissemination forms part of the overall recommendations of this thesis. In addition to the preparation of a monograph for examination in fulfilment of degree requirements, a final report on the study will be submitted to WCED Provincial Office including the participants, where recommendations would be clearly articulated as to how the research can strengthen the management practices of school social work in the Western Cape.

3.7. Summary

In summary this chapter provided the reader with an overview of the methodological elements employed in the study. The study adopted a modified Intervention Research approach. Rothman and Thomas (1994) underscored that the phases in IR have a natural flow but provision is made for versatility of movement between the operational steps. The present study drew on this flexibility was a great methodological advantage and used triangulation of method and data sources in the operational steps taken to achieve the outcome of this research. Chapter Three also provided information on the methodology in the data collection and analysis processes. The findings in each of the modified phases of the present study (Phase 1, 2 & 3) have been summarized and are presented in chapters 4, 5 and 6 respectively.

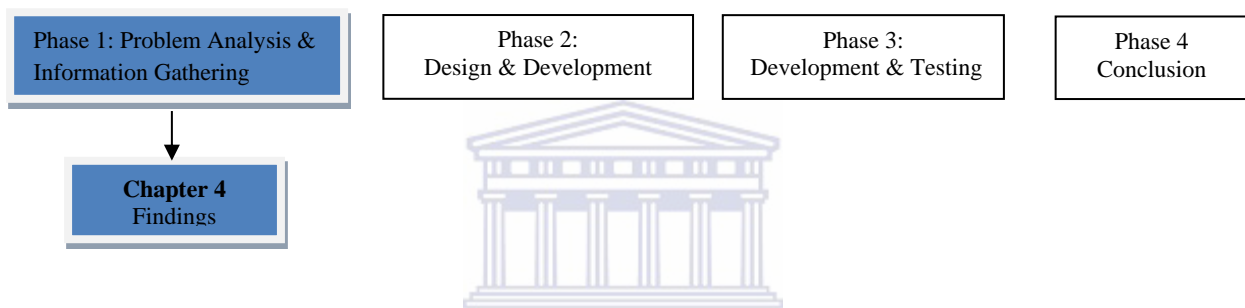
CHAPTER 4: RESULTS

PHASE ONE: PROBLEM ANALYSIS AND INFORMATION GATHERING

4.1. Introduction

This chapter will report on the findings of phase one that aims at problem analysis and project planning through a process of information gathering as the highlighted section in Figure 8 below demonstrates.

Figure 8: Layout of Results and Discussion



4.2. Document Analysis

The analysis and findings of policy documents form part of the literature review in chapter 2. Significant findings from the literature and documentation on school social work revealed that:

- During the 1980's school social work was placed in school clinics within the WCED where SSWs were managed by school clinic heads or psychologists;
- During the redesign period in 2001, School social work was placed in the line management of the Head of Specialized Learner and Educator Support (H: SLES). This transition resulted in a larger number of school social workers being employed.
- During the modernization period of 2008/9 dual management or matrix management of school social workers was introduced with the establishment of circuit teams (multi-functional teams). The circuit team managers along with the Head (SLES) were responsible for managing school social workers.

Management of social work as mentioned in Chapter Two has three levels: Top management, middle management and lower level management. The Top management relates to the higher organisation structure such as directors, the middle management to your senior management and the low level management refers to the line supervisors. The line supervisor has the crucial role and responsibility of supervising and monitoring service delivery by school social workers. For this reason the SACSSP code of ethics requires that a social worker be supervised by a registered social worker. The supervision and management of school social workers as registered social workers in the Department of Education resides with professions other than registered social workers. These management and supervision structures are dependent on the location and context of school social work. Findings revealed that the management of school social workers were managed historically in a non-specific discipline line function arrangement where non-social workers held the supervisory responsibility.

4.3. Key Informants

As mentioned before, the key informants in this phase were recruited across all nine provinces. Table 4 below reflects the demographic profile and frequency distribution of the key informants across the provinces.

Table 4: Summary table of key informants across provinces (n=20)

Province	f	Gender		Post level		Type of interview		
		F (14)	M (6)	SSW	Manager	Tel	E-mail	Face
Eastern Cape	1		1		1	1	1	1
Free State	2	1	1	1	1	1	1	
Gauteng	2	2		1	1	2	2	1
Kwa-Zulu Natal	1	1			1	1	1	
Limpopo	1	1			1	1	1	
Mpumalanga	1		1		1	1	1	
North West	1	1		1		1	1	
Northern Cape	2	1	1	2		1	1	
Western Cape	9	7	2	7	2	7	7	7

Two themes emerged in the thematic analysis of transcripts of interviews with key informants namely:

- The current status of school social work in the province; and
- The management of school social work in the province.

4.3.1. The different work context of school social work across the provinces in South Africa

School social work is recognised as a crucial profession in providing psychosocial and emotional support to learners in South Africa. Across provinces school social work is found within the Department of Education where deployment of social workers and social work services occur in four contexts or settings as illustrated in Table 5 below. The main contexts identified were mainstream schools, special schools, district offices and employee assistance programmes. This diversification of locations necessitate tailor-made services that address the requirements and needs of varied target groups ranging from mainstream learners to learners experiencing barriers to learning (physically, cognitively, emotionally) to teachers and parents requiring physical and emotional support to maintain well-being. This finding replicates reports in early literature where diverse service delivery, as a common phenomenon, is attributed to the diverse needs expressed by communities (Rocher, 1985; Swart, 1997). Thus within each province the Department of Education will structure support services depending on the needs expressed and the context (location) of school social work. This in turn has a differential impact on service delivery as illustrated in Table 5 below.

Table 5: Differential impact of SSW Context on service delivery

Contexts	Impact on service delivery
Mainstream schools	<i>“in the school where I am based, the need is for one-on-one services as well as group work”</i> Respondent 10
Special schools	<i>“learners require individual support, especially direct counselling related to individual issues”</i> Respondent 7
District offices	<i>“prevention and developmental services are crucial because I am the only SSW working across almost 50 schools, individual services are impossible”</i> Respondent 13
Employee Assistance Programmes	<i>“Services are directed towards teachers needing support to not only with their own challenges ...”</i> Respondent 17

Key informants and focus group participants clearly identified the need for uniformity at the provincial and district levels despite the motivation that service delivery is organized in relation to the needs and requirements of the respective spheres in which services are rendered. This finding is contrary to the assertions of Rocher (1985) and Swart (1997) that the core foci of SSW is maintained in the tailor-made approach to service delivery in response to the diverse needs expressed by communities. This arrangement consequently impacts on the locality and position of school social work in the various provinces. The Western Cape School Social Work Forum (1995) agreed that where SSW is located in a school, the principal had control over the physical movement of the SSW. Each locality has a determining influence on

- Line function
- Roles and responsibilities/ operationalization
- Service Matrices (Teams and Service Foci)

4.3.1.1. Line function

Each of these settings has a different management structure. As reflected by respondent 11 “*Because of where I work, I report to the school principal and if he is absent I report to the deputy or the HOD*”. Whereas respondent 5 reflected that “*the school social workers report to me (CTM) and to the HSLES, in our district*”.

School social work in the different provinces and areas is evidently governed by different line management structures with different disciplines or professions designated in supervisory roles. Alternatively, the deployment, operationalization and supervision or management of school social work is a function of the setting and contexts with their respective needs in the various provinces.

4.3.1.2. Roles and responsibilities

Where school social workers are working in particular schools, face-to-face counselling and support is justified and often school social workers do preventative work by addressing learners during teaching time on social issues such as, creating awareness on substance abuse, child abuse and sexuality education. These services often aim to enhance life skills such as, self-esteem and

decision making. School social workers in particular provinces also hold the portfolio of employee assistance programming. This service is rendered by providing and outsourcing services to employers in need of psycho-social and emotional support.

School social work services are also rendered from education district offices. In this case school social work is located in a multi-disciplinary team also known as circuit team. In this regard school social work services are geared towards addressing psycho-social and emotional support from a multi-disciplinary team approach. Services are rendered to a cluster of schools as opposed to a school social worker located at particular school only. This arrangement necessitates for a developmental and preventative approach instead on a curative face-to-face approach. In provinces where school social workers are not represented, the services are directly dispensed to the Department of Social Development. Where school psychologists are the only support profession, it is incumbent on the psychologist to provide the support required and or refer to appropriate departments to assist.

The nature and focus of school social work services in South Africa is determined and justified by the provincial location and context of school social work in a particular province. The following findings represent the emphasis of school social work in the different provinces:

4.3.1.3. Service Matrices (Teams and Service Foci)

Key informants reported that their relative placement (setting) brought about a number of challenges in the operationalization and focus of their interventions or treatments. From their responses four core tensions were identified:

- Inter-disciplinary teams versus Individual Deployment
- School Welfare Issues versus Comprehensive Services
- Decentralized/ School-based versus Centralized/ EAP, DSD
- Learner Focused versus Extended Service Users (families etc.)

A fifth tension was identified that was superimposed upon each of the abovementioned namely, the urban-rural divide. Below is a brief discussion of each of these tensions.

4.3.1.3.1. Inter-disciplinary teams versus Individual Deployment

In KwaZulu-Natal Department of Education the role of the school social worker is part of the multi-disciplinary team rendering a service to mainstream schools from the district offices. Social work services from the Department of Social Development are seconded to assist these multi-disciplinary teams at a district level. School social work services are also rendered at Special schools. School social work has a wide location in this province represented at various levels in the Department of Education.

In the Western Cape the school social work forms part of a multi-disciplinary team also known as a circuit team. These teams are comprised of a number of professions providing services ranging from psycho-social support to curriculum support. School social work services are rendered to a cluster of schools instead of school social workers located in a particular school including both mainstream and special schools. Special schools in this province are also supported by Inclusive Education Teams: a psychologist, a therapist and learning support advisor. The nature of school social work services largely entails preventative and developmental services whereas face-to-face counselling and individual support to learners and parents are minimised.

Mpumalanga and Limpopo province only make use of the services of school psychologists and not school social workers within the Department of Education (Maleka, 2010; Van Zyl, 2010). The Department of Social Development plays a crucial role in supporting the Department of Education to address barriers to learning.

4.3.1.3.2. School Welfare Issues versus Comprehensive Services

In the Free State the purpose of school social work is to manage the school's welfare issues (Kemp, 2010; Litch 2010). Due to the lack of

resources from various departments in this province school social workers find themselves having to support and address a diverse range of needs.

The Northern Cape has a more comprehensive approach and utilizes the school social worker to provide services to learners, parents, and educators and more importantly to assist educators with early identification of social, emotional and behavioural needs and barriers to learning (Benjamin, 2010).

4.3.1.3.3. Decentralized/ School-based versus centralized/ EAP, DSD

The Department of Education in the Gauteng Province has placed school social workers mostly at the district office and as part of the Employer Assistance Program (EAP) to address psychosocial needs of employers (Smith, 2010). At the same time the Department of Education in the North West Province utilizes the school social work services similarly for the use of EAP (Marakalla, 2010).

4.3.1.3.4. Learner Focused versus Extended Service Users (families etc)

The Department of Education in the Eastern Cape does not have school social workers within the department and utilises the social workers from the Department of Social Development to render services in schools (Tunzelana, 2010; WCED, 2001). Although social work services in the Department of Education are rendered, the focus differs across provinces as revealed in the findings. Some provinces share similar views and others have a different approach to how the social work profession is located and utilized.

4.3.1.3.5. Urban Vs Rural

Participants indicated that the roles and responsibilities of school social workers were differentially impacted by the urban/rural distinction. In rural areas school social workers frequently find themselves having to attend to social welfare issues instead of maintaining to the core function of school social work due to the lack of resources. In urban settings, the roles and responsibilities of school social workers are more differentiated and can

even move towards specialization since environments such as SLES and EAP are more delineated and available than compared to rural areas.

4.3.2. Differential Management Systems for School Social Work in the Provinces

Findings from the participants' responses revealed that there were differential management systems for school social workers relative to the settings in which they are deployed. Five settings were identified:

- Mainstream Schools
- Special schools
- Multi-disciplinary teams or circuit teams
- Department of Social Development.
- Employers Wellness Program

Below is a brief description of the management structure in each setting.

4.3.2.1. Mainstream Schools

This section relates to school social workers placed at a particular school, where the target group for service delivery is restricted to one school only. In this setting school social workers were found to be employed both by the Department of Education and School Governing Bodies of the school where the services are rendered. The services are rendered only at the school of placement. Findings revealed that where school social workers are placed at mainstream or special schools, the line management is the school principal. In this case the school social workers are managed on day-to-day services by the principal or in the absence of the principal by the deputy principal or (HOD) Head of Department of the school. There are no structures for supervision of service delivery. School social workers use their discretion as to the nature of service delivery and its implementation. Because of the lack of professional supervision, within the school setting, to guide and support school social workers they resort to seeking such supervision outside the school at their own cost. The principal who is responsible and accountable for monitoring, evaluating and completing the work appraisal for

school social workers is reported to have no background or training in social work.

4.3.2.2. Special Schools

Where school social workers are located in Special schools they are similarly managed by the principal of the respective schools. Due to the additional therapeutic services rendered by these schools the school social worker forms part of the therapeutic multi-disciplinary team. The school social workers are often guided by this team and play a managerial and supervision role. Although this team ultimately provides support and guidance to the school social worker, the ultimate manager of the school social worker is the principal of the school.

4.3.2.3. Multi-disciplinary Teams or Circuit Teams

School social workers are based at the district offices within a Specialised Learner and Educator Support component (SLES) and render a service to a group of schools from a circuit team. This circuit team is managed by a circuit team manager, meaning that all the team members irrespective of their profession reports to the circuit team manager. Due to the location within the SLES component additional reporting is done to the Head SLES. In both these scenarios of management school social workers are managed by non-social workers. School social workers often resort to making contact with other school social workers for guidance on the implementation of the job description as they are left to interpret service delivery in diverse ways.

4.3.2.4. Employee Wellness Program

School social workers placed within the Employers Wellness Program are guided by the provincial coordinator or manager for school social work who is not always a social worker.

4.3.2.5. Department of Social Development

Social workers rendering a service in schools from the Department of Social Development are managed and supervised by registered social workers located in this department.

From the above findings each context has a different approach to line management. The professional designation of the line manager ranges from school principal, circuit team manager, multi-disciplinary team and provincial managers who are not social workers. Within the context of the Department of Social Development the line function of the social workers rendering a service to schools, is a social worker. This is the only line manager responsible for clinical or case work supervision. Other line managers such as principals, circuit team managers and head SLES line management relates to organizational functioning. It can therefore be concluded that the current practice is not aligned with clinical prescriptions for supervision of social workers.

4.4. Findings of Focus Group

The thematic analysis of focus group transcripts identified six themes, some of which has sub-themes. The themes included

- Lack of Coordination
- Need for Uniformity
- Posts
- WCED legislation
- Centralization of service delivery



The abovementioned themes impact operations and service delivery, as well as management of school social workers at the district level. The following Table 6 summarises the themes that emanated from the focus group.

There is a lack of coordination for school social work services from the provincial office to the district offices within the WCED. This lack of coordination from provincial to the district offices can be bridged by the appointment of the provincial senior social worker post and the district senior social work posts. This would ensure communication and uniformity from provincial to district offices.

The lack of coordination impacts on uniformity of school social work services from a provincial and district perspective. Within the province there is no uniformity in school social work services, and similarly across the districts within WCED. It was evident that everyone is

Table 6: Themes and Sub-themes from Focus Group

Themes	Sub themes	Illustrative quotes
Lack of Coordination	Need for coordination of flow of information from Provincial to District offices	<i>“All other professions like the psychologists have someone representing and guiding them from the provincial office, why is it that the social work post at head office is not filled?” (Resp. 3)</i>
	Need for coordination of school social work services at district level	<i>“Everyone is doing their own thing and what they think is expected of them.” (Respondent 1)</i> <i>“It’s time for someone to coordinate school social work services not only from head office but also at the district offices” (Respondent 3)</i>
Need for Uniformity	Need for uniformity in job description	<i>“Elkeen doen sy eie ding” (everyone’s doing their own thing) (Respondent 2)</i> <i>“No one really knows what school social workers are doing, not even the social workers within a district” (Respondent 1)</i>
	Need for uniformity in service delivery (intervention, implementation, policy compliance, administration)	<i>“Service are rendered from millions of different ways, some completely unethical” (Respondent 1)</i> <i>“Mense weet nie dat ons werk word bepaal deur beleid nie” (People do not know that our work is determined by policy) (Respondent 2)</i>
Posts	Filling of posts and post allocation from provincial office to district offices impacts on service delivery.	<i>The CTM don’t know what I am supposed to do, and sometimes I’m not sure either ...” (Respondent 4)</i>
	Vacant Senior school social work posts at district level impacts quality assurance and supervision	<i>“The CTM or HSLES cannot manage us at the district; we need social workers to supervise and support us and to guide us when things go wrong. (Respondent 4)</i>
	Contract posts as labour relations violations	<i>“The problem is that some of us are working for over 6 years in these posts, and your contract is renewed, renewed. It’s time that the posts be filled on a permanent basis” (Respondent 1)</i>
	Use of contract posts impact on morale	<i>“The uncertainty of a contract affects us emotionally especially towards the end of a contract not knowing if the contract will be renewed or not, and the frustrations of no one knowing ...” (Respondent 3)</i>
WCED legislation	Provincial office to ensure that internal WCED policies be aligned to updated legislation	<i>“The Abuse No More Document is outdated for so long, and head office is not doing anything to update it, that’s why I don’t do any training in my schools, because we are sitting with outdated policies.” (Respondent 1)</i>
	Training in revised legislation and policy for staff required	<i>“There is never money for social workers for training. Legislation and policies develop and we need training on all developing legislation related to our work” (Respondent 4)</i> <i>“Mense ken nie hulle beleids dokumente nie” (People do not know their policy documents) (Respondent 2)</i>
Centralization of service delivery	Services to be centralized to the senior school social worker to monitor and allocate services	<i>“Ek dink dit sal nogal werk as daar a senior maatskaplike werker aangestel wees om die dienste te koordineer en dat alle dienste gesentraliseer word na daardie persoon.” (I think it will work if there were a social worker appointed to coordinate services and all services must be centralized to that person) (Respondent 2)</i>

...responding to the expectations of their circuit team managers in the presence of a job description, work plan and even an “acting senior school social work/coordinator”. Although there is an approved organogram making provision for the appointment of a senior school social worker per district, these posts have not been advertised. The lack of recognition of the person in the capacity of acting senior school social worker impacts on the level of supervision and management. It was apparent that the school social workers adhere to instructions from circuit team managers as opposed to the district “acting senior school social workers”. The internal district arrangement of the interim senior school social work posts and not a provincial mandate places these posts on the same post level as the school social workers in the circuit. This contributes to the school social workers aligning themselves with the CTMs who are perceived to hold a relative position of power.

