

Title	<u>Demonstrate knowledge of</u> Describe professional supervision for youth workers in the youth development sector		
Level	4	Credits	3

Purpose	<p><u>A person</u>This unit standard is for experienced people working with young people in the youth development sector.</p> <p>People credited with this <u>unit</u> standard <u>can</u>:</p> <ul style="list-style-type: none"> <u>are able to</u> describe: the function, purpose, and forms of professional supervision <u>for youth workers</u>; <u>develop, apply, and evaluate a professional supervision contract for youth work</u>demonstrate knowledge of considerations for; and factors to be considered when negotiating a contract for professional supervision contract; for youth work<u>workers in the youth development sector.</u>
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Classification	Social Services > Youth Development
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Available grade	Achieved
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Guidance Information

1 Assessment conditions

Evidence~~1~~ Definitions

~~There is no single definition of professional supervision that is in use across the youth development sector, so the definition used for the practical components~~purposes of this unit standard must be generated in a youth development setting.

2 Assessment notes

Evidence generated~~should be appropriate to the context for assessment against Supervision as defined by this unit standard~~ must reflect workplace requirements specified in:~~should be distinguished from supervision which is solely managerial in focus.~~

- documented workplace procedures, policies, and methodologies;
- any applicable statutes, regulations, and Codes of Practice.

Evidence generated for assessment against this standard must reflect the best practice guidelines and principles of youth development specified in:

- Youth Development Strategy Aotearoa: Action for Child and Youth Development;*
- the principles of Mana Taiohi;
- the Code of Ethics for Youth Work in Aotearoa New Zealand.

3 Definitions

Professional supervision means to mentor and provide confidential advice to a youth worker. It provides the youth worker with the opportunity to review work with an independent professional and receive objective guidance and feedback.

Professional supervision does not include personal counselling. Where counselling needs are identified, these should be addressed outside the supervision relationship.

~~Youth or Relevant factors may include but are not limited to: expectations; form(s) of supervision; function(s) of supervision; purpose(s) of supervision; timing and frequency; confidentiality; staff appraisal issues; recording and reporting requirements; preparation requirements for supervision sessions; evaluation of the supervision contract; funding for supervision; conflict resolution.~~

~~Relevant personal, cultural, and professional issues may include but are not limited to: objectives of supervision; accountability; form(s) of supervision; the function(s) of supervision to be addressed; dates and timing of sessions; availability; confidentiality; kawa or protocols; assessment and/or staff appraisal criteria; recording; preparation for supervision; methods of evaluation of the supervision contract; funding for supervision; methods for resolving conflict or disagreements; reviewing the supervisee's work with youth; ethical issues; reviewing written work; critical reflection; development of practice theory, methods, and models of practice; skills development; cultural practice; career and professional development; professional identity; accountabilities; personal awareness; empowerment; personal issues; conflict resolution; coping mechanisms; monitoring workload; morale; working relationships; resources. Note: Personal counselling is not appropriate in supervision. Where personal counselling needs are identified, these should be attended to outside of the supervision relationship.~~

~~Youth/young person means people — people between the ages of 12 and 24 years old.~~

~~Youth development refers to growing and developing the skills and connections young people need to take part in society and reach their potential.~~

~~Youth development means growing and developing the skills and connections young people need to take part in society and reach their potential.~~

~~Youth development sector is— a situation where youth development practice is being used intentionally to promote positive development of young people, such as in- Examples include education, sport, community development, religious groups, cultural groups, and interest groups.~~

~~Youth or young person refers to people between 12 and 24 years old.~~

4 References

~~Ara Taiohi. (2020). Code of Ethics f: For Youth Work in Aotearoa New Zealand. Ara Taiohi: Peak Body for Youth Development. Retrieved on 4 August 2021 from: <https://arataiohi.org.nz/publications/code-of-ethics/>.~~

~~Ara Taiohi. (2021). Mana Taiohi. Ara Taiohi: Peak Body for Youth Development. Retrieved on 4 August 2021 from: <https://arataiohi.org.nz/mana-taiohi/>.~~

~~Ministry of Youth Affairs. (2002). Youth Development Strategy Aotearoa: Action for Child and Youth Development. Ministry of Youth Development — Te Manatū Whakahiato Taiohi. Retrieved from: <https://www.myd.govt.nz/resources-and-reports/publications/youth-development-strategy-aotearoa.html>.~~

5 Resources

~~Baxter, R and Eriksen, T (2018). Supervision Scrapbook 2nd Edition. Wellington, New Zealand: Ara Taiohi. Webber — Bradley, John; Jacob, Emma, 1999. He Taonga Mo o Matou Tipuna (A gift handed down by our ancestors): An indigenous approach~~

~~to social work; Bradley, Richard. (1993). 'Reflections on culturally safe supervision, or why Bill Gates makes more money than we do'. *Social Work Review: Te Kōmako*, vol. 11, no. 4, pp. 7-113-6.~~

~~— Knapman, Jacky; Morrison, Tony. (1998). *Making the most of supervision in health and social care: a self-development manual for supervisees*. Brighton, England: Pavilion.~~

