

## Referee Statement: New Application for Accredited School Social Worker (ASSW) Status

### Explanatory notes for employers/supervisors completing this reference statement.

You have been asked to complete this statement by a social worker (applicant) who is seeking to become accredited by the Australian Association of Social Workers (AASW) as an AASW Accredited School Social Worker (ASSW).

Please note that you may be contacted directly by the assessing officer if further clarification is needed.

There are 6 criteria/components to the accreditation process. An applicant (social worker) must:

1. Hold current membership of the AASW
2. a. Have at least 2 years' full-time equivalent (FTE) post-qualifying social work experience in a School setting or demonstrably related position within the past five years.  
b. An applicant must be able to articulate how their experience meets the AASW School Capability Statement
3. Have received at least 2 years full time equivalent (FTE) post qualifying supervision in a School setting/field within the past five years.
4. Have met the current AASW ASSW Continuing Professional Development requirements.
5. Demonstrate ability and knowledge of School Social Work practice.
6. Verification of applicant's skills and competencies in practice – Referee statement and position description; arrange an employer or supervisor to provide a referee statement related to each post qualifying nominated School social work position

As the referee, you will need to provide a statement as to your relationship with the applicant and make a declaration that you are an appropriate referee as detailed below:

- You are a supervisor and have direct and specific knowledge of your social work practice, as derived through the supervision process itself.
- You have relevant qualifications and experience in the field/setting in which the credential relates and some training/experience in supervision. An appropriate supervisor may include:
  - School Supervisor
  - Direct manager/ line manager if they are also your supervisor
  - External supervisor
  - Senior Clinician (if they are also your direct supervisor)
  - Group supervisor

Note: you cannot complete this referee statement if one of the below applies:

- You have a close, personal or intimate relationship with the applicant (i.e. they are a spouse/partner)
- You are a relative or family member of the applicant
- You do not hold a relevant qualification/s and experience in the setting/field in which the credential relates

## Section 1: Referee and Applicant Details

This is to be completed by an employer/supervisor - past or present.

Name of applicant:	
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### Your personal details

Title:	
Full name:	
Position/job title:	
Qualification:	
Address:	
Phone:	
Email:	

### Relationship with applicant

Please describe your relationship with the applicant and the nature of your role as employer/supervisor. Please include relevant dates and details of the practice setting in which you work (or worked) with the applicant. If you require more space, please feel free to attach a separate typed and signed page.

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If possible, please provide comments regarding the applicant's employment equivalence within the last 5 years, (for example 'the applicant currently is employed 0.8 FTE however, from Jan 2016 – Feb 2019 was employed full time').

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### Qualifications

Please state your qualifications (including your supervision training).

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## Experience

Please state your experience in School social work and your supervision experience.

## Section 2: AASW Accredited School Social Worker - Referee Statement

The Capability Framework for AASW Accredited School Social Workers is used by applicants applying for accreditation to demonstrate their knowledge, skills, and experience in School social work practice settings. We structured this referee statement using this Framework as a foundation.

Please tick the appropriate box against each of the standards listed to indicate that in your view, the applicant meets or does not meet this standard. There is additional space for comments if required.

