

# MARKING GUIDE

## REFLECTIVE SELF-DEVELOPMENT

### Developing Ourselves

Level 4, Credits 10

Assessment Code: YTD Self-Development

### INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

**TASKS:** Review your reflective journaling over the whole programme and comment on what you have learned about yourself, your process, your role in youth work. Create a self-care plan and determine your potential next steps professionally.

**Task 1:** Review your journal entries and some of the reflective tasks you completed for assessment over the programme. Reflect on your own learning and development and how this has influenced your practice as a youth worker. Write a reflective response to selected statement/s.

**Task 2:** Create a self-care plan.

**Task 3:** Identify further professional development options – professional bodies, further work or study, network development, exploring areas of interest, etc.

1. To gain competency in this assessment Task 1, Task 2, and Task 3 must be completed correctly and fully.
2. Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with the assessor.
3. The assessment must be the student’s own work.
4. Resits are available. Refer to student handbook for assessment and resit policies.

New Zealand Certificate in Youth Work – Level 4		
Course 4 Assessment 5.2, 5.3 and 5.4		
Graduate Profile outcome	Learning Outcome	Assessment
GPO 4: Reflect on own practice and implement self-care strategies when working with young people.	<p><b>LO 5.2</b> Identify resources to support youth workers in their practice. <b>(1 credit)</b></p> <p><b>LO 5.3</b> Develop a self-care plan for youth work practice. <b>(2 credits)</b></p> <p><b>LO 5.4</b> Reflect on own practice to identify areas of strength and personal professional development needs. <b>(2 credits)</b></p>	<p><b>Assessment 5.2</b> Identify a minimum of one professional group that you feel you would benefit from being a member of. Why did you choose that group?</p> <p>What professional development (PD) opportunities do you feel would be beneficial to you as a youth worker? Why did you choose those opportunities? Is there something you would like PD on that is not available? LO 5.2 1 credit</p> <p><b>Assessment 5.3</b> Create self-care plans as a resource for you as a youth worker to implement during those times when you become stressed, overworked, or just</p>

		<p>need to renew yourself. Include a plan for maintenance and emergency use and identify at least 3 self-care strategies for each. LO 5.3 2 credits</p> <p><b>Assessment 5.4</b> Throughout this course, you have been reflecting on your learnings and your journey as a youth worker. Review your reflective journal and comment on the following:</p> <ul style="list-style-type: none"> <li>• Have you found this experience to be helpful in improving your professional practice as a youth worker?</li> <li>• What areas of strength can you identify?</li> <li>• What are some areas in which you would like professional development or additional learning?</li> <li>• What is the difference between reflection and evaluation? Cite examples from your studies during this course.</li> <li>• What is Action Learning and how can it be beneficial to youth workers?</li> <li>• LO 5.4 2 credits</li> </ul>
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Sample answers are in orange

Marking guidelines are in red

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## Task 1 – Programme Review

### Question 1

Look back over your learning journey. If you remember parts of the course you found interesting, you might find it fun to go back and read over the earlier assessments you wrote and the journal entries.

Make notes on anything you notice that shows a change in how you think about things or how you approach your role. What do you think accounts for these changes? Do you notice things that are still an important part of how you view your role or how you work with young people, colleagues, or others? How did this programme help to clarify your thinking?

#### Personal reflection

Reflect on your journey over the course of this programme. You can simply think and reflect or jot down some more brief notes. Think about questions like these:

- What have you learned?
- What did you enjoy learning?
- What did you find challenging?
- How has this programme influenced your work with young people?
- Which aspects did it confirm or clarify?
- Which aspects do you want to explore or develop further?

#### Written reflection

Write a response to each of the questions below.

Each answer should be based on your learning journey over this programme. (All the modules you have completed in the online course.)

1. How has completing this programme influenced you as a youth worker?

Please explain **two** of the most significant ways using examples from your day-to-day practice or changes in your approach, perspective, or how you think about situations.

Question	Answer
How this programme has influenced me as a youth worker – example one.	Click or tap here to enter text.
How this programme has influenced me as a youth worker – example two.	Click or tap here to enter text.