~~Ministry of Youth Affairs. (2002). *Youth Development Strategy Aotearoa—Action for child and youth development*. Wellington: Ministry of Youth Affairs. Available online from the Ministry of Youth Development (<http://www.myd.govt.nz>), along with supporting documents.~~

~~Martin, Lloyd. (2002). — Bradley, John; Jacob, Emma; Bradley, Richard. (1993). *Reflections on culturally safe supervision, or why Bill Gates makes more money than we do*. *Social Work Review: Te Kōmako*, vol. 11, no. 4, pp. 3-6.~~

~~O'Donoghue *The invisible table: Perspectives on youth and youth work in New Zealand*. Palmerston North: Dunmore Press. 2002~~

~~O'Donoghue, Kieran. (1998). *Supervising social workers: a practical handbook*. Palmerston North: Massey University, School of Social Policy Studies and Social Work.~~

~~Webber, Emma. 1999. 'He taonga mo o matou tipuna (A gift handed down by our ancestors): An indigenous approach to social work supervision'. *Social Work Review: Te Kōmako*, vol. 11, no. 4, pp. 7-11.~~

~~Policy and practice statements, journal articles, and codes of ethics of professional associations in the social services in Aotearoa New Zealand.~~

~~United Nations General Assembly. (1959). *Declaration of the Rights of the Child*. Available at~~

~~https://canadiancrc.com/UN_CRC/UN_Declaration_on_the_Rights_of_the_Child.asp~~

~~— Martin, Lloyd. (2002). *The invisible table: perspectives on youth and youthwork in New Zealand*. Palmerston North, New Zealand: Dunmore Press.~~

~~United Nations General Assembly. (1989). *Convention on the Rights of the Child*.~~

~~United Nations Human Rights: Office of the High Commissioner. Retrieved on 10 May 4 August 2021 from:~~

~~<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>. Available through <http://www.unicef.org/crc/>.~~

Outcomes and performance criteria

Outcome 1

Describe the function, purpose, and forms of professional supervision for youth workers ~~in the youth development sector.~~

Performance criteria

1.1 The ~~reasons for key functions of~~ professional supervision in youth work are described ~~in terms of relevance and responsibilities.~~

1.2 The benefits of professional supervision to youth workers are identified and described.

Range —includes but is not limited to benefits to – administration– administrative and management; educationmanagerial; educational and mentoring; ~~and~~ enabling and supportsupportive.

~~1.2~~ ~~The key purposes of professional supervision are described in terms of benefits to the youth worker.~~

~~Range~~ ~~evidence is required of three key purposes and one benefit for each purpose.~~

1.3 The ~~typesmain forms~~ of professional supervision in youth work are described. The description includes their relevance to different youth work in terms of relevant situations in the youth development sector.

Range three types;
~~— typesmain forms~~ may include but are not limited to – cultural, external supervision, group, individual, internal supervisiongroup, peer, tag team.; ~~tag, peer, cultural, internal supervision, external supervision.;~~
~~evidence is required of three main forms and one relevant situation for each form.~~

Outcome 2

~~Demonstrate knowledge of considerations for~~Develop, apply, and evaluate Describe factors to be considered when negotiating a contract for professional supervision contract for youth workworkers in the youth development sector.

Performance criteria

2.1 Development requirements for a professional supervision contract~~Relevant factors to be considered~~ are identifiedidentified ~~described in terms of own self-~~

Range ~~development requirements=~~

~~Range~~ ~~may include but are not limited to – career and professional requirements, cultural needs and requirements, funding, timing and frequencytheory, methods, or models of practice.;~~
careerevidence is required of four relevant factors.

~~2.2~~ ~~Relevant personal, cultural, and professional requirements.~~

~~2.2~~ ~~Practical considerations for Aa~~ a professional supervision contract are identifiedis applied ~~issues to be considered are~~ is

Range ~~may include but is not limited to – assessment and appraisal criteria, availability; funding, monitoring workload, timing and frequency.;~~ assessment and appraisal criteria; required preparation.; funding; monitoring workload; reviewing the supervisee’s work.

2.3 A professional supervision contract is evaluated in accordance with the terms of the original contract.

2.3 Professional considerations are identified and described for a supervision contract.

Range may include but is not limited to – accountabilities; methodology; privacy and ethical considerations; critical reflection; conflict resolution.

2.4 Personal considerations are identified and described for a supervision contract in terms of own self-development requirements.

Range may include but evidence is not limited to – required of four relevant personal awareness; empowerment; personal issues; coping mechanisms; morale; working relationships.

2.5 Cultural considerations are identified, cultural, and described for a professional supervision contract.

Range may include but is not limited to – kawa or protocols; cultural practice issues.

Planned review date	dd MMMM yyyy 31 December 2026 <u>31 December 2021</u>
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	26 November 2007	31 December 2016
Review	2	19 March 2015	31 December 2023 <u>TBA</u> <u>N/A</u>
Rollover and Revision	3	24 October 2019	31 December 2023 <u>TBA</u> <u>N/A</u>
<u>Review</u>	<u>4</u>	dd MMMM yyyy <u>MM 2021</u>	<u>N/A</u>

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.