Capability 1: Engagement and consultation		Yes	No	N/A
<b>Knowledge</b> Working with schools requires a strong understanding of:	the influences on students of family and social networks, physical and mental health, and disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	organisational structures, functions, regulations and lines of authority within schools and the employing body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	government legislation related to the quality of the educational experience and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	disability standards requiring reasonable adjustments for students with learning difficulty and/or disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	the principles and processes of professional teamwork in school settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	the work roles and scope of other professionals working with schools and student support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	roles, influence and balance in decision-making in schools and systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Skills</b> Accredited School Social Workers demonstrate the following specialist skills:	applies principles of assertive engagement to establish confidence as a trusted source of advice and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	consults with teachers and other school staff as a trusted colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	develops and uses formal mechanisms to collect data to inform assessment and approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	engages relevant agencies and peak bodies where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	promotes student voice and agency in developing service plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	provides advice on the development and implementation of learning plans for students with disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	works collaboratively with other professionals in developing plans for support, engagement and sustainable wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	outcomes			
	employs highly effective approaches with hard to engage students, families and significant others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	engagement with families from culturally and linguistically diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	engagement and support strategies for children and families with additional learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further Comments:				
<b>Capability 2: Assessment</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>Knowledge</b> Working with schools requires a strong understanding of:	contemporary theories and practices informing assessment of child development, attachment, and the impact of trauma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	child and adolescent developmental ages and stages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	demographic trends and outlooks for student populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	learning environments and potential barriers to engagement and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	trauma and its impact on student behaviour and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	intersectionality and the complexities and impact of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	risk assessment, management and safety planning for at-risk students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	mental health issues, suicidal ideation, threats, and self-harming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	the range, nature and impact of disabilities and learning difficulties on children and adolescents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	family diversity and influences on behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	legislative requirements for information management and sharing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Skills</b> Accredited School Social Workers demonstrate the following specialist skills:	undertakes systematic and comprehensive assessments of student needs, challenges and opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ensures they are up to date and fully informed on matters related to their work roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	assists in the analysis of disability assessment data to inform reasonable adjustments for disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	co-ordinates support for students with multiple and complex needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	identifies trigger points for action to address the needs of students in crisis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	liaises with external organisations concerned with student health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	keeps records in accordance with legislative, school system and individual school policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	follows protocols for information sharing with other agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	focuses case assessment on ways of reducing the need for intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further Comments:				
<b>Capability 3: Intervention and protective practices</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>Knowledge</b> Working with schools requires a strong understanding of:	the value base and methods of social work intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	theory and practice guiding effective preventive and early intervention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	school policy, curriculum and approaches to teaching, learning and engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	how resilience in children and adolescents can be developed and supported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	current and emerging child protection policy and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	related socio-legal issues and ethical decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	external community service systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	legislation, policies and reporting procedures aimed at protecting children at risk from harm and abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	school policies, system supports and referral pathways for children with disability and additional learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	policy and practice supporting confidentiality and consent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Skills</b> Accredited School Social Workers demonstrate the following specialist skills:	engages with key stakeholders to ensure their views are appropriately captured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	provides strategies and interventions aimed at building and sustaining resilience in children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	establishes role as a trusting significant other in working with children and adolescents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	addresses complex situations through student and family counselling and casework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	provides advice to school staff when children and young people are at risk of harm or abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	provides advice on modifications of education programs, individualised support behaviour management, and classroom dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	identifies and provides coordination of relevant systems of care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	contributes high-level expertise in responding to child protection concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	provides debriefing and ongoing support for staff experiencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	difficult circumstances			
	identifies end points for intervention and provides confirmation of outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	communicates effectively with families about confidentiality, reporting duties and sharing of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further Comments:				
<b>Capability 4: Policy and program development</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>Knowledge</b> Working with schools requires a strong understanding of:	government frameworks supporting policy change and reform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	theory and practice of policy development and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	legislation informing school policy and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	school and community organisational governance, structures and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	referral pathways for the provision of support and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	crisis response theory and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	resources available to support crisis intervention actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	policy development, program implementation and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Skills</b> Accredited School Social Workers demonstrate the following specialist skills:	develops and implements prevention and early intervention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	initiates and conducts evaluations of practice and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	engages in policy and program development networks with local service providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	supports school communities on critical incident assessment and responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	takes a key role in systems, local and community planning and service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	questions inappropriate or inequitable policy goals and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	identifies sources for appropriate resources supporting program implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further Comments:				



<b>Capability 5: Reflective practice</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>Knowledge</b> Working with schools requires a strong understanding of:	the history and impact of economic, social, cultural factors on school systems and student access and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	the diversity of perspectives and approaches of school staff and other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	schools as socialising institutions, with particular attention to dimensions of power and disadvantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	the factors creating inequalities for children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	the significance of self-reflection, empowerment and non-oppressive practice in the school context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Skills</b> Accredited School Social Workers demonstrate the following specialist skills:	reviews and clarifies the scope of their professional role in school settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	supports school staff using a critically reflective conversation approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	critically assesses their impact on students, parents and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	reviews outcomes of efforts to maximise student learning, engagement and opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	integrates findings from evidence-based best practice, policies and current research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	participates in systematic analysis and research activities focusing on student wellbeing in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	reviews and modifies approach to practice in response to developments in school systems strategies and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further Comments:				
<b>Capability 6: Leadership</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>Knowledge</b> Working with schools requires a strong understanding of:	evidence-based practice and its use in guiding change and reform in education policy and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	the unique contribution of social work in schools and how it intersects with other perspectives and professions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	theoretical frameworks and principles for leading change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	mental health intervention frameworks across all tiers, including early intervention and primary prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	effective approaches to developing partnership models of service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Skills</b> Accredited School Social Workers demonstrate the following specialist	engages in research informing strategic reform and initiatives to improve student wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	contributes to the improvement of service provision through research, policy development and advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	engages in networks, coalitions and collaborations providing policy advice to governments and school systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	manages relationships with and between program or project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

skills:	stakeholders			
	contributes to improvement of social work practice in school settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	takes an active role in the development and improvement of whole of school policy and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	collaborates in design and delivery of professional development opportunities for the school workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	advocates on behalf of students to their parents and carers, schools and outside organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	conducts training and information sessions aimed at mitigating the impact of potential critical incidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	coordinates and supervises social work students in school placements in school and educational contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	takes a lead role in the initiation, development and delivery of self-care information to staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further Comments:				
<b>Recommendation</b>			<b>Yes</b>	<b>No</b>
In your professional opinion is the applicant capable of practicing, either directly or indirectly, in accordance with the AASW School Social Worker Capability Framework?			<input type="checkbox"/>	<input type="checkbox"/>
Please provide a final referee statement related to the applicant.				

#### Section 4: Declaration

I declare that:

1. The information I have supplied on this form and any attachments is complete, correct and up to date.
2. I am an appropriate referee and meet the referee requirements as set out in the referee statement information.
3. I have read and understood the information supplied to me in the explanatory notes accompanying this application

Name:	
Signature:	
Date:	