The filling of school social worker posts at provincial office and district office is essential as the lack of any post impact on service delivery. Most school social workers in circuit team posts have been on contract for the past 6 years. The senior school social work posts are currently vacant for the same timeframe resulting in the acting senior school social worker having to fulfil a dual role of having to work within a circuit team and having to manage and supervise the circuit team school social worker limiting time for individual supervision. Having no time and limited time in some districts impacts on quality assurance and monitoring the service delivery of school social work services.

Provincial and district guidance is needed with the WCED legislation example “Abuse No More” protocol. This document needs to be aligned with National legislation such as Children’s Act 38, 2005, Sexual Offences Act 32, 2007 and Child Justice Act 75, 2008. The absence of a provincial school social worker and appointment of senior school social work posts to assist, guide and advise in this regard resulted in a reluctance of school social workers to do training in this regard.

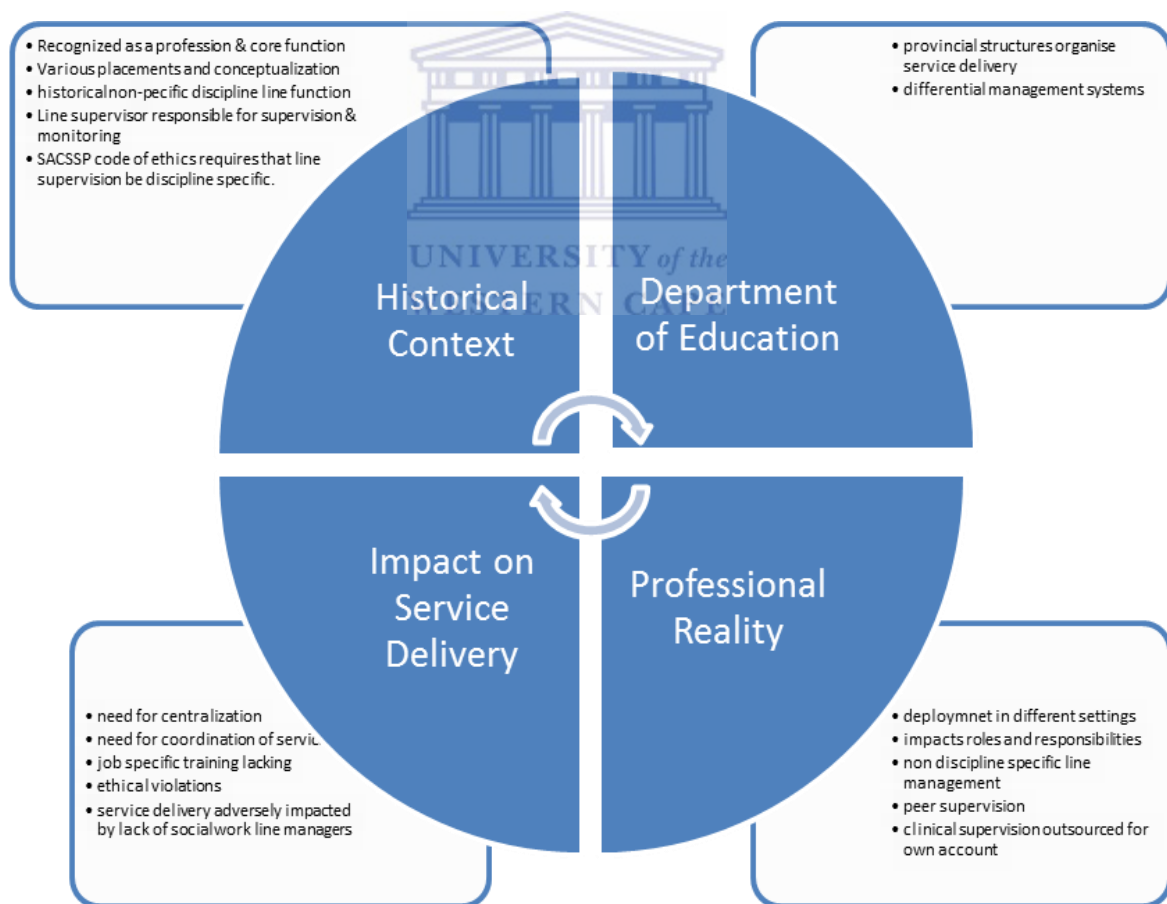
To encourage uniformity and coordination of school social work services, the findings indicated the need for school social work services to be centralized to the senior school social worker. This meant that all requests for services will be coordinated by the senior school social work and dispensed to the circuit team school social worker. Again the role of the senior school social worker in managing service delivery is crucial as opposed to non-social worker managing school social workers.

The findings indicate that the school social workers perceive their ability to execute their core functions or mandates to be compromised as a function of diverse/ non-school SW line management. Furthermore, there appears to be a lack of uniformity as to the context in which SSWs are deployed, the roles and functions assigned, as well as the line management structure.

4.5. Synthesis and Problem Analysis

This phase of the research deliberated on problem analysis, gathering information and synthesis. Qualitative methods were utilized to collect data from a purposively selected sample. The problem for this phase is distilled from the core themes emerging from the various sources of data as illustrated in Figure 9.

Figure 9: Core Themes



From the above diagram, it emerges clearly that social work in the school context is recognized and located within the Department of Education. Within each province there are determinants that influence where social workers are deployed and how their roles and

responsibilities are operationalized. An important factor that emerges is that the line management effected within the Departments of Education are not discipline-specific and address organizational function rather than functioning within the professional and ethical scope of practice for social workers. This current line management scenario parallels the historical approaches to line management of school social workers. Furthermore, it contravenes the professional requirement where line management requires supervision to be provided by a registered social worker in the department of education. Findings from focus groups with key informants and documentation analysis revealed that the practice managing and supervising social workers by non-social worker to is a common phenomenon across provinces. The SACSSP code of ethics require social workers to be supervised by a social worker seems to be neglected across the provinces.

4.6. Summary

The findings indicate that non-social workers managing SSW has an adverse impact on service delivery and morale. It includes sequelae such as insufficient guidance from head office, fragmented and uncoordinated services, lack of prioritization of creating or filling posts resulting in an over-reliance on extended contractual employment that at best impacts negatively on the emotional status and morale of school social workers and at worst results in labour law/ relations violations. Findings in this chapter highlighted that services are tailor-made to the specific and diverse needs of various contexts. Services are provided in four major contexts in different team constellations that have a differential impact on service delivery.

The confluence of factors discussed above culminates in different management structures and line management designations. The role and functions of SSWs are not clearly understood and there is a lack of centralization impacting on service delivery. Service delivery has been negative resulting in each school worker rendering a different service subsequently causing confusing on the role and functions of SSW affecting the morale of SSWs. In addition, profession-specific requirements regarding line management and supervision exists that are not complementary to current structures and practice. Thus compliance becomes difficult and the distinction between clinical versus organizational supervision or line management becomes more important with mixed effects. Therefore a clear set of management guidelines is necessary to help maintain the integrity of SSW across these varied contexts, service formats and diverse target group needs.

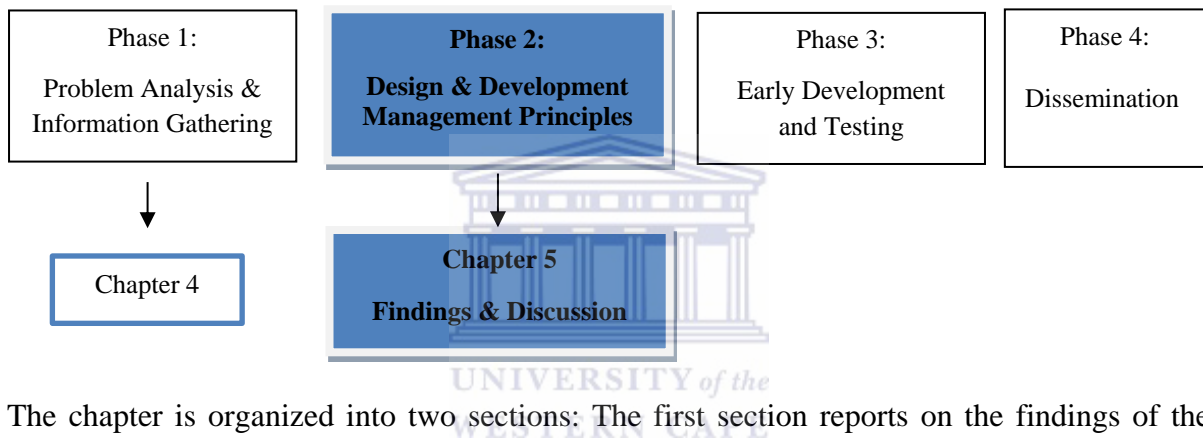
CHAPTER 5: PHASE TWO

DESIGN AND DEVELOPMENT OF MANAGEMENT PRINCIPLES

5.1. Introduction

This chapter will report on the Design and Development of the Management guidelines distilled from interviews, focus groups and survey data with SSWs. It must be noted that the findings of the previous phase informed the data collection and analysis during this phase. The findings reported here correspond to Phase 2 of the present study as illustrated below.

Figure 10: Layout of Results and Discussion

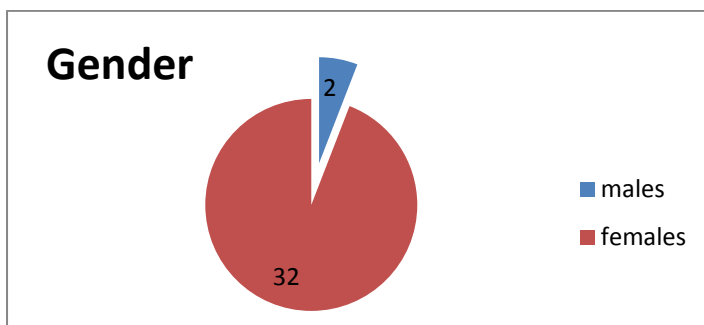


The chapter is organized into two sections: The first section reports on the findings of the survey and the second section reports on the findings of the qualitative data.

5.2. Section A: Survey Findings

Biographical data obtained from the questionnaires were analyzed and these results are presented in the figures below to provide clarity on the participants involved in this section of the research phase.

Figure 11: Gender of participants in the surveys



Even though the research did not concentrate on gender of the participants it is significant to note that the respondents consisted of 94.1% (n=32) female and 5.9% (n=2) males. A NYU School of Social Work (2010) statistics indicate that blog on policy and practice by an eccentric MSW student indicated that there are not many men in the classroom at NYU's School of Social Work. The recruitment and retention strategy (DSD, 2006) statistics confirms that there are more female social workers than male social workers. One in seven MSW students (15%) is male, according to a flyer by the school that cites 2008 data. With students in 2008, that makes for 68 males and 382 women. Nationally (2004 study by the NASW Center for Workforce Studies) Social workers in study were: 17% male, 83% female. Bureau of Labor Statistics (2008) found there to be 639,000 social workers 21% male, 79% female. The statistics reflected similarly for school social workers as the respondents consisted mostly of females.

Table 7: Age of respondents (n=34)

Age Group of Respondents	f	%
25-30	6	17.1%
31-35	7	20.1%
36-40	6	17.1%
41-45	3	8.8%
46-50	4	11.8%
51-55	3	8.8%
56-60	4	11.8%
61-65	1	2.9%

The respondents represented a diverse age group ranging from 25 years to 65 years of age. The age groups of 25-30; 31-35 and 36-40 represented high rate of 19 respondents in total, which is more than 50% of the respondents. As compulsory retirement age is 65, more than 50% of the respondents would have 25 years before reaching 65 years. These statistics seem positive in developing staff that could still be with the organisation for the next 25 years.

Table 8: Respondents and orientation (n=34)

Orientation	f	%
Received orientation	25	73.5%
Did not receive orientation	9	26.5

The respondents reflected that 73.5% (n=25) of them received an orientation when they were appointed with the other 26.5% (n=9) starting employment without any orientation or induction.

Table 9: Staff Responsible for Orientation

Staff Responsible for orientation	n=34	%
Senior School Social Worker	14	41.2%
HSLES	3	8.8%
CTM	1	2.9%
Senior School Social Worker & HSLES	1	2.9
Permanent School Social Worker	4	11.8%
Senior School Social Worker and find own way	2	5.9%
Had to find own way	3	8.8%
No Response	6	17.75

It is important to note that at the time of the employment of most school social workers, the senior school social worker post reportedly was not formalised, not even in an acting capacity. The management of school social workers at the time resided with H:SLES. The above table reflects the responsibility of orientation resided with the senior school social worker for 41.2% (n=14) of the respondents. By implication the other 20 respondents received an orientation from a diverse group of staff members including themselves. Due to a varied amount of people responsible for orientation and induction of school social workers it can be anticipated that individual perceptions of induction could be portrayed. Whereas, induction should be viewed as the managers' professional responsibility, and be pro-active in managing it so that it provides a firm foundation for your future practice (Community Care, 2009). The composition of orientation is crucial for professional development and it will highlight legislations and policies related to a particular job description. The following table

is a reflection of the nature of the orientation received by the respondents when they were employed.

Table 10: Composition of orientation (n=34)

Composition of orientation	f	%
Introduction to other professions	2	5.9%
Intro to organization structure, policies, team members/ Job description/Roles and responsibilities	2	5.9%
Intro to organization structure, policies, team members/ Job description/Roles and responsibilities/work plan	8	23.5%
Intro to organization structure, other professions/ Job description	2	5.9%
Intro to organization structure/Job description	1	2.9%
School visits only	1	2.9%
Intro to organization structure/Roles and responsibilities	1	2.9%
Intro to organization structure, policies/Job description/ Work plan/Roles and responsibilities	2	5.9%
Intro to organization structure, policies	1	2.9%
Job description & Work plan	1	2.9%
Intro to organization structure/Job description/Work plan	1	2.9%
Intro to organization structure, policies/Job description/ Roles and responsibilities	1	2.9%
Intro to policies	1	2.9%
No response	10	29.4%

The above table is a reflection of the nature and composition of orientation the respondents were exposed to. Again, as in the case of people responsible for orientation, the content of the orientation was diverse. The above statistics reflect that some respondents did not have any exposure to the job description during their orientation, while others had a more comprehensive orientation to the policies and structure of the organisation, as well as work expectations.

Induction or orientation into the workplace therefore resides with management. Induction has four broad dimensions: establishing relationships with your immediate team and supervisor; building relationships with those who will support your practice (both within and outside the organisation); clarifying your role and responsibilities and any procedures you must follow;

and identifying and mobilising resources to support you in your role (Community Care, 2009). High quality supervision is one of the most important drivers in ensuring positive outcomes for people. It also has a crucial role to play in the development, retention and motivation of the workforce for school social work.

5.2.1. Guidelines for school social work service delivery

Although some respondents were exposed to an orientation when they were employed, other respondents found their way as they went along. Respondents were not always sure if there were some form of guidelines for service delivery, 73.5% (n =25) of respondents reflected that there were guidelines for service delivery that are highlighted in policies such as “Abuse No More” protocol for managing child abuse and neglect and the job description. Respondents were also not sure if there were guidelines as revealed in 8.8% (n=3) of respondents while 17.7% (n=6) respondents confirmed that there were no guidelines for service delivery

Table 11: Staff SSW consults with as recourse (n=34)

Manager’s school social workers consult with	f	%
SSSW/CTM/other SSW colleagues	4	11.8%
Other SW colleagues	10	29.4
Circuit Team Manager/ other SSW colleagues	5	14.5
SSSW/CTM/other SSW colleagues/team members	2	5.9%
SSSW/Other SSW colleagues	3	8.8%
Senior School Social Worker	4	11.8%
Circuit Team Manager/Other SSW colleagues	1	2.9%
Circuit Team manager	1	2.9%
Other – go back to drawing board	1	2.9%
No Response	3	8.8%

Although 73.5% (n=24) respondents reflected that there are guidelines for service delivery, the above table reflects that 29.4% (n=10) respondents would consult with other school social workers should they be unclear as to what to do.

Table 12: Managers SSW's report to (n=34)

Manager's social workers report to	f	%
CTM	6	17.7%
H:SLES &CTM	4	11.8%
SSSW & CTM	4	11.8%
SSSW, H:SLES, CTM	5	14.7%
SSSW & H:SLES	4	11.8%
SSSW	1	2.9%
Report to various staff	6	17.7%
Report to senior psychologist	3	8.8%
No response	1	2.9%

Findings indicate that respondents reported mostly to circuit team managers. Senior school social workers were the least reported to in the line structure. Likewise, SSWs were managed differentially dependent on the context or location of their services as reflected in Table 13 below.

Table 13: Managers to SSW's (n=34)

Staff managing school social workers	f	%
CTM	6	17.7%
H:SLES	3	8.8%
SSSW	3	8.8%
SSSW & H:SLES	5	14.7%
Permanent school social worker/psychologist	4	11.8%
CTM/H:SLES/Senior Psychologist	1	2.9%
Not sure	1	2.9%
CTM & H:SLES	2	5.9%
H:SLES & Permanent social worker	1	2.9%
SSSW & circuit team social worker	1	2.9%
CTM & Senior Psychologist	1	2.9%

Respondents reportedly were aware of the SACSSP requirement that supervision for social workers be facilitated by social workers. The awareness of statutory

requirements for supervision and the reality of the workplace management structure are not complementary and SSWs are left with cognitive dissonance and a range of emotional reactions that also have a profound impact on service delivery and job satisfaction. One of the ways in which SSWs make sense of the dissonance and non-compliance in their workplace is to focus on the multi-disciplinary approach. Findings revealed that all School social work services are rendered from a multi-disciplinary approach in teams known as multi-functional teams or circuit teams. The strengths of this approach, as identified by respondents, are summarized in Table 14 below.

Table 14: Reported strengths of a multifunctional team (n=34)

Strengths of working from a multi-disciplinary team	f	%
Sharing of professional experience/Sharing of information on schools/education/districts/Discussions of issues from diverse professions	12	38.2%
Sharing of professional experience/Sharing of information on schools/education/districts	1	2.9%
Sharing of information on/schools/education/districts /Discussions of issues from diverse professions	2	5.9%
Sharing of information on schools/education/districts	1	2.9%
Other – Referral system	1	2.9%
No Response	16	47%

It is interesting to note that that in general only a few strengths were identified and of those identified only small percentages (2.9%) indicated it as a perceived strength. 38.2% (n=12) of respondents saw sharing of professional experience, information on schools and value discussions with the diverse professions in the team as the resounding strength of the multi-disciplinary team. The majority of the respondents (47%) however, did not identify any strength from working in a multidisciplinary team.

