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COMMUNITY RESPONSE WORKER IN SCHOOLS

Working with Children
and Families in your
School


Methodist Mission

COMMUNITY RESPONSE IN SCHOOLS

CMM's Community Response Team was initially established as an earthquake response, to work in primary and intermediate schools in Christchurch. We have worked in over 30 schools in the last 4 years.

The Community Response Team is a mobile team of social workers, group facilitators and a teacher that have the skills to respond to a variety of needs within the community. We are able to tailor our services to meet the needs of individual schools.

What we can offer your school is one worker, for one day per week, for the following services (we endeavour to keep the same worker in your school):

- > One on one mentoring with children
- > Social work support with children and/or families
- > Parenting workshops
- > Children's groups (Wise-Up and ACES can be run at an additional charge)
- > Referral to CMM Social Services including psychologists and budgeting service
- > Advocacy and referral to specialist support services.

The charge for this would be \$6000 per 6 month contract.

If you would like to find out more about how we can support your school please contact us to discuss your individual needs

Andrea Wilson-Tukaki

CMM Community Development Manager

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SCHOOLS HAVE FOUND OUR SERVICE TO BE OF GREAT VALUE TO THEIR COMMUNITY.

Comments are from an independent review undertaken late 2015.

"The long term relationships are key. Everything (CMM do) is valuable. Parents need the support and expect it. We need the right people delivering the support. Everything CMM does is essential."

"The long-term nature of the project has created huge benefits. We can see the impact on the kids."

"Parents really value being able to see (worker)."

"Professionalism, real dedication to providing support to parents and children, their reliability and for (worker) in particular, being a mentor. They deliver good decision making..."

".....dramatic improvement in children's social skills and self regulation following intervention by the worker. This was possible because the worker took the time to meet with the parents, find out the context of the child's experiences, and then got to know them at school and provided support in that setting."