5.2.2. Composition of the multifunctional team

Results indicated that the core team consisted of a CTM, IMG advisor, School Social Worker, Psychologist, Learning Support advisor and Curriculum. The professions comprising the team would ultimately inform the nature of the support provided and the

type of discussions to be had about services. It is important to note that the composition of the team is relative to the time at which the research was conducted. Table 15 reflects the distribution of post level designations responsible for coordinating the multi-functional team

Table 15: Co-ordination of the team (n=34)

Person responsible for the coordination of the team	f	%
CTM	29	85.3%
H:SLES	2	5.9%
Case Manager	1	2.9%
Not applicable	2	5.9%

From the table above it emerges that CTMs are most often designated as the person/s responsible for the team (85.3%; n=29). The HSLES (n=2) and case manager (n=1) seldom took responsibility for the team as reflected by their scores of 5.9% and 2.9% respectively. In 5.9% (n=2) respondents revealed that person responsible for the coordination of the team is not applicable to their situation.

5.2.3. Method of coordination

Coordination of the circuit team takes place mostly through chairing of meetings, delegation, reporting and emails whereas communication takes on various forms. Respondents reflected that communication mostly takes place through weekly meetings (23%, n=8). Weekly meetings, email, and telephonic contact equally were reported by 11.8% of respondents (n=4) as important means of communication. A small percentage of respondents (2.9%, n=1) reported communicating through faxing, ad hoc meetings, informal office talk and the diary system. From the results it becomes evident that communication is varied in frequency and modality. Respondents were receptive to having clear forms of communication within the team that resonates with Anning, Cottrell, Frost, Green and Robinson's (2007) assertion that all team members should be working together with effective communication to keep the team informed. Alnasser (2011) concurred that communication and finding the correct tools are key elements of a successful team. The respondents' openness to communication reflects the concern and experience that poor communication can lead to wasted time, lack of trust,

misunderstanding and deadlines not met. One outflow of communication is the extent to which roles and responsibilities are defined for team members.

Table 16: Defined roles and responsibility for team members (n=34)

Team members roles and responsibility	f	%
Team member's roles and responsibilities are defined	32	94.1%
Team member's roles and responsibilities are not defined	1	2.9%
No Response	1	2.9%

The majority of respondents (94.1%, n=32) indicated that team members' roles and responsibilities were defined. This finding bodes well for service delivery since literature clearly indicates that clarification of roles ensures that a team is performing at its best (Mind Tools, 2012). When team members have clear responsibilities, every role needed to achieve the team's goal can be fulfilled optimally. Only 2.9% of respondents (n=1) indicated that team members' roles and responsibilities were not defined. The extent to which respondents felt that their teams had clear goals and objectives is reflected in the table below.

Table 17: Team goals and objectives (n=34)

Team goals and objectives	f	%
Team function with clear goals and objectives	25	73.5%
Team function with no clear goals and objectives	1	2.9%
Team do not always functions with clear goals and objectives	7	20.6%
No response	1	2.9%

From the above table the majority of respondents (73.5%, n=25) reported that their respective teams function with clear goals and objectives as presented in the prescribed objectives of the Department of Education to ensure the deliverance of a curriculum (WCED, 2012). In addition to identifying clear goals, literature underscores that team members must believe that those goals are important and worthwhile, and will be more likely to be effective if it can participate in developing team objectives and work out how they are to be achieved, even if the team's overall goal has been imposed from

above (Open University, 2010). A limitation of the survey is that respondents were not asked about their perception of the value of stated goals that have been handed down from above. What has emerged is that a fifth of the participants (20.6%, n=7) indicated that the team does not function with clear goals and objectives. The question that arises is whether the team goals and objectives are known to the team members. Table 18 reflects respondents' views as to whether the objectives identified above are in fact known to the team.

Table 18: Known goals and objectives (n=34)

Known goals and objectives	f	%
Goals and objectives known to team	28	82.4
Goals and objectives are not known to team	4	11.8%
Goals and objectives not always known to team	1	2.9%
No Response	1	2.9%

As indicated above 82.4% (n=28) of the respondents felt that the goals and objectives of the team are known to the team. These findings are consistent with the perception that the team mostly functions with clear goals in mind. The survey results about the extent to which SSWs understand what they should do is reflected in Table 19.

Table 19: Understanding what SSW should do (n=34)

Understanding of what social workers should do	f	%
Have an understanding of what a school social worker should do	32	94.1%
Do not have an understanding of what school social worker should do	2	5.9%

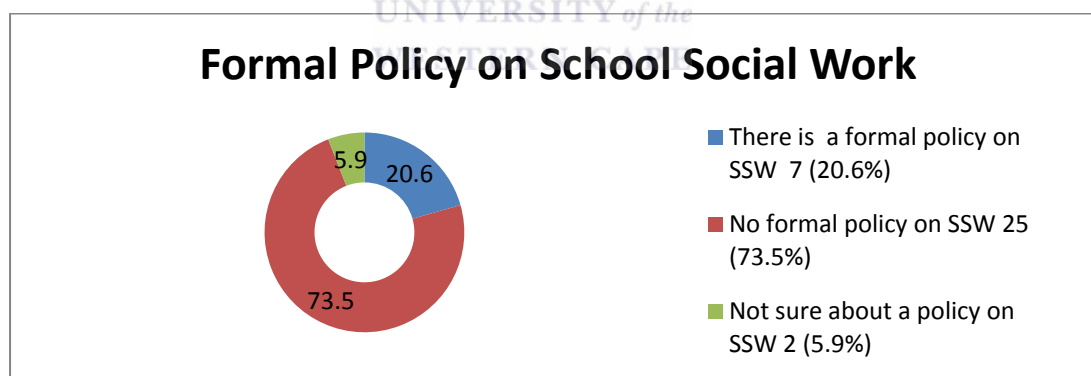
The majority of the respondents (94.1%, n=32) have an understanding of what a school social worker should do. Although participants largely felt that the team functions with clear goals, the perception was reported in Phase 1 that SSWs experience a lack of clarity about job duties at an individual level. There appears to be tension between clarity about team goals and individual goals in the team context. A further challenge is that social workers have an understanding of their professional role, but that they might

struggle to operationalize that role in the context that they are deployed and the structure or organization of their team. The lack of clarity was linked explicitly by participants in Phase 1 to the lack of communication. Literature is resoundingly clear that communication or discussions should lead to action planning, including specific milestones, timetables and monitoring activities to keep the team focused and to create an appropriate sense of urgency. Defining a measurable output gives the team a framework to work within (Open University, 2012).

5.2.4. DoE policy on the management of school social workers

The majority of participants indicated that there was no formal policy on the management of social workers. This is consistent with the findings in Phase 1 where respondents indicated that staff do not know policy and the impact it has on how school social work is given expression to. In addition it suggests that school social workers are working in a context where they do not necessarily understand the management structure and their position in it relative to statutory or policy guidelines and requirements.

Figure 12: Formal policy on SSW



There was no documentation found to support the perception of 20.6% (n=7) of the respondents that the Department of Education has a formal policy on the management of school social work. Literature suggests and recommends that social workers should be working with supervision including the code of ethic prescribed by SACSSP (SACSSP, 1978; DSD, 2012; SACSSP, 2012; DSD, 2006).

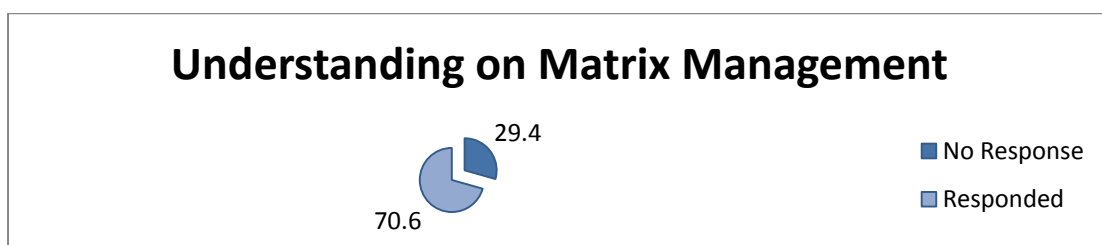
5.2.5. Uniformity with regard to service delivery for school social workers in the district/province

It is important to note that 55.9% of respondents indicated that there is no uniformity of service-delivery of school social workers in the district or province and 38.2% of respondents were not sure if there is uniformity or not. This leaves an overwhelming majority (total of 94.1%) that have negative impressions of the level of uniformity of service. A small percentage of respondents (5.9%) felt that there is some level of uniformity in service delivery. Most noticeably, all respondents questioned the extent to which there was uniformity in service delivery.

Rocher (1985; 2012) is of the opinion that the diversity in service delivery was most evident in the South African context where each province locates and applies school social work differently in spite of the fact that generic social application and institutional arrangement differs from one country to another. The foundation for service delivery is imbedded in the job description and the operational work plan of the school social workers given their relative areas of deployment. Thus the overwhelming feeling of participants about the lack of uniformity in service delivery reflects the impact of the diverse context within which school social work is delivered.

The majority of respondents 97.1% (n=33) indicated that management guidelines would assist with uniformity of service delivery for school social workers while only 2.9% (n=1) was unsure that guidelines would assist in bringing about uniformity of service delivery. Thus the perception is that management guidelines would contribute to uniformity of service delivery within and across districts.

Figure 13: Respondents understanding of matrix management



The data in this figure shows that the majority of respondents (70.6%) responded to a qualitative question about the extent to which they understood matrix management. However a substantial percentage (29.4%) opted not to respond. Three themes were

derived from the 70.6% (n=24) respondents' understanding on matrix management: a) Lack of knowledge on the concept of matrix management; b) too many bosses and c) confusion due to multiple reporting. It became evident that there is a lack of understanding and confusion around the concept of matrix management that often results in social workers not knowing where to report to or who to consult with as evidenced by the variation in the reported avenues for recourse when unclear about work-related matters. Respondents indicated that they turn to CTMs and staff (58.9%), other social work colleagues (29.4%) and the least used recourse is with the acting senior school social worker senior (11.8%).

5.3. Section B: Findings from Thematic Analysis

Thematic analyses reflected similar themes from both interviews and focus groups in response to the prompt questions. The typical responses are provided per question and are presented in tabular form. The analysis in particular focused on identifying the guidelines that emerged from these responses. Below is a brief summary of the response and the emerging guidelines that were extrapolated.

Table 20: Theme 1: Experiences with regard to employment and workload

Sub theme:	Illustrative Quote		Emerging guideline
	Focus groups	Interviews	
Sub theme A: Dual functions	<i>"having to do work in a circuit and supervise, is just too much.." Respondent 4</i>	<i>"because I am attached to a circuit and work half senior social worker" Respondent 7</i>	Need for Senior SSW job function to be separated from circuit team SSW
Sub theme B: Barriers to service delivery	<i>"Contract workers impact on services" Respondent 3</i> <i>"When we were appointed there were no induction/orientation to assist us in finding out what we must do" Respondent 1</i> <i>"When I came to my desk the first day, there were literally no file, pen or pencil" Respondent 1</i>	<i>"At present this is a stumbling block ... that makes it difficult for me to coordinate school social work services" Respondent 2</i> <i>I had no orientation/ induction when I was appointed, and therefore I do what I think should be done" Respondent 6</i> <i>"lack of implementation of policy" Respondent 2</i>	Need for Senior SSW to coordinate Orientation or Induction program to clarify implementation of JD
Sub theme C: Work satisfaction	<i>"The unfairness of contract workers earning more money than permanent staff, yet we all do the same work" Respondent 2</i>	<i>"My role cannot be fulfilled as senior social worker as it should be ... This is very frustrating... I cannot do anything because i do not have the mandate" Respondent 8</i>	Senior SSW post to be formalised and internal equity maintained

	<p><i>“Contract workers taking ownership of these posts, acting like they are permanent and taking more leave than permanent staff, and nothing happens to them, there are no disciplinary processes” Respondent 3</i></p> <p><i>“ finding contract workers do not want to work, and doing non-core work” Respondent 2</i></p> <p><i>“When contract workers worked at NGO’s they had to work more for less money, I really do not understand, in WCED they earn more but do less, where is the logic” Respondent 3</i></p>	<p><i>“contract workers need more permanency around employment” Respondent 4</i></p>	<p>Filling of the posts</p>
<p>Sub theme: D: Outcomes</p>	<p><i>“If contracts impacts on service delivery then we have the wrong people in these posts” Respondent 3</i></p> <p><i>“when we appointed contract workers we thought it was going to be short term, now we are stuck with them for over 5 years... there are some excellent contract workers and then you get the rotten apples” Respondent 2</i></p> <p><i>“I can go with doing nothing for a whole term and no one will notice” Respondent 1</i></p> <p><i>“because we are not sure what we are supposed to do, everyone is doing their own thing” Respondent 4</i></p>	<p><i>“I can see the come backs (cases not dealt with appropriate)” Respondent 11</i></p> <p><i>“Contract posts impacts on the emotional status of staff and affects service delivery” Respondent 10</i></p> <p><i>“doing work not related to SSW to impress CTM and create expectation that its part of social work” Respondent 6</i></p>	<p>Filling of posts</p> <p>Orientation and induction to expectations, role and function of SSW</p>

5.3.1. Experiences with regard to employment and workload:

Dual management: Most respondents reflected that the acting senior school social workers have a work load rendering a school social work service within a circuit team including managing the district school social workers. Acting senior school social workers therefore have a dual function because of the attachment to a circuit team and having to provide supervision to SSWs. This might contribute to the earlier finding that very few respondents identified the Senior SSW as someone they have recourse to and

access when needing support and clarification about their work. This dual role does not allow for the acting senior school social worker to perform in all areas of the work expected as it is the job of two people. Although respondents were in acting positions of Senior SSW, the lack of formalising of this post gave them no mandate to implement measures related to the job description.

Most respondents were not exposed to any form of induction or orientation when they were appointed, limiting their options to recourse in understanding the implementation of their job descriptions. Some had no resources as the posts were expanded and newly established in most districts. Those who received orientation had diverse experiences as the nature of the orientation was dependent on the staff responsible for the orientation. The experience of orientation and induction left respondents to interpret and implement their job description to their discretion. In addition the absence of staff development training limited opportunities for profession development. The lack of supervision is seen as a barrier to service delivery as supervision provides the opportunity for developing on identified areas. Hawkins and Shohet (1989) regard supervision as an important part of social work.

Findings revealed that respondents were very frustrated with conditions of employment as most SSW posts are on contract. Contract workers receive an allowance in lieu of benefits permanent staff received. This perceived salary inequity was borne out by the document analysis. Likewise, there was no evidence of disciplinary action taken against contract staff when the alleged abuse of leave was supported by documented analysis. Consequently strong feelings of resentment and frustration emerge causing a rift between contract and permanent staff as a result on internal inequity that in turn impacts on overall team cohesion and functioning.

The priority as expressed in the findings is for SSW posts to be filled to avoid challenges related to contract posts and SSW has to fulfil dual roles. Staff development commencing with an orientation and induction to clarify job descriptions, expectations, roles and functions and induction to legislation and policies pertinent to SSW is essential.

Table: 21: Theme 2: Job expectations of school social worker or manager/ supervisor

Sub theme:	Illustrative Quote		Emerging guideline
	Focus groups	Interviews	
Sub theme A: Lack of clarity on what to do	<p>“No one clarified expectations of having to fulfil two jobs, we just had to jump in” Respondent 4</p> <p>“It feels as if the SSW were just dumped without anyone attending to their challenges” Respondent 1</p> <p>“It took me 3 years to uncover what I was supposed to do” Respondent 2</p>	<p>“Not always sure what to do, I realize more and more how unethical and chaotic it really is” Respondent 2</p> <p>“Ek steek maar kers op by my kollegas” (I call on SSWs in other districts” Respondent 10</p>	More clarity and structure on expectations for SSW interventions.
Sub theme B: Barriers to service delivery	<p>“Not having a senior social worker to supervise and guide us is problematic” Respondent 2</p> <p>“Head office should take a more leading role in providing guidance” Respondent 3</p> <p>“There is no expectation or clarity to the role of the senior SSW. In one district there is someone appointed and even paid as a senior SSW and other districts are deprived of this, it is not fair” Respondent 1</p>	<p>“having to fulfil a dual role, makes it difficult to implement [job description]” Respondent 4</p> <p>“There is no expectation from the senior SSW to supervise the SSW’s, show me any documents stating that.” Respondent 3</p> <p>“Not knowing what is expected of you makes it difficult to know what to do ...” Respondent 7</p>	Supervision structures to assist in supervision and guidance of services
Sub theme C: Work satisfaction	<p>“It’s very frustrating at times, because each one is doing their own thing” Respondent 3</p>	<p>“You do what is necessary to survive the day...” Respondent 9</p> <p>“the time is here to be acknowledged for the efforts we put in and we all strive towards wanting to be listened to and to be remunerated for what we do” Respondent 1</p>	Need for SSW services to have an understanding of the nature of SSW services within and across districts.
Sub theme D: Outcomes	<p>“we all end up doing what we think we must do, or what the CTM ask us to do” Respondent 4</p> <p>“Having little to no orientation or induction when I started left me with a disadvantage, and I had to interpret what I needed to do on my own” Respondent 2</p>	<p>“we do a bit of everything.... But mostly help out in the circuit” Respondent 4</p> <p>“When there are labour cases then the senior SSW is recognised, or when head office needs information, but when it comes to paying the senior SSW then everyone is quiet” Respondent 8</p>	Collaboration and coordination at district level to provide platform for uniformity

The findings revealed that there is no clarity as to expectations of what SSW’s should be doing creating a gap for open interpretation and implementation of their job descriptions. Although roles are articulated in the job description, the challenges remain the location of the SSW in a circuit team and the CTM managing SSWs resulting in the Senior SSW having very little insight into the work of the SSW. Receiving no direction

from CTMs, leaves them to do what they think they should do and resorting to building a network to consult with SSWs from other districts.

The absence of clarifying and formalising the Senior SSW post adds to the challenges experienced by respondents, as no supervision is provided to guide and support with regard to service delivery. Some districts have appointed acting senior SSWs to render a service in a circuit team too. In exclusive situations some acting SSWs are appointed in acting Senior SSW post receiving an acting allowance yet creating much talk amongst others. In addition acting Senior SSWs too were appointed without any orientation and induction leaving them to interpret their role and function to their discretion. The significance of SSW posts should be emphasised by the provincial office with the provision of guidance to the districts on the expectations of the job description of the SSW and the Senior SSW including development on post provision.

Table: 22: Theme 3: Experiences with regard to recourse when support is needed

Sub theme:	Illustrative Quote		Emerging guideline
	Focus groups	Interviews	
Sub theme A: Who they made contact with	<p><i>“Often have no one to turn to and then I do what needs to be done, sometimes I’m not sure if it’s the right thing or in line with legislation”</i> Respondent 4</p> <p><i>“I wait for our monthly SLES meeting to ask for guidance, but those meetings are mostly for administrative purposes, anyway.”</i> Respondent 2</p>	<p><i>“Due to non-existence of a senior SSW, I reach out for support to my CTM, although there is no expectation for me to do that... I know CTM’s can’t guide you with SSW service delivery but what else can one do?”</i> Respondent 5</p> <p><i>“SSW working as a team on projects allows for us to feel more cohesive and allows for building relationships and networking amongst one another”</i> Respondent 9</p> <p><i>“Our last provincial meeting where we were all together was in 2010, and I saw that as an opportunity for SSW’s to network”</i> Respondent 3</p>	<p>Need for SSW’s to have more regularly meetings to discuss support and guidance within districts and across districts</p> <p>Need for senior SSW or a social worker at each district to fulfil the role of support and guidance.</p>
Sub theme B: Barriers to service delivery	<p><i>“Having no one to assist especially in a crisis can be really stressful... and no one to debrief you afterwards...”</i> Respondent 3</p>	<p><i>“It’s an emotional brain drain not having anyone to guide you”</i> Respondent 2</p> <p><i>“No senior SSW to guide and support SSW’s really restrict us from developing as a district, because we need someone senior who is a social worker to take the lead”</i> Respondent 12</p>	<p>Need for SSW’s to have guidance and support</p>

Sub theme C: Work satisfaction	<p><i>“Frustrating situation, and the more you talk, it seems that no one is taking you serious” Respondent 2</i></p> <p><i>“I’m relieved if I call other staff or more experienced staff at other districts and they can help” Respondent 4</i></p>	<p><i>“When you do find someone in another district, it’s a relief just getting a different perspective on intervention...” Respondent 9</i></p>	Opportunities for SSW’s to debrief on cases and get support and guidance.
Sub theme: D: Outcomes	<p><i>“Ons doen ma ons eie ding, en hoop dus die regte ding” (we do our own thing and hope it is right) Respondent 3</i></p> <p><i>“The content and formats of reports are crucial and can lead to the success of a case” Respondent 2</i></p>	<p><i>“Daar is geen leierskap vir smw’s, nie net binne die distrikte nie, maar ook van hoofkantoor se kant af.” (There is no leadership for SSWs, not only at districts, but also from head office.) Respondent 10</i></p>	Need for leadership

Respondents reported that both individual supervision and contact with the acting senior school social worker do not exist, leaving very little options for recourse. Due to lack of supervision respondents reflected that they would call or consult with the SSW’s who are most experienced within and across districts. These findings were reported by all respondents. Often they have no recourse and would continue to work with what they think is the right thing.

Table 23: Theme 4: Monitoring of SSW service delivery

Sub theme	Illustrative Quote		Emerging guideline
	Focus groups	Interviews	
Sub theme A: Person responsible	<p><i>“Not all managers are aware of what social workers are doing” Respondent 4</i></p> <p><i>‘How can my CTM monitor my work, if he doesn’t even know what I am supposed to do?’ Respondent 1</i></p>	<p><i>“No one monitors the implementation of my work plan.” Respondent ?</i></p> <p><i>“I am self-managed” Respondent 3</i></p>	Need for someone like a social worker to monitor SSW services
Sub theme B: Barriers to service delivery	<p><i>“Having two managers: HSLES and CTM often causes confusion, and some of us play the two managers up against one another” Respondent 2</i></p> <p><i>“I would like to discourage dual matrix, its failing from a SLES and educational level. We are offering a lesser service than we did prior to redesign” Respondent 3</i></p>	<p><i>“When we meet as a group and I listen to what SSWs are doing, it sounds like they working for NGOs doing welfare work ... it’s clear because no one is monitoring what they are doing, they do their own thing” Respondent 9</i></p>	One manager who has knowledge of what SSW’s do to manage and ensure that SSW service delivery is effective and efficient

Sub theme C: Work satisfaction	<i>“It’s frustrating for other staff to monitor your work, because they do not have any idea of what you did, especially if you have worked very hard, there is little recognition coming your way...” Respondent 2</i>	<i>“Because there is no one making sure or showing an interest ... that is how it feels... I can end up doing very little” Respondent 5</i>	Recognition and acknowledgment for interventions
Sub theme D: Outcomes	<i>“It’s not ethical for other professions to monitor our work.... it leaves room for manipulation and cheating” Respondent 1</i> <i>“The work plan can be manipulated in whichever way you want, when you go for PMDS, CTM will never know” Respondent 4</i>	<i>“Learner-reported cases, files and services are not quality assured or verified, so stats can be made up easily” Respondent 7</i> <i>“SSWs can sketch a very nice picture to CTMs, then they did nothing for the term, the CTM will never know” Respondent 5</i> <i>“I get loads of scope to do whatever I want to do in my circuit” Respondent 2</i> <i>“My CTM cannot provide me with structure, he allows me to do what I think is should do” Respondent 6</i>	Monitoring procedures to ensure SSW service delivery and uniformity

The data in this table shows that although the present structure makes provision for SSWs in the circuit team to be managed by the circuit team manager and the H:SLES, no one monitors the implementation of SSW work plan. In addition they disclosed that they are self-managed implying that no supervision or monitoring of any intervention both curative and preventative service delivery takes place. Work plans are forwarded to H:SLES and CTMs as an administrative process and not necessarily for monitoring the implementation and feasibility. Corkindale (2008) express the difficulty in monitoring and controlling in a matrix management system. Likewise Kramer (1994) reported that matrix is a delicate system to manage.

All respondents felt that it is unethical for a school social worker to be managed by CTMs, especially around the supervision of learner intervention as clearly articulated in the social work code of ethics. The respondents expressed a need for supervision at all three functions of administration, education and support. These three functions of supervision as highlighted by Kadushin (1992), the father of supervision in social work, forms the platform for guiding, supporting and developing a social worker. Although this need was expressed and verbalised, seemingly it is not addressed. It was revealed that often circuit team social workers have to follow instructions from two bosses

(CTM and Acting Senior School Social Worker) causing confusion and a reluctance to comply with demands from both managers. Moolla (2011) cautioned against the line of authority in WCED to be reviewed as the school psychologist are subjected to similar form of matrix management. Respondents revealed that often circuit team social workers align with the CTMs who are perceived as having more power and therefore would comply with their requests first as opposed to requests made by the senior school social worker. As a result senior school social workers find themselves in a position where they cannot report on social work service delivery within their respective districts or feed information through to the province when requested.

Table: 24: Theme 5: Person responsible for supervision and PMDS

Sub theme	Illustrative Quote		Emerging guideline
	Focus groups	Interviews	
Sub theme: A: Dual functions	<i>“Not all CTM’s are aware of what SSW’s are doing, but yes ... the CTM is responsible for PMDS” Respondent 2</i>	<i>“CTM is responsible for PMDS” “CTM holds the power when it comes to PMDS” Respondent 12</i>	A person with knowledge on SSW preferably a social worker to be responsible for PMDS
Sub theme: B: Barriers to service delivery	<i>“we do not receive any supervision, that’s why we all end up doing our own thing” Respondent 3 “Nowhere will you find that social workers are left to do what they want to do without supervision or consultation” Respondent 4</i>	<i>“My CTM does my PMDS, but he don’t look at my work plan, and PMDS is about what is in my work plan ...” Respondent 9 “Although my CTM do my PMDS, he do not know if I did what I said I did for the term” Respondent 9</i>	Guidance of what SSW services is all about for SSWs and other professions in the district
Sub theme: C: Work satisfaction	<i>“It’s unethical to work without supervision, it’s not accepted by the SACSSP... I cannot see how a psychologist or any other profession can supervise, represent or make decisions on behalf of SSW’s” Respondent 3</i>	<i>“Knowing they don’t know what we do or should be doing, the CTM’s still do the PMDS, and expect the SSW to guide them, of course I ‘m going to talk in my favour” Respondent 3</i>	Ensure ethical practice for SSW’s and opportunities for supervision
Sub theme: D: Outcomes	<i>“Our work is never verified or monitored, not even in PMDS” Respondent 4 “We do have a PMDS rubric for SSW, but no one uses it ..” Respondent 1</i>	<i>“No professional supervision or guidance takes place” Respondent 2 “My CTM is interested in numbers, and not in what I did, and he never verifies the numbers anyway” Respondent 1</i>	Structures for monitoring SSW service delivery

The data in this table shows that little to no professional supervision takes place within the districts due to the lack of a formal arrangement or agreement. It was found that supervision is left to the discretion of the districts yet NASW (2002) underscore supervision to address ethical and legal concerns relating to social work practices and provide insight and experience to enhance social work expertise. Respondents revealed that SSW service delivery is seldom verified or monitored. Respondents are exposed to an annual appraisal system, PMDS (Performance Management Development System). During this process the work plan and operations of the school social worker is assessed and scored against a structured rubric aligned to the objectives of the work plan for this profession. All circuit team school social workers as respondents acknowledged that PMDS is done by circuit team managers and the nature of this appraisal system is quantitatively driven to assess targets and numbers. The implementation of the school social workers work plan, being the foundation of PMDS, is not monitored during this process moreover is the structured PMDS rubric not utilized. In addition there is an absence of monthly, quarterly or annual assessment of work plans which is the essence and foundation of the appraisal system.

Findings showed that the CTMs take full responsibility for the completion of PMDS and no consultation exists between the CTM, acting senior school social worker or H:SLES. Respondents reflected that they submit their work plans during this process knowing that the CTM cannot make any input or verify interventions. Although school social workers have an approved PMDS rubric for scoring the implementation of the work plan, respondents reflected that they don't use this PMDS rubric during the appraisal process, instead a generic PMDS is used.

PMDS as an appraisal measure was found by respondents an unethical practice for CTMs to complete. This situation seems to be no different considering national and regional studies as Shaffer (2011) alerted that national and regional studies specified that a third of SSWs have a supervisor who is also a social worker. Although supervision is encouraged by Harkeness and Kadushin (2002) to guide and shape the work of a social worker, respondents reflected that they were not surprised about the lack of supervision as WCED perceives supervision of SSWs as a luxury and not a necessity. Respondents felt that the provincial office should take more charge of the social work section and provide guidance to the districts specifically on supervision.

Provincial responsibility with regard to developing SSW with regards to ensuring ethical practises on supervision and management should be prioritised to ensure quality services.

Table: 25: Theme 6: Functional aspects (What works)

Sub theme	Illustrative Quote		Emerging guideline
	Focus groups	Interviews	
Sub theme A: Previous experience	<i>“My kennis en agtergrond van my vorige ervaring as maatskaplike werk, asook hoe my blootstelling aan supervisie by my vorige werk, help my baie om te oorleef binne onderwys” (my knowledge and background of my previous experience as a SW, as well as my exposure to supervision at my previous job helps me to survive in education). Respondent 4</i>	<i>“My previous work experience in a child protection organisation assists to me manage my work” Respondent 5</i>	Need for guidance in current post of SSW’s to get exposure and build experiences of what SSWs should do
Sub theme B: Skills	<i>“Knowledge, and keeping updated on new circulars to see where it fits into SSW” Respondent 2</i> <i>“Making myself known and visible in my circuit” Respondent 3</i>	<i>“Being assertive and going the extra mile to find out what I’m supposed to do” Respondent 7</i> <i>“Showing the circuit team what my strengths are and what I’m capable of doing ... so I get recognition and acknowledgement for what I do” Respondent 6</i>	Assessment of management skills when appointments are done. Develop skills through supervision or consultation to work independently
Sub theme: C Work satisfaction	<i>“My circuit team knows they can depend on me to assist” Respondent 2</i>	<i>“Al weet my CTM nie somtyds wat ek doen nie, die erkenning wat ek kry van my span beteken baie vir my” (although my CTM does not always know what I’m doing, the recognition I get from my team means a lot to me). Respondent 10</i>	Acknowledge and recognise good practices

The data in the table shows that much of the respondents’ survival in WCED is a result of previous experience as social workers and their exposure to structured supervision from previous experiences and university. Skills such as assertiveness are developed due to having to fend for the profession’s outcome and their existence in a secondary setting. Building strong alliances with circuit team members and developing of relationships were found to create a sense of belonging. A positive attitude and visibility also enhanced good working relationships amongst colleagues.

5.3.2. Theme 7: Areas to be developed

There are a number of sub themes to this large theme. This theme included four subthemes that will be discussed separately below. Each sub-theme will be presented in tabular form with illustrative quotes.

5.3.2.1. Sub-theme A: Number of Managers

Findings revealed that having two managers not only caused confusion, but SSWs having to adhere to expectations of both managers such as reporting for duty and other related human resource matters. This practice is confirmed by Corkindale (2008) to cause power struggles and conflicts since boundaries of authority and responsibility overlap. SSWs are exposed to a system where management is done by non-social workers such as CTMs. This situation resulted in SSWs having multiple managers with different management styles. As a result SSW development needs are not addressed. From a SACSSP perspective the respondents felt that it is their ethical right to be supervised by a social worker. Supervision by a social worker would enhance professional development in all spheres of the profession (Hughes & Pengelly, 1989; Kadushin, 1992).

Table 26: Sub-Theme A: Number of Managers

Theme: Areas to be developed	Illustrative Quote		Emerging guideline
	Focus groups	Interviews	
Sub Theme A: Number of managers	<p><i>"Too many bosses, too many instructions" Respondent 2</i></p> <p><i>"We are pulled in different directions, from too many bosses" Respondent 4</i></p> <p><i>"Having more than one boss means I have to report to all of them" Respondent 2</i></p> <p><i>"PMDS to be done by a social worker" Respondent 1</i></p> <p><i>"We need to be managed by social workers and not CTMs" Respondent 3</i></p>	<p><i>"We need individual, and group supervision to guide and support us" Respondent 1</i></p> <p><i>"social workers need social workers to manage and supervision them" Respondent 7</i></p> <p><i>"I'm pulled in different directions from each boss with no regard of how much work I have or how I feel" Respondent 5</i></p> <p><i>"when I'm off sick I have to call my bosses to say I'm off sick, the same with leave" Respondent 9</i></p>	<p>Reduce the number of managers social workers report to</p> <p>Reporting at all levels including HR matters to be reduced</p>

5.3.2.2. Sub-theme B: Orientation and Staff Development

The majority of respondents indicated that a comprehensive orientation and induction program is much needed as most of them did not have this exposure. Although intended for new appointees the existing SSWs need to be refreshed due to legislative changes or amendments such as, the amended Children’s Act, 38 of 2005. SARRAH (2011) highlighted that orientation, or lack of, will make a significant difference to employees’ attitude about their position, co-workers and organization. It will furthermore also contribute to how quickly they can be welcomed into the workplace, become more productive, and become part of the team. Acas (2012) encouraged orientation to be properly managed as it influences long term overall job satisfaction and determine whether a staff member decides to stay.

The need had been identified for on-going staff development to enhance knowledge and regular update on legislation, policies and internal circulars. Furthermore ongoing staff development is encouraged to enhance networking and forums for SSW to share best practices and generate new and innovative interventions. This would also allow for SSWs within and across districts to be in direct contact. In addition clear expectation on the job description and work plan is needed to enhance an understanding of the implementation thereof.

Table 27: Sub Theme B: Orientation and Staff Development

Theme: Areas to be developed	Illustrative Quote		Emerging guideline
	Focus groups	Interviews	
Sub Theme B: Orientation and Staff Development	<p><i>“Proper orientation on what we must do” Respondent 3</i></p> <p><i>“ some of us had orientation when we started but still do not know what we must do ... there’s new policies and legislation that we not always sure of” Respondent 2</i></p> <p><i>“Direction and training of policies such as abuse no more” Respondent 4</i></p> <p><i>“More meetings with all SSW to give us more guidance on structure and to learn from one another and share ...” Respondent 2</i></p>	<p><i>“We need a proper orientation to report writing” Respondent 6</i></p> <p><i>“I am not sure what legislation are important to service delivery, and what I should take note of” Respondent 12</i></p> <p><i>“more coordination of staff development” Respondent ??</i></p> <p><i>“Regular update of new policies and legislation” Respondent 8</i></p> <p><i>“Specialists in various fields to provide training” Respondent 3</i></p>	Orientation, induction for new appointees and continuous staff development on policies and legislation.

The data in the table shows that respondents saw all SSW posts and that the provincial SSW post should provide more structure and guidance and therefore should receive priority. Inclusive Education White Paper six (2001) and its implementation is a testimony of the crucial role and function of SSW as SSW services threads throughout this document. The importance of supervision verifies supervisory post at the provincial office and district offices to perform all related requirements.

Provincial office should ensure that there are management guidelines in which goals and objectives of school social workers are clearly articulated and linked to the job description of a school social worker. Supervision should be a mandatory to allow for all three functions: educational, administrative and supportive to be fulfilled. The need for individual, group and peer supervision had been expressed by respondents for various cathartic, emotional, education, and administrative purposes. In addition, regular contact and workshops at a provincial level is needed as school social workers need a platform to reflect on issues related to the profession hence collaboration and networking within and across districts will encourage uniformity.

5.3.2.3. *Sub theme C: Post provision*

There was a strong need expressed for the provincial office to recognize school social work as a priority. Although respondents reflected on the value SSW services adds to address barriers to learning, there is reluctance to and delay in advertising SSW posts hence renewing contract posts for over six years. Table 28 on page 132 reflects the perceptions of SSWs about the stance towards SSW in the Department of Education.

Table 28: Sub Theme C: Posts

Theme: Areas to be developed	Illustrative Quote		Emerging guideline
	Focus groups	Interviews	
Sub Theme: C Posts	<p><i>“Appointment of senior SSW post at provincial and districts will help with SSW challenges” Respondent 2</i></p> <p><i>“Senior SSW’s to supervise SSW’s” Respondent 3</i></p> <p><i>“Senior SSW to provide guidance on both theoretical and practical implementation” Respondent 2</i></p> <p><i>“We need competent and passionate social workers” Respondent 1</i></p> <p><i>“Please appoint people who have knowledge and experience in working with children” Respondent 4</i></p>	<p><i>“Contract posts to be filled, so that we can move forward” Respondent 7</i></p> <p><i>“We need senior posts at the district offices” Respondent 1</i></p> <p><i>“Provincial office must provide guidance to the districts, and be responsible for quality assurance” Respondent</i></p> <p><i>“Provincial SSW posts is priority” Respondent 11</i></p>	<p>Post provision on provincial and district level to be prioritized.</p> <p>Professional supervision for SSW</p> <p>Supervisors to have theoretical and practical experience</p> <p>Supervision to provide guidance across levels of service delivery</p>

5.3.2.4. Sub Theme D: Service Delivery

Findings indicated that SSWs were dissatisfied in the circuits as they struggle to implement their varied job descriptions. Due to the location of SSW in the circuits, respondents reported that they were not delivering an effective service hence services have become diluted with circuit team services and became more generic work. This impacted on SSWs rendering a diverse service across the circuits not necessarily related to SSW, resulting in fragmentation of services. The lack of a senior SSW to manage SSW services was cautioned by Rocher (1985) as it allows for each SSW to interpret and implementation of the job description individually. The location of SSWs should be reviewed, suggestions were made to have all SSW services centralized to the Senior SSW and the CTM can access the services as needed through/ in a circuit. This approach would enhance monitoring of services by the Senior SSW to ensure effective service delivery.

Table 29: Sub-Theme D: Service Delivery

Theme: Areas to be developed	Illustrative Quote		Emerging guideline
	Focus groups	Interviews	
Sub-Theme D: Service Delivery	<p><i>"We do not belong to the circuit teams where we are subjected to abuse"</i> Respondent 3</p> <p><i>"Services should be centralised to the senior SSW where the circuit team should be offered a basket of services according to the needs of the schools, then appropriate service will reach the appropriate people"</i> Respondent 1</p> <p><i>"it not about 6 reported cases of abuse but what the SSW did about those 6 cases"</i> Respondent 2</p> <p><i>"Provincial SSW post should encourage and set standards and ensure uniformity"</i> Respondent 4</p> <p><i>"it is healthy for the profession to reflect, you cannot work in isolation thinking you are on the right track – you can be far removed from the expectations of the profession and not even be aware of it"</i> Respondent 3</p>	<p><i>"Service delivery should be guided by the JD, therefore we need to know how to implement the JD"</i> Respondent 2</p> <p><i>"I will definitely take SSW out of the circuit"</i> Respondent 8</p> <p><i>"I think the location of SSW should be reviewed and to consider taking them out of the circuit"</i> Respondent 5</p> <p><i>"We need to allow for SSW's to work according to their strengths"</i> Respondent 11</p> <p><i>"The ideal situation would be for SSW services to be centralised"</i> Respondent 7</p> <p><i>"I think there will be more uniformity if services are centralised and everyone will know what everyone do"</i> Respondent 5</p>	<p>Location of SSW to be assessed</p> <p>Uniformity on standards</p> <p>Centralised services</p> <p>More contact with SSW within and across districts</p>

In the presence of the policy on the management of SSW, the majority of respondents revealed that there was no formal policy on the management of SSW. The management policy of WCED makes provision for SSW to be managed by CTM's. This practice of SSW being supervised and managed by CTM's is acknowledged as being non-compliant with the ethical requirement, yet the recourse for SSWs remain the CTM. Although the circuit team from which SSW services are rendered function with known objectives, these objectives are not aligned to accommodate the objectives of SSW service delivery hence SSWs are often used to perform duties outside the ambit of the profession. The lack of an appropriate orientation and staff development for SSW further exacerbates the lack of guidance and direction to SSW service delivery. This essentially contributes to the immense negative impression on the level of uniformity on

SSW services that exist within and across districts. The need was expressed for appropriate guidelines to assist in managing SSWs towards proper coordination and uniformity in which services should be aligned to the outcomes of the professional board, monitored and quality assured. From the findings in this phase, a draft of the management guidelines was developed.

5.4. Proposed Guidelines for the Management of SSW

The position of the senior school social worker is vital from Provincial to District level. The filling of these posts to be considered as urgent posts to ensure that school social workers be managed and supervised by social workers. The provincial post should be responsible for the coordination of SSW services at Provincial office and further coordination to filter to the district offices through the senior SSW posts. District senior school social workers should manage the circuit team school social workers through the following business processes.

School social workers appointed should have the skills, knowledge and experience in working with children. Staff committed to the outcomes of the profession with dedication and passion for working with children. A good knowledge base on legislation relating to children, protecting and upholding the rights of children is a prerequisite. When appointed these staff members must undergo an extensive orientation and induction program consisting of but, not limited to the following:

Respondents indicated that the current policy on managing SSWs should be amended to align the management and supervision for school social work to be in line with the National Supervision Framework for social workers in South Africa with regard to the following key content areas:

1. Professional registration: Line managers providing supervision to social workers to be registered as social workers with experience on the context and nature of service delivery related to school social work;
2. Filling of posts/ vacancies: Social work supervisors to be appointment, especially where provincial legislation and structure already allow for it and establishment posts already exist

3. Statutory alignment of key performance areas: Social work supervisors to perform all duties of supervision as spelt out in the National Framework for Social Workers;
4. Quality assurance and evaluation: Performance appraisal such as PMDS to be done by social work supervisors;
5. Advocacy and Advisement: Provincial School Social Worker post must be filled to provide guidance and direction to the districts and communicate all related issues on school social work to stakeholders such as DSD, DoH, SAPS, DoJ, NPA and NGO's on a provincial level;
6. Staff Induction and Orientation: This is needed specifically in relation to school social work for new appointees, ongoing staff development and continuous professional development to keep abreast with policies. Perceived outcomes include:
 - better understanding of policies, integration and implementation to school social work service delivery;
 - Clarification of roles and responsibilities as school social workers;
 - Alignment of services to avoid fragmentation;
 - increased uniformity with regard to administration and filing systems.

The following recommendations were made by school social workers:

5.4.1. Proper Induction/Orientation

The following to be included in the induction or orientation program:

1. History of School Social Work
2. Role of school social work versus generic social work
3. School Social Work within Inclusive Education
4. WCED and District organogram
5. Job Description
 - Unpack job description to operationalize it
 - Operationalize job description through the work plan
 - Infuse social work code of ethics into job description

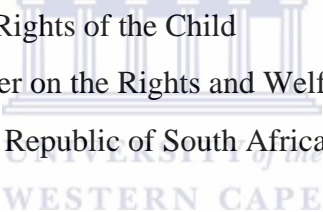
- Align work plan to the health calendar e.g. Children's day, substance abuse awareness day etc.
- Roles and responsibilities linked to job description and work plan

5.4.2. Multi-functional work/circuit team work

- Who are the team members
- Job description of the team members
- Introduction into the roles and responsibility of team members
- Link the job description of the school social worker to expectations the circuit team might have
- Circuit team work versus core work for school social workers

5.4.3. Legislation and policies

Within the JD of the SSW the following policies and legislation are listed as a knowledge base.

- 
- UN Convention of the Rights of the Child
 - African Freedom Charter on the Rights and Welfare of the Child
 - The Constitution of the Republic of South Africa, Act 108 of 1996
 - Children's Act
 - Sexual Offences Act
 - Child Justice Act
 - Abolishment of Corporal Punishment Act
 - Public Service Act and Regulations
 - The Employment of Educators Act 76 of 1998
 - Social Service Professions Act 110 of 1978 and Social Work Amendment Act, 102 of 1998
 - Public Service Act 103 of 1999
 - Education White Paper 6
 - Child and Youth Care Transformation frameworks
 - Guidelines of the South African Council for Social Services Professionals
 - National Policy on HIV/AIDS for learners and educators
 - South African Schools Act 84 of 1996
 - Abuse No More (WCED,2001)

- Circular 95/2002 (WCED)

5.4.4. Supervision and Consultation

Regular supervision/consultation to be mandatory with regard to the following:

- Administration Supervision: admin forms, guidelines for report writing (process notes, reports to labour relations), referral letters and referral forms (form 22), weekly reports, term reports, annual reports, statistics, case work registers, abuse no more registers (WCED), filing and filing system,
- Educational Supervision: Quality assurance of services and alignment and adherence to policies, monitoring of the implementation of the work plan,
- Supportive Supervision: Debriefing, support to prevent burn out, overall management.
- Group Consultation/Supervision
 - Case discussions
 - Co-ordination in the district re service delivery and to align to provincial alignment
 - Planning
 - Development
 - Improve monitoring
 - Sharing of training material and experiences
 - Discussion on documents related to work plans



5.4.5. Reporting lines must be clear with regard to management

Daily and weekly reporting including all human resource matters such as leave forms and reporting late arrival, early departure or absenteeism.

5.5. Summary

The findings in this phase provided the basis for identifying proposed guidelines for the line management of SSWs. These draft guidelines were tested in the third phase and the findings are presented in Chapter Six.

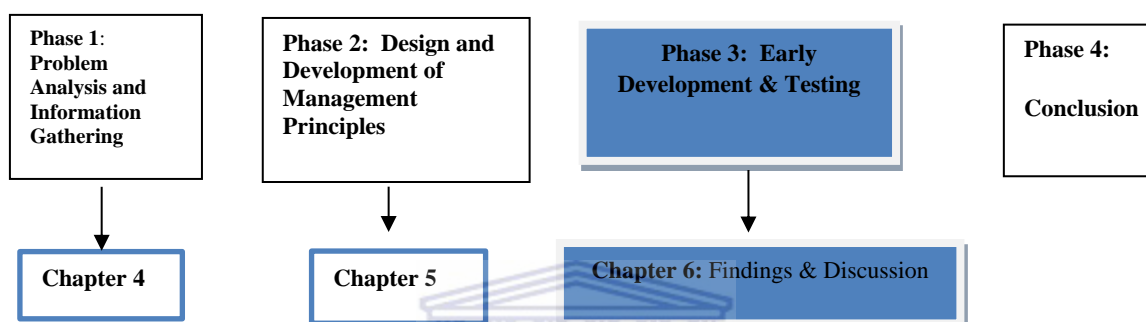
CHAPTER 6: PHASE THREE

TESTING AND DEVELOPMENT

6.1. Introduction

This chapter reports on the results of Phase Three. During this phase the draft management guidelines, developed in the previous phase, was subjected to a process of development, testing and refinement. Figure 14 contextualizes this chapter in the overall research process.

Figure 14: Layout of Results and Discussion



Themes and subthemes from the findings of Phase Two were compiled and proposed as guidelines. The initial aim was to provide a workshop on the proposed guidelines to WCED officials of the provincial office. This however, did not materialise due to availability and the demanding schedules of the officials. As a contingency plan the researcher made use of a focus group of school social workers. The methodological advantages of focus groups have been expounded before. The draft guidelines were presented to the focus group as a stimulus question. The feedback from SSWs in the focus group in response to the draft guidelines are presented below and have been organized to match the components of the guidelines.

6.2. Findings from the Focus Group

6.2.1. Aims and Objectives of the guidelines

The intended aims and objectives of the management guidelines were strongly agreed upon. Respondents expressed strong opinions that the emphasis of the guidelines remain on the educational context, as the employer needs to take responsibility for the ensuring that the management and supervision of SSWs is compliant with statutory requirements. Respondents expressed the rationale that the policy should be specific and explicitly highlight that the supervision of social workers should be done by social

workers. Therefore the rationale should be clearly articulated prior to the aims and objectives.

6.2.2. Scope of the policy

Respondents agreed strongly that the guidelines should apply to SSWs employed by the WCED yet strong opinions were raised about SSWs employed by the School Governing Bodies (SGB) as WCED had no jurisdiction over the incumbents in these posts. Findings showed that since SSWs in SGB posts are subjected to a similar management structure, this policy will enhance the management and supervision practices of SSWs. The scope of the guidelines should then include SSWs employed in SGB posts.

6.2.3. Mandate of the guideline

It was agreed by respondents that the core mandate, as with all policy or guidelines, comes from the WCED. This will ensure implementation and compliance at a provincial level. Respondents raised concerns on the mandate of the guidelines given the protocol and lengthy process related to administration, legal vetting, spell check, editing and related submission for the approval on WCED guidelines or policies. Approval from the provincial office would enhance and expedite this process encouraged by a SSW possibly in the provincial office to drive the process. Once all documentation is completed submissions should be made to the Superintendent General and then the Minister of Education for final approval. On approval, as with all correspondence within the Department of Education, the process of distribution will be through a circular to all district officials.

6.2.4. Content of the guidelines

General: The respondents were enthusiastic as they perceived the guidelines as representing a viable solution to address the challenges in the management and supervision of SSWs in the WCED, specifically the need for appropriate supervision by qualified social workers, as expressed by respondent 2 “*we will definitely have more direction with these recommendations*”.

Legislative framework: Respondents expressed great relief about the comprehensive coverage of legislation in the proposed guidelines as voiced by respondent 3 “*The Department of Education can now see that we (referring to SSWs) have to be*

supervised, because of legislation". The proposed guidelines exposed participants to the existence of legislation in which SSW has its foundation for the first time. The proposed guidelines highlighted that the delivery of social work services was informed by various policies. These policies extend to management and supervision requirements that enabled a platform for ethical justification for the implementation of management and supervision structures to be obligatory. Legislation relating to social workers specifically on management guidelines will eliminate the challenge of SSW management by non-social workers, respondent 1 articulated "*so the days of CTMs managing SSW will soon be over*". Legislation, clearly articulating that only a social worker can supervise a social worker was encouraged, as this was the challenge experienced by most participants throughout the research.

Principles of supervision: Respondents agreed on the principles of supervision in promoting and protecting the interest of beneficiaries, as captured in the management guidelines. The participants underscored that this was an area that received little attention in the current structures. The proposed guidelines were felt to enhance accountability in practice. In a lengthy discussion participants identified accountability as a need in SSW. The identification of supervision by social work practitioners will facilitate accountability that in turn will enhance service delivery. Respondents disclosed that being managed by non-social workers reduced the level of accountability for most SSWs. Respondents identified that their service delivery or practice was adversely affected by the lack of adequate supervision and/or management, as expressed by respondent 2 "*we started doing less social work, work and our own work suffered*".

Having a supervision policy with norms and standards: Norms and standards for the supervision of social workers apply to SSW. Findings revealed an understanding that these norms and standard were never formalised due to the lack of structures therefore concerns were raised as to the extent of these norms and standards in the absence of structures such as a senior school social workers to implement the process.

Supervision policy: Participants reported that the proposed guidelines represented acceptable norms to improve service delivery since it contained the expectations of supervision. A recommendation was that training on this guideline will be necessary to address perceptions and understanding specifically on supervision. Training should

accompany this guideline to ensure proper understanding, interpretation and implementation. The requirements for supervisors especially in terms of years' experience and qualifications was important as respondents believed that proper supervision and guidance would enhance service delivery. They further held the opinion that professional standards and best practice would elevate the standing of social work as a profession in in the Department of Education, as respondent 4 expressed "*sharing what we do with other district SSWs will really benefit our understanding of what we do and supposed to be doing*".

Legislative requirements: Enthusiasm was expressed about the guidelines being explicit about the supervision of social workers by social workers being mandatory. Participants perceived the implementation of this legislative requirement to ensure that cases will be attended to in a timely manner with proper intervention and follow up. Respondents felt that this legislative requirement should be listed as priority in the guideline. The department of education should take primary responsibility for the supervision of all SSWs in a manner that is compliant with the proposed guidelines and statutory requirements. The proposed supervisor-supervisee ratio was commended and encouraged with a possible recommendation of one social work supervisor for each district of the eight districts.

Requirements for supervisors: Requirements for supervisors were well acknowledged yet flexibility was requested specifically with regard to evidence of recognised supervision courses attended as the availability of these courses were limited and costly. A recommendation was made that experience as social work supervisors should serve as requirement for the appointment of supervisors.

Ethics: The supervision to be done in compliance with the code of ethics for the social work profession as it has become the norm for social workers to be promoted as supervisor having to supervise supervisees who were previously their colleagues. Confidentiality was raised as part of ethics.

Quality Assurance, Monitoring and Evaluation: Quality assurance, monitoring and evaluation as part of the social work process had never been recognised and acknowledged in the Department of Education. Quality assurance, monitoring and evaluation will be anticipated with the institution of social work supervisors. The

challenge will be should the status quo remain, SSW services will lack in ensuring a quality SSW service. An eagerness to implement this segment of the guidelines was expressed as all respondents saw it to be overdue and needed in order for the service to develop into meeting the needs of diverse communities and learners.

Staff Induction and orientation: General, JD, legislation and policies, on-going development: Orientation should be seen as a process and not a one-time event. Orientation should therefore be spread over a few months, as expressed by respondent 4 “one day orientations do not work, we need more time for orientation because once you start working there is no going back to orientation, then you must carry on with delivering a service”. Orientation and induction is seen as a necessary element in the guidelines, although respondents were of the opinion that it should be practice for all employees to go through an orientation or induction program, irrespective of your profession and location. Due to their own experience of orientation, respondents had strong opinions about orientation and recommended that it had to occur on various levels and have numerous phases.

A generic orientation is needed on accommodation, access to computers, telephones, cars, parking, registers etc. as this is entry point to any organisation. Orientation to colleagues and staff is much needed or sending a memo to all staff to introduce new appointees. Introduction to policies related to employment conditions, code of conduct, leave, dress code and other internal generic procedures such as social events, was welcomed as an inclusion in the proposed guidelines.

Orientation to the history of SSW is necessary as SSW is a specialised field within social work. Comments were that very few SSWs have any background as to the establishment and rationale of SSW. Background with regard to SSW is essential to have an understanding of the profession, its expectations, the role and functions and policies related to the job description.

Policies and legislation within the Department of Education and National policies relating to children’s needs to be specified in the guidelines as SSWs are not necessarily aware of policies related to the job description or services they render. Respondents reflected that often SSWs interpret policies differently, as reflected by respondent 2 “we all have our own interpretation of policies. It is scary to see what

people are doing because of interpreting policies in the wrong way". A recommendation was for these policies to be listed as a part of the orientation and induction programme, and on-going staff development on these policies should follow the orientation process.

A recommendation was made for supervision to be part of orientation, where the supervision policy should be clarified, expectations and needs in this regard emphasized. The respondents encouraged a support system for new appointees where possible a "buddy system" where they work shadow during orientation.

Additional Comments: In addition the respondents recommended that the roles and responsibilities of both supervisor and supervisee should be clearly articulated to ensure that supervision is goal directed. Expectations of both supervisor and supervisee should be clearly signified during an initial contract. Record keeping as part of the administrative process of a social worker should be modelled by supervisors by keeping records of the supervision sessions. Record keeping could be used to highlight best practices and reflect on expectations.

The proposed guidelines should include advocacy and networking in the role and function of the provincial SSW with regard to SSW issues e.g. post provision. Legislation and policies related to SSW should be clearly specified and contextualised to ensure feasibility and understanding for implementation. Respondents felt that multifunctional work or circuit team work with regard to who team members are, can be removed from the guidelines as it was perceived to serve no purpose.

Form of the Policy: The proposed guidelines conforms to the structure of policies in the Department of Education yet the nature of the policy contrasts with other procedures as this is the first guidelines explicitly decreeing the management of a profession, such as SSW. These guidelines should be distributed electronically by website, circular and email in accordance with the circulation protocol of the Department of Education. It is recommended that the document should accompany a training session for SSWs, SSW supervisors and SSW managers to broaden understanding and allow for questions and challenges related to implementation.

Adoption: The guidelines would likely be received well by SSWs as the need had been identified by respondents and would strengthen the process of adoption and

implementation. The guidelines will be proposed to be replicated to other provinces as it is structured to suit the needs of SSWs regardless of the location.

6.3. General Feedback

The guidelines were generally well received by the focus group, the participants' familiarity with and experience in SSW enabled constructive feedback and validation of the challenges articulated in the implementation phase. Specific reference to policies and legislation should be highlighted. The researcher as facilitator could empathise and agree with the comments and suggestions as her exposure and experience as a SSW and SSW supervisor were similar.

Filling of posts was still a frustration, yet respondents saw it as part of the challenges for the implementation of the guidelines. The priority of such a mandate is questioned, given the low priority SSW receives in the Department of Education. Given the legislative requirements for management and supervision of SSWs stipulated in the National Supervision Framework for Social Workers in S.A, it would be unethical practice of WCED to employ SSW without providing the necessary management and supervision to ensure effective and efficient practice. Although these guidelines would challenge other policy guidelines specifically related to the management of staff by CTMs, it would assist other professions such as school psychologist who are subjected to similar management structures.

These findings coincided with the realities experienced by this respective group. In addition these findings revealed the obligatory function of managing school social worker by registered social workers for legitimate supervision to occur. Significant in this process is the appointment of these respective senior school social workers both at provincial and district office to ensure this mandatory role and function. Orientation and induction of these senior school social workers were emphasized in supporting the implementation of management guidelines for school social workers.

The respondents found the guidelines easy to read and approved the length, structure and layout. The researcher's hunch on the modifications of the proposed guidelines was confirmed specifically with recommendation of detail to policy and recommendation requirements and its infusion to the implementation of the job description. In addition the management of SSW should be amendment to include SSWs as supervisors and managers.

6.3.1. Testing and development

The evaluation and advanced development formed part of the activities for this phase of the research where the following guidelines were recommended by the researcher. It also suggested the implementation of these management guidelines for induction and orientation of new appointees and workshops for existing school social workers. The proposed guidelines need to be tested and evaluated in an iterative process given that school social work is evolving within the department of education.

The above findings were infused into the revision of the proposed guidelines for the management of SSWs. The steps followed offer a guideline for managers responsible for managing and supervising school social workers in the department of education. These proposed guidelines would assist in initiating and/ or refining a program to assist school social workers with management related issues. The guidelines represent the structure and layout of the WCED documents such as policies and other guidelines as recommended by the findings of this phase. The revised guidelines therefore are the culmination of the first three phases of this research study.

6.4. Proposed Guideline for the Management of School Social Workers

6.4.1. Rationale

The management guidelines for school social workers are essentially to guide, direct and support school social workers. Thus these guidelines act as the basis for providing efficient ways to manage and supervise school social workers to ensure a coordinated, uniform and effective service delivery within and across districts.

The responsibility for the acknowledgement and implementation of the management guidelines will lie with the provincial office. It is crucial that the persons responsible for the implementation have a background and experience in school social work. Due to the evolution of school social work a background and some experience in school social work will afford SSW and managers the opportunity to understanding the nature, challenges and demands within the education sector.

In formulating a policy on the management of school social workers, all relevant role players must be involved from the onset. Thus a team comprised of all role players need to drive the formulation under the leadership of the provincial senior school social

worker. These role players would include district senior school social workers and representatives from circuit team social workers, HSLES, CTM, as well as representation from the directorate and additional representation from the WCED provincial office.

6.4.2. The intention of the guidelines

“The guidelines on managing school social workers within the Western Cape Education Department lay the foundation on how school social workers should be managed to ensure coordination and uniformity of school social work service delivery.” This statement commits WCED to ensuring the provision of management guidelines for school social workers.

Guidelines for the management of school social workers must be linked to and or based on national policies, guidelines and protocols related to management. Illustrations of such policies are the supervision framework for the social work profession in South Africa (2012) and the Policy for Social Service Practitioners (2012). These policies and related documentation of redesign within WCED, should serve as a guide for developing management guidelines for school social workers. It is imperative for the department of education to realize the importance of guidelines and then to state how the department intends to intervene on the implementation of such a guidelines.

6.4.3. Scope of the guidelines

This policy guideline is applicable to all SSWs employed by the Department of Education and SSWs employed by the School Governing Bodies. This guideline aims to put improved management and supervision structures for SSWs to enhance ethical, effective and efficient SSW service delivery.

6.4.4. Aim of the Guidelines

The aim of the guideline is to institutionalize the practice of management and supervision of SSW as a core element to the development and improving competence of the school social workers in the department of education.

6.4.5. Objectives of the Guidelines

The objectives of the guidelines are to conceptualize, contextualize and provide norms and standards informing the implementation of management and supervision.

6.4.6. Legislative Framework

Management of social workers takes place on different levels: A **social work manager** is a social worker operating at a level(s) of management within an organization; and a **social work supervisor** is a social worker with the required experience and qualification to whom authority is delegated to supervise social work practitioners.

It is proposed that the management guidelines for SSW are based on the National Supervision Framework for Social Workers in S.A grounded in the following legislation framework:

Table 30: Legislation Framework

Policy and legislative framework	Core Mandate
Constitution of the Republic of South Africa, No. 108 of 1996	Chapter 10 of the Constitution highlights the basic values and principles governing public administration. Section 195 (1): a & h identified the following principles: (a) a high standard of professional ethics must be promoted and (b) good human-resources management and career-development practices, to maximize human potential, must be cultivated.
Social Service Professions Act, No. 110 of 1978 as amended, its Regulations and Rules - Code of Ethics	Stipulates that a social worker may only be supervised on social work matters by another competent and registered social worker.
DSD (2005). Integrated Service Delivery Model towards improved social services	The model provides the nature, scope and the levels of intervention based on the developmental social service delivery that provide guidance on service delivery.
DSD (18/2009) Recruitment and Retention Strategy for Social Workers	Recruitment and Retention Strategies call for the effective management and supervision of social welfare professionals as part of effective service delivery.
Batho Pele "People First" White Paper on Transforming Public Service Delivery (1997)	Batho Pele principle promotes service delivery which is quality driven and person-centred. It also allows access to information, encourages transparency, redress and respect, standards, cost effective and time bound.
Labour Relations Act, No. 66 of 1998	The Act ensures the right to fair labour practices. The Act reflects the vision of workers' and employers' rights as envisioned by the Constitution.

White Paper for Social Welfare (1997)	Chapter 4 of the White Paper for Social Welfare gives an overview of the status of human resources within the welfare sector, specifically social workers. It reflects issues of redeployment, capacity building and orientation, education and training, remuneration and the working conditions.
DSD. (2011, August). Framework for Social Welfare Services	Supervision of social service practitioners aim to ensure the delivery of quality services to beneficiaries, whilst supporting and building the capacity of the practitioner.

6.4.7. Advocacy

Advocacy with regard to SSW is needed from a provincial level with other departments to be instituted by the provincial SSW. Advocacy in respect of post provision relating to all district posts: SSW and Senior SSW post and the filling of SSW posts require guidance and direction to the district offices. Dialogue on SSW matters, expectations and developments between provincial office and districts is essential to stay abreast on SSW.

6.4.8. Filling of posts / vacancies

Documentation on district organograms evidently makes provision for SSW posts, recommendation is to advertise and appoint SSW to eliminate SSW having to fulfill a dual role of supervising and working in a team.

6.4.9. Professional Registration for Social Work Supervisors

Line managers providing supervision to be registered with experience on the context and nature of service delivery related to school social workers. This would eradicate SSW being supervised by non-social workers.

6.4.10. Statutory Alignment

Statutory alignment of key performance areas for SSW supervisors to perform all duties of supervision as spelt out in the National Supervision framework for social workers with regard to roles and responsibilities, based on the principles of supervision, norms and standards and legislative framework:

6.4.10.1 The roles and responsibilities of the supervisor

The roles of the supervisor according to framework for supervision (2012:12) are guided by the Code of Ethics of the SACSSP and are to:

- Plan and prepare for the supervision session;
- Ensure that intervention techniques and approaches used by the supervisee are appropriately applied
- Ensure competence in the supervisee's work and to protect beneficiaries from harm;
- Identify the training needs of supervisees and implement a personal development plan
- Clarify lines of communication and authority;
- Conduct quality assurance of the work delivered by the supervisee;
- Ensure written and informal consent received prior to disclosing confidential information regarding the beneficiaries, as well as within the context of supervision;
- Conduct performance management and appraisal;
- Evaluate supervisee's performance in a manner that is fair and respectful;
- Keep record of supervision sessions;
- Take reasonable steps to provide or arrange for continuing education and support;
- Ensure that reasonable steps towards meeting the emotional well-being of supervisees are taken;
- Seek feedback and evaluation from their supervisee for the enhancement of supervision;
- Ensure that records of social work interventions, processes and outcomes are produced and maintained.

6.4.10.2. The roles and responsibilities of the supervisee are to:

- Comply with the Code of Ethics;
- Ensure that they attend agreed-upon supervision sessions
- Keep abreast with new developments in the professional field;
- Keep records of supervision sessions
- Seek feedback and evaluation from their supervisor for the enhancement of supervision;
- Plan and prepare for the supervision session;
- Develop an annual work plan and personal development plan;

- Adhere to lines of communication and authority;
- Review the contract if the relationship between the supervisor and supervisee interferes with the process of effective supervision. If matters cannot be resolved between parties, a third party can be involved.

6.4.10.3. Principles

As management of social workers takes place at various levels, supervision being the form of direct contact with school social workers is based on the following principles (SACSSP & DSD, 2012):

- **Promote and Protect:** The priority of supervision should be to promote and protect the interests of the beneficiaries.
- **Promote active recognition of the cultural systems that shape social worker practice**
- **Professional Development is valued and encouraged:** Supervision is located in the learning environment where professional development is valued and encouraged
- **Accountability:** Supervision promotes safe and accountable practice
- **Social workers respect the inherent dignity and worth of every person.**

In addition, all social workers must make ethically accountable professional decisions based on the SACSSP Code of Ethics.

6.4.10.4 Norms and Standards for Supervision

The norms and standards of supervision for SSWs are aligned to the norms and standards for social workers. The following aspects are viewed as the key areas and determinants in terms of norms and standards:

6.4.10.4.1 Supervision Policy

The department of education must have a context specific supervision policy in place aligned with the supervision framework within the social work profession addressing the following:

- Theoretical model underpinning supervision

- Ratio of supervisor/supervisee
- Definition and goal of the supervision in the department of education
- Functions of supervision and the requirements thereof
- Methods of supervision (e.g. Individual and group) and requirements thereof
- Requirements of a personal development assessment of the social worker based on competencies required of the social worker within the practice
- Requirements of the supervision contract between the social worker and the supervisor covering the following: Roles, responsibilities and mandates; frequency and duration of supervision sessions and revision of the supervision contract;

6.4.10.5. Legislative Requirements

Supervision of all social workers is mandatory. Only social workers may act as social workers' supervisors. It is the responsibility of the department of education to appoint a supervisor who takes primary responsibility for the supervision of social workers, and to provide the supervisor with an appropriate job description. The ratio of social workers to be supervised by the social work supervisor to be captured in this supervision policy and to enter into a contract with the supervisor in terms of the specific ratio 1:10 structured supervision provided if it's the only key performance area; 1:6 if the supervisor has other duties; social workers on consultation 1:15.

6.4.10.6.. Requirements for supervisors

The supervisor of the social worker should be registered with SACSSP, have a minimum of 5 years' experience and have a portfolio of evidence of recognized supervision courses attended.

6.4.10.7. *Ethics*

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. Therefore supervision of social workers should be conducted in compliance with the code of ethics for the social work profession. The supervisor accepts co-responsibility for the professional conduct of the social worker or supervisee.

6.4.10.8. *Quality assurance, monitoring and evaluation*

Social work supervisors are mandated to perform quality assurance, monitoring and evaluation of SSW service delivery. This would replace the current management policy for SSWs in the WCED i.e. the management of SSW by CTMs with reference to monitoring, quality assurance and performance appraisals such as PMDS.

Social workers, supervisors and employers must ensure that supervision is conducted in line with the supervision framework for the social work profession in South Africa which must be available and demonstrated on request by the relevant authorities for monitoring and evaluation. Non-compliance may result in unprofessional conduct to be dealt with in terms of the Social Service Professions Act and or mechanisms instituted by the Department of Social Development. Both supervisors and social workers should have records of every social workers personal development plan, supervision contract, reports and performance appraisals which should be available for monitoring and evaluation. In addition social workers should also have a portfolio of evidence of their personal development plan, supervision contract, reports on performance appraisals, which should be available for monitoring and evaluation.

6.4.11. **Staff Induction and Orientation**

An orientation program should be implemented for all new appointments. An orientation programme should be managed by the senior school social worker at the district office. Orientation should be seen as a process and not a once off event and should therefore to consider being over a period of three months. The following are areas to be covered:

6.4.11.1. *General*

Logistical arrangements on accommodation, desk, computer, telephone access, telephone codes, access cards, stationery, GG- car, parking policy, photocopying including human resource matters on contract form, leave policy, employment conditions, code of conduct, and policies on dress code.

6.4.11.2. *Job Description*

- The history and development of SSWs on an International, National and Provincial level.
- Unpack the objectives of the job description
- Implementation of the objectives of job description through the work plan
- Infusion of social work code of ethics into the job description
- Roles and responsibilities linked to the job description and work plan

6.4.11.3. *Legislation and Policies*

Mastery and knowledge of legislation pertaining to SSW on the following documents is essential to understand and contextualize the JD, and role and function of SSW.

- WCED Provincial and District Organogram Structure (WCED, 2000)
- Education White Paper 6: Special Needs Education: Building and Inclusive Education and Training System (2001: 8). The role of the SSW within the District Based Support Team to provide professional support and expertise within special schools as resource centres and full service schools and other educational institutions is highlighted.
- CSTL – Care and Support for Teaching and Learning: Action Step: National Model (2010: 44). The role of the SSW in supporting inclusive education. One of the care and support priorities in this document relates to social welfare services. This priority area refers to the role of schools and educators in the implementation of child care and protection legislation and in promoting access to social welfare services. Teachers have a legal

obligation to report cases of physical abuse, sexual abuse or neglect and to report incidences of exploitative child labour where the Education Department must notify the DSD. The Department of Education must refer any child who is receiving the CSG who is not registered at or attending school. The SSW should equip educators with the skills and tools necessary to identify vulnerable children and to refer them appropriately.

- Guidelines to Ensure Quality Education and Support in Special Schools and Special Resource Centres. (2007:13; 22-23) – Key elements in this documents is the professional Specialist Support Staff to address the provision of health, therapeutic, psychological and social support to enhance learners’ capacity to achieve maximum benefit from learning experiences, specifically social workers.
 - SSW as part of the district-based support service provides professional therapeutic support to learners with disabilities in mainstream schools.
 - SSW to assist in the mobilization of children and youth who are outside the system and who have no access to schooling.
 - SSW work collaboratively with other sectors including Department of Health, Department of Social Development, Labour, Justice, Correctional Services, Transport, Safety and Security, to develop a network of support to schools
 - SSW to work with the community on advocacy and awareness-raising in the community aimed at changing attitudes and supporting inclusive education policy and practices. Guidelines for Full-service/Inclusive Schools (2010: 23; 26). Specialized SSW Support and support programs from the District Based Support Team are essential to support learners at these schools. Education officials at the provincial and district level are involved in on-going advocacy initiatives that target out-of-school learners.
- Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy (2011: 6). This document relates to SSW creating awareness through training teachers on understanding diverse needs

of learners living in poverty, health and emotional difficulty or else can cause a barrier to learning.

- Social Service Professions Act 110 of 1978 and Social Work Amendment Act 102 of 1998. This professional code of ethics document relates to code of practice for social worker.
- National Supervision Framework for Social Workers in S.A. (2012)
- Crucial Legislation Relating to Child Protection is the following:
- Children's Act 38 of 2005: Child Protection Section: 110, 305. Regulations 33-38,
- Sexual Offences Act 32 of 2007: Sections relating to sexual offences against children: chapter 2; section 54
- Child Justice Act 75 of 2008 this act relates to children in conflict with the law
- Abolishment of Corporal Punishment Act:
- WCED Circular U95/2002 (2002): Protocol for managing Corporal Punishment
- WCED: Abuse No More Policy Document, 2001: Protocol for the management of child abuse

6.5. Summary

This phase presented the guidelines for discussion to a focus group of people with a working knowledge of SSW and the challenges in management. The proposed guidelines were discussed and analyzed. The responsiveness of the respondents enabled a spontaneous flow of comments and allowed for constructive criticism. The researcher guarded against personalizing expressed views and respondents own bias towards the frustrations of posts. The researcher's familiarity with the setting deepened rapport and trustworthiness reinforced the freedom of discussions. Objectivity was challenged as the researcher was pushing for the guidelines and was urged to listen and reflect on the emotions and content of respondents' contributions. The researcher's facilitation, reflection, paraphrase and active listening skills enabled her to filter and prioritize emotions from information yet maintaining the brief of the

focus group. Facilitating the focus group confirmed the researcher's intuition on the challenges experienced by SSW's and how it impact on SSW service delivery.

The amendments made to the guidelines were practical solutions to existing challenges and would eliminate further misunderstanding on management and supervision. These modified guidelines will be recommended to form part of the orientation for SSWs. The ensuing chapter corresponds to Phase Four of the research and provides an executive summary of the research and concludes with recommendations.



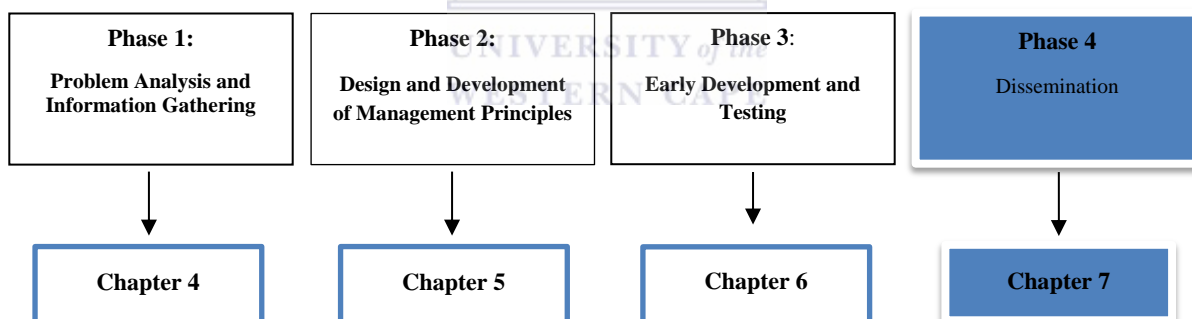
CHAPTER 7: PHASE 4

SUMMARY AND CONCLUSION

7.1. Introduction

The present study incorporated a modified Intervention Research Design and was conducted in four phases as an interactive process. Each phase informs succeeding phases and therefore the results and discussions have been presented in an integrated manner over four chapters. By implication, this report therefore diverged from the traditional manner of presenting findings and discussions in research reports or theses. This report has been organized to encourage the flow of the operational steps as identified by the selected phases of Intervention Research. The first three chapters (numbered 3 -5) present the findings of the first three phases (Phase 1-3). The fourth phase of this model deals with the dissemination of findings and is presented here as the seventh and final chapter of the research report as outlined in Figure 15 below.

Figure 15: Layout of Results and Discussion



Given the nature and process followed in this study, the preceding chapters reported on the research process that culminated in the development of management guidelines for school social workers. This chapter intends to highlight the fourth phase namely, dissemination. For the purpose of this study, dissemination will take the form of an executive summary of the entire process, as well as concluding comments, limitations of the study, significance of the study, as well as recommendations for future studies. This chapter, for that reason is structured to recapitulate on the goals and objectives of this research study, as well as to provide the main outcomes of the research process and to supply a synthesis of the key findings.

7.2. Intervention Research

Intervention Research, as a form of applied research, promotes an understanding of individual and societal conditions and what contributed to their empowerment (Rothman and Thomas, 1994; Ganyaza-Twalo, 2010). Through the steps of intervention research, a process of intervention modelling was embarked on to resolve a recognized problem. The present study incorporated intervention research through a process of information gathering and methodological design elements in order to address and improve the conditions under which school social workers are managed.

7.3. Goals and Objectives of the Research

The main goal of the research is to design and develop management guidelines for school social work for effective management and supervision that will further enhance the services and interventions of school social work. The overall aim of the present study was to develop management guidelines for School Social workers using intervention research. To realize this goal the following aim and objectives were stated:

Objective 1: To identify the problems related to the management of school social workers.

Objective 2: To explore the current management structures for school social work.

Objective 3: The third objective is to develop preliminary management guidelines for school social workers.

Objective 4: The fourth objective is to evaluate and refine the management guidelines for school social workers.

7.4. Executive Summary

Through the implementation of the Intervention Research design and development model by Rothman and Thomas (1994) the researcher was able to attain the stated objectives.

The following phases reflect the activities embarked on to achieve these objectives

7.4.1. Phase One: Problem Analysis and Information Gathering

- ❖ The problem analysis was achieved by a qualitative research approach using documents, literature review, interviews and focus groups.

- ❖ Information gathering and synthesis was achieved by doing a comprehensive literature review positioning school social work and the evolution of the management of school social work. In addition, identifying functional and successful models through site visits were embarked on.

7.4.1.1. Discussion of findings

Literature reviews outline the historic challenges experienced by social work as a primary profession based in a secondary setting. Empirical research and documents alluded to the department of education taking full responsibility for the appointment, funding and management of school social workers and the appointment of senior school social workers to manage and supervise the legitimate practice of this profession; hence the appointment of these posts as reflected through documentation is essential.

With the evolution of the department of education, the allocation of school social work posts were documented in the district organogram identified as crucial posts, yet filled on contract basis. The education redesign moved towards rendering service to be coordinated through circuit teams. The circuit team, seen as a multifunctional team composed of an array of professions managed by a circuit team manager. This circuit team manager was given the responsibility to manage and supervise the professions within this circuit team without being required to have background or training in any of these professions. As a result school social workers are managed by non-social workers that are cited as counterproductive for service delivery and professional development in literature and empirical research.

The WCED organogram reflects the policy provision for the management of school social work by CTMs and H:SLES. The findings in this phase identified that the current practice is that school social workers are supervised by H:SLES and CTMs where the latter is the predominant manager. CTMs fulfil all three levels of management: the top level manager, middle level manager and the role of the low level manager whose function is that of professional supervision. Respondents were able to identify this practice as non-compliant with the statutory requirements regarding professional supervision and reflected that this practice resulted in the following:

7.4.1.2. Lack of Coordination

Findings revealed that there is a lack of coordination of school social work services due to different CTMs managing different SSWs in one district. CTMs having non-optimal or little understanding, background or experience on the professional outcomes of the social work profession often leave SSWs to work independently without supervision and guidance, which resulted in SSW services leaning towards rendering generic services. These generic services included work outside the ambit of the profession, resulting in the dilution of school social work services. Generic services created expectations that school social workers can be used for any type of services not necessarily linked to the training and experience of the social work profession.

Having various people managing different school social workers allows for school social workers to fulfil the needs of the individual CTM. Findings reflected that some school social workers render services related to welfare organisations e.g. handing out food parcels, clothes and getting involved in charity work instead of mobilization and empowering schools to network with these organisations. Other reports were that school social workers fulfil the role of administrative officers by doing the administration of CTMs.

7.4.1.3. Uniformity

Outcomes of the research revealed that within a district each school social worker will be rendering a different service and across the district the situation was the same. Although there is an approved job description there was no uniformity in the service delivery in the WCED. The problem that exists within the districts is clearly related to the lack of uniformity and coordination from the provincial office as the post of the Provincial school social worker had been vacant for two years and respondents felt that this should be prioritized by the provincial office.

7.4.1.4. Post Provision

Staff establishment posts had been provided for social managers/ supervisors (2008) however, these posts have only been filled temporarily. The interim appointments have been made on extended contracts that constitutes transgressions of the labour relations act.. The lack of progress with regard to

filling vacancies in posts that have been provided for on the establishment were reported to impact negatively on morale, service-delivery, role clarity and career planning of SSWs.

There seems to be no permanency with regard to circuit team and senior school social work posts as these posts are contractual or school social workers are absorbed into informal senior positions. Although these posts form part of the approved allocation of posts according to the WCED organogram, there seems to be no urgency or seriousness around making appointments to fill these vacancies. SSWs do not necessarily have the skills for the job and cannot necessarily provide the appropriated guidance often resulting in school social workers doing non- core work in circuit teams. In addition respondents reasoned that their involvement in non-core work is often due to convenience and compliance to avoid victimization and isolation from circuit team members. A sense of belonging is often sought from circuit teams and respondents felt that submission to non-core work contributed to creating this sense of belonging and team spirit in a circuit team. Several respondents felt that this conformity created expectations that non-core work is endorsed and an accepted practice for all school social workers.

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7.4.2. Phase Two: Design and Develop Management Principles

Once the problem was identified and analysed, structured interviews, focus groups and a follow up questionnaire was done. The following were key aspects that emerged from the interviews, focus groups, key informants and survey questionnaire.

- School social work is a recognized specialization in social work however, it is perceived not to be a priority within the department of education as evidenced by the lack of action on mandates on a national and provincial level.
- The non- appointment of permanent school social work posts to both senior and circuit team school social work posts resulted in extended contract posts for many years, adding to frustrations and demotivated staff.
- The management of school social workers is a serious problem and requires attention. Dual management results in confusing lines of authority. It is problematic for circuit team managers who are not required to have any

background or training in social work to manage, supervise and do performance appraisals with school social workers.

- The above resulted in a lack of co-ordination of school social work services from national, provincial and district level and reflects the low morale and profile of school social work in the department of education.

This phase culminated in proposed guidelines to be tested with a focus group in phase three.

7.4.3. Phase Three: Early Development and Testing

The early development and testing phase of the proposed management guidelines was done by a focus group. The findings from this group underscored findings from the previous phase and contributed towards developing draft management guidelines for school social workers. These findings reflected realities experienced by this respective group.

- A focus group formed the pilot for testing the findings of the research. Confirmation of these finding coincided with their experiences and contributed to further shaping of the proposed management guidelines for school social workers. Participants expressed excitement about the document and felt that it potentially could resolve the problems encountered by SSWs.
- Management guidelines were perceived to provide structure on management and supervision. The guidelines included recommendations that identified and addressed problems in the literature and experiences of SSWs on school social work in the previous phase.

The following recommendations are offered in the planning of the implementation of these guidelines:

- *Identifying managers:* The guidelines provide legislative information and requirements that were perceived to inform the identification of managers for school social workers. Participants perceived this to be a particular strength of the document and expressed relief at learning that there was a policy or statutory basis for operationalizing the management structure to which they report. In particular the guidelines identified the National Supervision Framework for the Social Work Profession of South Africa (DSD & SACSP, 2012) as an important legislative

guide in identifying managers and the proposed framework highlights compliance with legislative requirements by providing discipline specific supervision for line management. Furthermore the document reveals additional requirements or considerations when identifying and employing supervisors.

- *Provide a framework for supervision:* Participants felt that the proposed guidelines should formulate a contextual policy regarding the management of social workers and should be formulated in line with other national policies to illustrate the roles and responsibilities during supervision, the functions of supervision, the phases of supervision, the methods of supervision, the style of supervision and monitoring and evaluation link to the supervision process.
- *Provide a framework to specify expectations of managers and school social workers with regard to roles, responsibilities, functions and understanding of these job description issue related to legislation and policy:* These components are interlinked and crucial in the managing of school social workers to clarify expectations related to service delivery.
- *Identify lines of communication:* Clear lines of communication should be established with regard to reporting processes in terms of administrative and human resource processes such as leave, absenteeism and operational issues with regard to submission of reports. In this regard it would enhance clarity, compliance and commitment by school social workers and encourage better communication and collaboration.
- *Provide and ensure a business process:* Providing a guide on how school social work services will take place and expectations in relation to its operation such as meeting dates for: planning, reviews, operational expectations and issues, reports and documentation required, supervision etc.

7.4.4. Phase Four: Dissemination

During the dissemination phase the management guidelines have been revised and will be disseminated in the form of an unpublished monograph. The findings from this process will subsequently be presented to the Provincial Office at the WCED for consideration and approval from higher authorities, as well as adoption into practice. Once the guidelines are formalised the implementation could start with the induction

process of new appointees and in addition existing SSW staff could be informed, trained and guided through staff development workshops.

7.5. Conclusion

The proposed guideline for managing school social workers is the outcome and conclusion of the research study as presented in this thesis.

The goal of this research study was to develop and design management guidelines for school social work. Intervention Research: Design and Development (Rothman & Thomas, 1994) provided the researcher with the opportunity to develop these guidelines through an iterative process that was also grounded in empirical enquiry. The flexible and versatile nature of the sequential steps in the model allowed for a modification to suit the specific needs or goals of the research i.e. to inform the development of this guideline. The model was well suited for this type of research to develop guidelines in a participatory manner that also constituted an intervention.

The researcher recognizes that school social work and its management are faced with several challenges and the development of proposed guidelines is one step towards developing school social work as a profession. This research underscored that the application of social work in the education sector requires a serious commitment to be realized optimally.

7.6. Recommendations

- The national and provincial authorities in the department of education realize the crucial role of the school social worker in addressing barriers to learning as reflected through various policy documents. School social work receives much priority with reference to post provision both at the provincial and district level including management.
- The coordination and management of school social work takes place from national office to ensure that the provincial office prioritizes the social work profession as a priority.
- National social work norms and standards with regard to service delivery and supervision are adopted.

- The recommended management guidelines of this study be made available to the WCED provincial office to consider as a framework for the management of school social workers in this province. The provincial office allocate the necessary time for planning the adoption and implementation of these guidelines.
- The WCED provincial office to consider these management guidelines because of the collaborative nature of the research and how it contributed to increased enthusiasm, hope and belief in the future of the discipline. Cognizance should be taken of the current practice, impact on service delivery, morale and threats to compliance with legislation in particular the professional requirements around supervision.

7.7. Limitations of the Study

In conclusion the researcher views and would like to acknowledge the following as limitations to the study:

- The literature on school social work in South Africa and in the Western Cape in particular is very limited hence the researcher had to resort to dated literature.
- The document analyses in phase one and phase two were primarily policy documents emerging from different sectors of the department of education. Although these policy documents were significant in this research, more crucial policies related to the research developed subsequent to the research, such as the document on roles and responsibilities of districts (2013).
- Instead of presenting an overview of school social work in South Africa the majority of the study reflects practices and experiences in only one of the nine provinces viz Western Cape, due to its resourced and developed section for school social work.
- Email and telephonic interviews were utilized to gather information of school social worker across South Africa. Even though crucial information was revealed, face-to-face interviews would have elicited more non-verbal responses for reflection and further discussion.
- Implementation of management guidelines for school social work within WCED is not possible during this study however it will be recommended to the WCED accompanied by a simultaneous evaluation process.

- The availability of senior departmental officials, such as director special needs, limited the possibility of evaluation and advanced development with input from management.
- Limited input from people in managerial positions

7.8. Significance of the Study

This study contributes to the development of school social work in South Africa by highlighting the challenges experienced by school social workers with regard to the management structure. The significance of the study is therefore stressed for the following reasons.

This study adds value to the field of school social work by creating an understanding of the role of the school social worker in the DOE with reference to policy documents within the Department of Education. Furthermore, the study provides, through scholarly convention, an awareness on the management and supervision of social workers and more specifically school social workers as guided by the National Framework for supervision for social workers and related legislation. The mandatory function of supervision to guide social work practice highlights the crucial role of supervisor and supervisee during the supervision process. Compliance to supervision and contextualising supervision is stressed and provide an opportunity for employees to make provision for supervision.

In addition, the crucial role of induction and continuous staff development is essentially emphasized in this research providing the opportunity for comprehending the job description of the school social worker and its implementation. This role of management in school social work is assisted by this research namely management guidelines. The study adds to the body of literature that was lacking in empirical research. The study used participatory methods that acknowledged the social workers as co-constructors of the reality in which they work and as such part of the proposed guidelines this research attempted to develop. The research not only assisted in developing guidelines as an outcome but also helps SSWs to reflect on their experiences especially in terms of management and being supervised, thus it offers them an opportunity for reflection.

7.9. Recommendations for Future Studies

The recommendations presented are based on the conclusions on this research. These recommendations should inform future research, especially studies in the field of intervention design and development approach to intervention research:

- The researcher recommends that the Western Cape Education Department commission a task team of relevant role players to modify and or assess the feasibility of the proposed guidelines to manage school social workers.
- The researcher recommends that the senior authorities of the Department of Education commit to the implementation of the proposed management guidelines based on these guidelines.
- The researcher recommends advanced testing of the guidelines using a sample from management in the Western Cape for further refinement.
- The researcher recommends that a workshop be held with managers to clarify the distinction between the different levels of managers in the current structure. The workshop should aim at creating an understanding of the level one manager, clinical supervisor, and that it should be in the domain of the profession.

It is further the intention of the researcher to present these guidelines to the education authorities in the Western Cape Education Department as these guidelines would assist in the management of school social workers.

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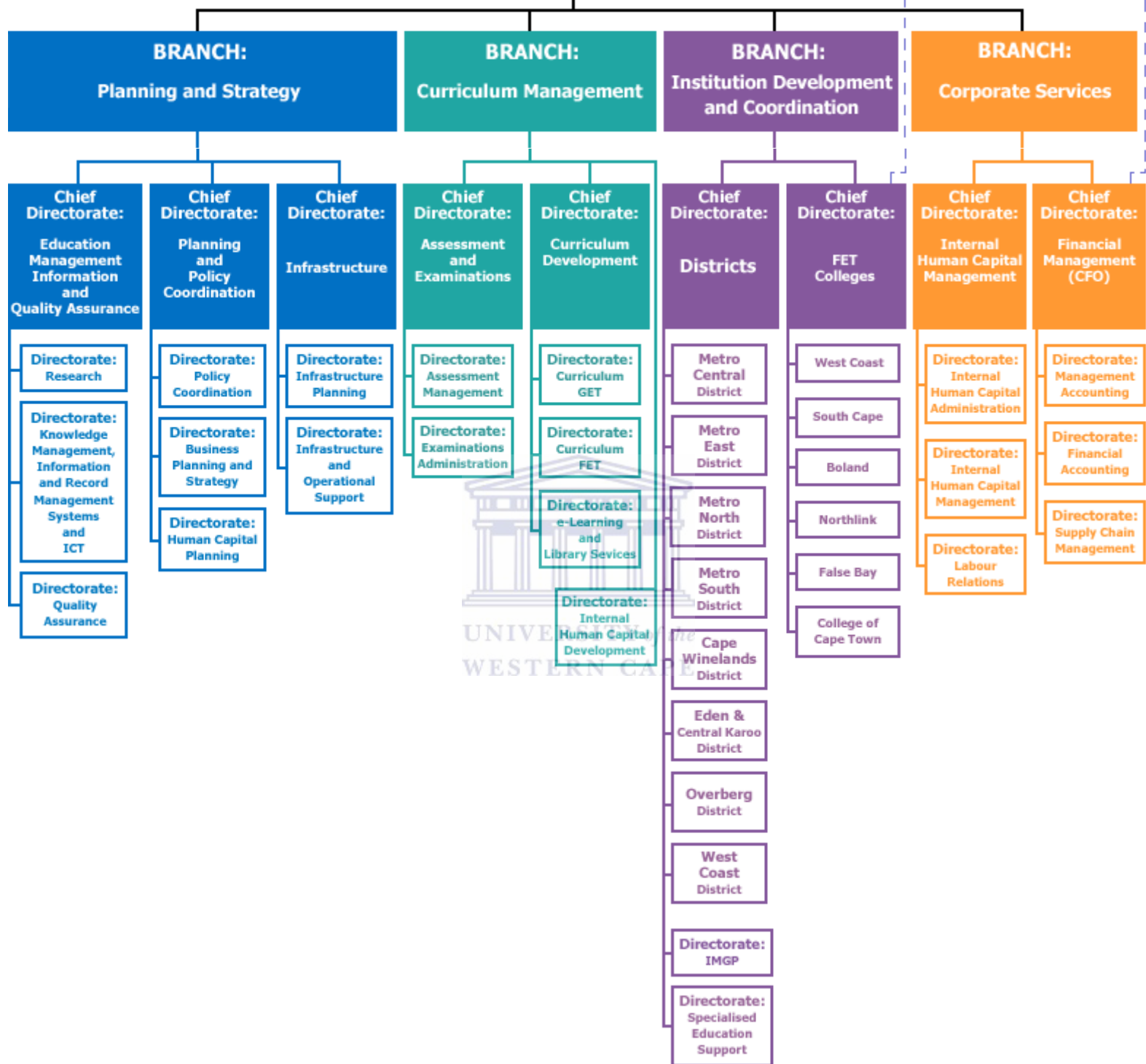
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ANNEXURE A

WCED PROVINCIAL STRUCTURE



ANNEXURE B



UNIVERSITY of the
WESTERN CAPE

OFFICE OF THE DEAN DEPARTMENT OF RESEARCH
DEVELOPMENT

07 August 2013

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape approved the methodology and ethics of the following research project by Ms R Kemp (Social Work)

Research Project:
guidelines for school social work

The development of management

Registration no:

11/5/9



Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

Private Bag X17, Bellville 7535, South Africa
T: +27 21 959 2988/2948 . F: +27 21 959 3170

E:
pjosias@
uwc.ac.za

ANNEXURE C

Permission to conduct research within the Western Cape Education Department

Navrae Enquiries IMibuzo
 Dr A.T Wyngaard
 Telefoon Telephone IFoni
 021 467 9272
 Faks Fax IFeksi



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

Verwysing Reference ISalathiso
 20101202-0079

Ms Rochshana Kemp
 Haven Road
 Garden Village
 Maitland

Dear Ms Rochshana

RESEARCH PROPOSAL: THE DEVELOPMENT OF AN INSTITUTIONAL FRAMEWORK FOR SCHOOL SOCIAL WORK IN THE WESTERN CAPE

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **01 February 2011 till 30 September 2011**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
 Western Cape Education Department
 Private Bag X9114
 CAPE TOWN
 8000**

We wish you success in your research.

Kind regards.
 Signed: Audrey T Wyngaard
 for: **HEAD: EDUCATION**
DATE: 03 December 2010

ANNEXURE D**PARTICIPANT INFORMATION SHEET****Fieldwork Supervisor**

Project Title: The Role of Host- Parenting in Permanency Planning for Children in Care.

What is this study about?

This is a research project being conducted by Melissa Amroodt at the University of the Western Cape. We are inviting you to participate in this research project because you have participated in the hosting program at a residential care facility. The purpose of this research project is to explore your experiences and perspectives as a host parent and to make recommendations to the residential care sector and facility to consider in their designing of an effective hosting program.

What will I be asked to do if I agree to participate?

You will be asked to participate in an interview that will be done at the most convenient time and place of your choice or you will be asked to participate in a focus group which will take place at the residential care facility. You will engage in a discussion on your experiences of host parenting, motivation for host parenting and your understanding of the role of host parenting.

Would my participation in this study be kept confidential?

We will do our best to keep your personal information confidential. To help protect your confidentiality,

- a) All audio taped interviews and files will be kept in a locked filing cabinet to which only the researcher has access.
- b) The researcher will make use of pseudonyms instead of participants' names in the reports.
- c) Responses included in the report will refer to pseudonyms and not the participants' names.
- d) Responses will not be made public without your consent.

If we write a report or article about this research project, your identity will be protected to the maximum extent possible.

ANNEXURE E



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959, Fax: 27 21-959

E-mail:

CONSENT FORM

Title of Research Project: The Development of Management Guidelines for School Social Work in the Western Cape Education Department

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

Participant's name.....

Participant's signature.....

Witness.....

Date.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Dr. M Londt

University of the Western Cape

Private Bag X17, Belville 7535

Telephone: (021)959-2277

Cell: 082 4906 469

Fax: (021)959-

Email: mlondt@uwc.ac.za

ANNEXURE F**Interview Schedule**

Semi-structured interviews

Questions

1. Tell me about your experience thus far as s/w, CTM, SGB s/w, H:SLES
2. Your experience in your current post
3. Do you know what is expected of you as s/w or sw manager/supervisor
4. If you should get stuck, what recourse do you have? Who do you consult with?
5. Who monitors the implementation of sw JD or work plan?
6. Who is responsible for the supervision of the sw? PMDS or appraisal
7. What works for you?
8. Areas that can be improved?
9. What would be an ideal structure for ssw to operate effectively?
10. What should be in place?

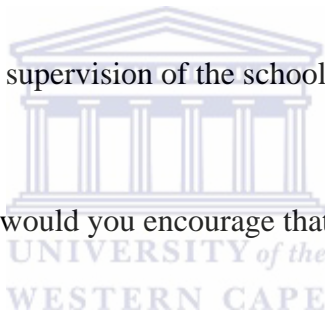


ANNEXURE G

Focus Group Schedule

The following were questions posed to the focus groups

1. Tell me about your experience in your current post?
2. What is expected of you as a school social worker or manager / supervisor?
3. If you should get stuck, what recourse do you have? Who do you consult with?
4. Who monitors the implementation of school social workers job description or work plan?
5. Who is responsible for the supervision of the school social workers? PMDS or appraisal?
6. In your current post, what would you encourage that works for you?
7. Areas that you think can be improved?



ANNEXURE H

List of Documents included in Document Analysis

- Contact with school social workers and key informants within all provinces in South Africa (SA)
- Contact / interviews /observational site visits to districts within WCED
- Job Descriptions of school social workers across the nine provinces of SA
- Constitution of South Africa (1996)
- South African Schools Act (1996)
- Inclusive Education - White Paper Six on Inclusive Education (2001)
- Abuse No More Policy (2001)
- Swart, S. 1997. Riglyne vir die effektiewe bestuur van skoolmaatskaplikewerkers in the Wes- Kaapprovinsie. Universiteit van Stellenbosch.
- Rocher, H.J.W. 1977. An investigation into the role of school work with special reference to the RSA. Unpublished D.Phil thesis, University of Pretoria.
- Provincial management meetings within WCED (2010, 2011)
- District management meetings within WCED (2010, 2011)
- Document: Motivation for school social work to be declared a specialist area of social work – Western Cape contribution to SACSSP
- Document: Motivation for centralization of school social work services within Metro Central Education District (MCED. 2011-2012)
- Performance Management Development System, WCED (2011)
- Supervision – MCED - (2011)
- Quality Assurance – MCED (2010)
- MCED School Social Work Statistics (2005-2011)
- School Social Work: Needs Assessment and Recommendations (DoE & Department of Welfare)
- Coordination of services between school personnel/Welfare organization/school clinics (1993)
- DoE – Submission to increase school social work posts (2005)

- Provincial Administration: Western Cape : Department of Social Services: Multi-Disciplinary Protocol for the Management of child abuse and neglect in the Western Cape Province, the role of DoE (1998)
- Draft Document on work agreement between the department of education and social services (1996)
- The role of the school social work in Inclusive Education (Kemp,2005)
- SACSSP Act 1978
- Motivation to continue contract school social work posts (WCED, MCED, 2006-2012)
- Motivation for the activation of the senior school social work posts (WCED, MCED, 2005)
- Supervision framework of DSD & SACSSP (2012)



ANNEXURE I

QUESTIONS POSED TO THE FOCUS GROUP

1. Comment on the proposed guidelines for the management of SSW
2. Comment on the perceived implementation value of the guidelines



ANNEXURE J

QUESTIONNAIRE FOR SCHOOL SOCIAL WORKERS, HEAD: SPECIALISED LEARNER AND EDUCATOR SUPPORT (H: SLES) AND CIRCUIT TEAM MANAGERS (CTM) IN THE DEPARTMENT OF EDUCATION

1. INFORMATION ABOUT RESPONDENT

1.1 In which province are you employed at?

Eastern Cape		Northern Cape	
Free State		North West	
Gauteng		KwaZulu Natal	
Limpopo		Western Cape	
Mpumalanga			

1.2 In which district within your province are you employed at?

.....

1.3 How many school social workers are there in your district?

.....

1.4 In which position are you employed?

School Social Worker at Education District	
School Social Worker at Special School	
School Social Worker at Mainstream School	
Senior School Social Worker	
School Social Work Manager	
Head Specialized Learner Educator Support (H:SLES)	
Circuit Team Manager (CTM)	
Other	

1.5 How many years of experience do you have in the above mentioned position?

.....

1.6 How many years of experience do you have in totality?

.....

1.7 Are you currently employed on?

Contract	1
Permanently	2

1.8 How long have you been employed on:

Contract/Permanent	Months	Years
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On contract		
Permanently		

1.9 Please indicate if you are:

Male	1
Female	2

1.10 Please indicate which age group you fall in?

25 – 30 years old		46-50 years old	
31 – 35 years old		51-55 years old	
36 – 40 years old		56-60 years old	
41 – 45 years old		61-65 years old	

1.11 Did the school social worker(s) in your district/province have an orientation when they were appointed?

Yes	1
No	2

1.12 What did the orientation consist of?

Introduction to organization/school structure		Work Plan	
Introduction to policies		Roles and responsibilities	
Job description		Introduction to other profession at organization/school	
Did not have an orientation		Anything else?	

1.13 Who was responsible for the co-ordination of the orientation?

Senior School Social Worker		Principal at the school	
H:SLES		Had to find own way	
Circuit Team Manager			

2 THIS SECTION AIMS TO ASSESS THE BUSINESS PROCESSES OF SCHOOL SOCIAL WORK SERVICES

2.1 Information on **planning** with regard to the way school social work service is organized.

2.1.1 Please indicate who is responsible for compiling the following planning work documents?

WORK DOCUMENT	SCHOOL SOCIAL WORKER	CT M	H:SL ES	OTHE R SPECI FY	NOT APPLICA BLE IN THIS DISTRICT
ANNUAL WORK PLAN					
QUARTERLY					

WORK PLAN					
WEEKLY PLANNER					
OTHER					

2.1.2 Please indicate who is responsible for monitoring and evaluating the implementation of the above documents?

SCHOOL SOCIAL WORKER	
SENIOR SOCIAL WORKER	
PRINCIPAL	
H:SLES	
CTM	
OTHER SPECIFY	
NOT APPLICABLE IN THIS DISTRICT/PROVINCE	

2.2 This question contains information regarding **reporting** of school social workers. Do the school social workers report on the following work documents? If yes, to who?

WORK DOCUMENT	Do the school social workers report on these documents" YES / NO	CTM	H:SL ES	SENIOR SCHOOL SOCIAL WORKER	OTHE R SPECI FY	NOT APPLICAB LE IN THIS DISTRICT
TERM STATISTICS						
TERM - MONITORING INSTRUMENT						
TERM - ABUSE NO MORE REGISTER						
TERM – CENTRAL CASE WORK REGISTER						
ADDITIONAL CIRCUIT TEAM REPORTS						
OTHER ADDITIONAL REPORTS, SPECIFY						

2.3 This question contains information regarding **contact** with the school social workers. Please indicate how often and with whom the school social workers have contact with?

ACTIVITY	HOW OFTEN DOES THIS ACTIVITY TAKES PLACE? ONCE A WEEK, ONCE A MONTH, ONCE A TERM	CTM	H:SLE S	SENIOR SCHOOL SOCIAL WORKER	OTHER SPECI FY	NOT APPLICABLE IN THIS DISTRICT/PROVINCE
SUB-COMPONENT MEETING						
TOUCH BASE/CHECK IN						
CPD						
SUPERVISION / CONSULTATION						
PMDS						
OTHER SPECIFY...						

3. INFORMATION REGARDING THE CONTEXT FROM WHICH SCHOOL SOCIAL WORK SERVICES ARE RENDERED

3.1 DOES THE SCHOOL SOCIAL WORK SERVICE DELIVERY FORM PART OF A MULTI-DISCIPLINARY TEAM / CIRCUIT TEAM?

YES	
NO	

3.2 IF YES, WHAT IS THE TEAM KNOWN AS?

School Base Team		Multi Functional Team	
Circuit Team		Other	

3.3 WHAT IS THE COMPOSITION OF THE TEAM? NAME THE PROFESSIONS?

Circuit Team Manager		Psychologist	
IMG Advisor		Learning Support Advisor	
Curriculum		Administration Personnel	
Principal		Physiotherapist	
HOD of school		Occupational Therapist	
School Social Worker		Other	

3.4 ARE THE TEAM MEMBERS ROLES AND RESPONSIBILITIES CLEARLY DEFINED?

YES	
NO	

3.5 DOES THIS TEAM FUNCTION WITH CLEARLY FORMULATED GOALS AND OBJECTIVES?

YES	
NO	
NOT ALWAYS	

3.6 ARE THESE GOALS AND OBJECTIVES KNOWN TO ALL MEMBERS OF THE TEAM?

YES	
NO	

3.7 WHO COORDINATES THE TEAM?

Circuit Team Manager		Case Manager	
H:SLES		IMG Advisor	

3.8 HOW DOES THIS COORDINATION TAKE PLACE?

Chairing of Meetings		Report Back	
Calling Team Members to meetings		Email	
Delegation		Other	

3.9 HOW DOES THE TEAM MEMBERS COMMUNICATE WITH ONE ANOTHER?

Telephone		Weekly Meetings	
Email		Ad Hoc Meetings	
Fax		Other	

3.10 IF THE SCHOOL SOCIAL WORK SERVICES IN YOUR DISTRICT / PROVIDE DO NOT OPERATE FROM A MULTI-DISCIPLINARY / CIRCUIT TEAM COTEXT, BRIEFLY DESCRIBE HOW SCHOOL SOCIAL WORK SERVICE OPERATE?

.....

.....

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3.11 WHAT ARE THE STRENGHTS OF THIS APPROACH?

Sharing of professional experience	
Sharing of information on schools/education/districts	
Discussions of issues from diverse professions	
Other.	

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3.12 WHAT ARE AREAS THAT YOU THINK NEEDS TO BE DEVELOPED WITHIN THIS APPROACH?

.....
.....
.....
.....

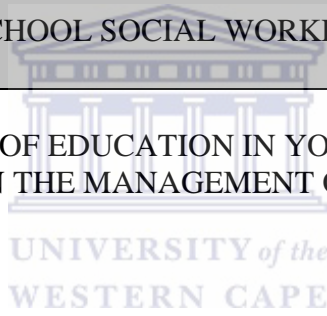
3.13 IN YOUR EXPERIENCE, WHAT DO YOU THINK WOULD BE IMPORTANT FOR EFFECTIVE FUNCTIONING OF A MULTI-DISCIPLINARY / CIRCUIT TEAM FUNCTIONING?

.....
.....
.....
.....

4. THE MANAGEMENT OF SCHOOL SOCIAL WORKERS

4.1 DOES THE DEPARTMENT OF EDUCATION IN YOUR DISTRICT/PROVINCE HAVE A FORMAL POLICY ON THE MANAGEMENT OF SCHOOL SOCIAL WORKERS?

YES	
NO	



4.2 IF YES, DOES IT FORM PART OF ANY LEGISLATION?

.....
.....
.....

4.3 IF NOT, DO YOU THINK THAT A POLICY SHOULD BE FORMULATED? SUBSTANTIATE YOUR ANSWER.

.....
.....
.....
.....

4.4 WHAT IS YOUR UNDERSTANDING OF MATRIX MANAGEMENT OF SCHOOL SOCIAL WORKERS?

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.....
.....

.....

4.5 WHO IS MANAGING THE SCHOOL SOCIAL WORKERS IN YOUR DISTRICT / PROVINCE PRESENTLY?

Senior School Social Worker		Principal	
Circuit Team Manager		Other	
H:SLES		Not Sure	

4.5 HOW ARE SCHOOL SOCIAL WORKERS BEING MANAGED, PRESENTLY IN YOUR DISTRICT / PROVINCE?

.....

THE FOLLOWING QUESTIONS RELATE TO THE SERVICE DELIVERY OF SCHOOL SOCIAL WORK SERVICE IN YOUR PROVINCE / DISTRICT

5. ARE THERE GUIDELINES FOR SERVICE DELIVERY? IF YES, PLEASE EXPLAIN

.....

6. DO YOU AS SCHOOL SOCIAL WORKER / MANAGER HAVE AN UNDERSTANDING OF WHAT THE SCHOOL SOCIAL WORKERS SHOULD DO ON A DAILY BASIS?

YES	
NO	

7. WHAT RECOURSE DOES SCHOOL SOCIAL WORKERS HAVE IF THEY ARE UNCLEAR? DO YOU CONSULT WITH?

Senior School Social Worker		Other School Social Work Colleagues	
Circuit Team Manager		Continue on their own	
Other School Social Work colleagues		Other	

8. WHO DO SCHOOL SOCIAL WORKERS REPORT TO?

Senior School Social Worker		Principal	
Circuit Team Manager		No One	
H:SLES		Other	

9. IS THERE UNIFORMITY IN TERMS OF SERVICE DELIVERY OF SCHOOL SOCIAL WORKERS IN YOUR PROVINCE?

YES	
NO	
NOT SURE	

10. IF YOU HAVE ANSWERED NO TO THE ABOVE QUESTION, SUBSTANTIATE YOUR ANSWER.

.....

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.....

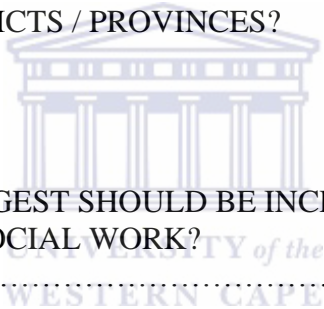
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10. DO YOU THINK THAT MANAGEMENT GUIDELINES FOR SCHOOL SOCIAL WORK WOULD ASSIST IN ORGANISING THE SERVICE DELIVERY TO ENSURE UNIFORMITY ACROSS DISTRICTS / PROVINCES?

YES	
NO	
NOT SURE	



11. WHAT WOULD YOU SUGGEST SHOULD BE INCLUDED IN MANAGEMENT GUIDELINES FOR SCHOOL SOCIAL WORK?

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THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONAIRE
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