2. You have important strengths as a youth worker based on your experiences, who you are as a person and what you can uniquely contribute to your organisation and the young people you work with.

Please explain two of your strengths as a youth worker (in your context) that you have realised or had confirmed while completing this programme.

Question	Answer
My strengths as a youth worker – example one.	Click or tap here to enter text.

My strengths as a youth worker – example two.	Click or tap here to enter text.
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3. What are three areas of professional development that you want to build on and explore further.

Briefly describe each area and explain why this would be interesting or useful for your professional development.

Question	Answer
Professional development – area one.	Click or tap here to enter text.
Professional development – area two.	Click or tap here to enter text.
Professional development – area three.	Click or tap here to enter text.

4. Reflection and evaluation can play a key role in how you develop your professional practice.

Give **one** example of how **reflection** during this programme has influenced the development of your practice, and **one** example of how your practice was influenced by **evaluation**.

**Note:** for the purpose of this question:

- **reflection** means to think deeply about yourself (values, ways of thinking, behaviours) to learn something about yourself and how you interact with the world
- **evaluation** means to collect information (feedback from others, research, readings, etc.) to understand a situation better and make a judgement or decision. This may include information based on your own observations or professional experience.

Question	Answer
How the development of my practice has been influenced by <b>reflection</b>	Click or tap here to enter text.
How the development of my practice has been influenced by <b>evaluation</b>	Click or tap here to enter text.

5. Learning can be an active combination of theory or academic work, reflecting and questioning your day-to-day practice, listening to youth and community voices, and building relationships and networks. For the purpose of this question, we will call this approach **Active Learning**.

Please give **two** examples of how you use Active Learning in your practice and what some its **benefits** are in these examples.

Your examples may include Active Learning you engage in and/or that the young people engage in as you work with them.

Question	Answer
How I use Active Learning in my practice – example one.	Click or tap here to enter text.
How I use Active Learning in my practice – example two.	Click or tap here to enter text.

Student writes a response to each of the five questions above, reflecting on their journey throughout the programme of study.

Students may respond in any way they wish (as this is based on their personal experience of the programme and their learning journey) provided each response addresses the requirements of the question and is based in their learning journey for the duration of this programme.

Where possible students' learning and experiences should have an obvious link to the programme (even if not directly stated) however this is not necessarily a requirement, as students may have experienced significant learnings from situations other than those initiated by the programme. However, because these occurred in tandem to their participation in the programme, they may be included in the responses. It is not always possible or even necessary to pick apart what is due to the programme and what is due to other influences. Ultimately, the aim is to show that they are learning from a range of places and that this learning is influencing the development of their youth work practice.

This is a competency-based assessment task. To be assessed as competent the student must provide a written response to each of the five questions that meet the following criteria:

- Response addresses the question (for questions 1 – 5):
  1. Response identifies **two** examples of things learned or experienced while completing the programme; each example is explained sufficient to show that it has influenced individual youth work practice
  2. Response identifies **two** strengths the youth worker has; and response sufficient to show link between identified strengths and influence of the programme (direct learning or related experiences)
  3. Response identifies **three** areas for further professional development and includes some reasons for wanting to explore these areas further
  4. a) Response includes **one** example of reflection student engaged in during the programme and response is sufficient to show link between reflection and its influence on practice; example may include anything that could broadly sit under the definition provided in the question  
b) Response includes one example of evaluation student engaged in during the programme and response is sufficient to show link between evaluation and its influence on practice; example may include anything that could broadly sit under the definition provided in the question
  5. Response includes **two** examples of Active Learning (as it is broadly defined in the question) in youth work practice; includes benefits for this active learning within the youth workers context. Note: benefits may be for the youth worker, the young people, the organisation, the family, the community, society as would be relevant within their context. Also, the Active Learning may be engaged in by the individual youth worker, the young people, or in conjunction with colleagues, peers or an organisation.
- Responses are a reflection on the student's own learning journey

- Responses include examples, stories, insights, etc. from the context of working with young people in Aotearoa New Zealand.

Accept any answer that at a minimum meets the criteria.

## Task 2 – Self Care Plan

### Question 1

#### Self-care plan

Create a self-care plan that you can use for your own practice. A template is provided in the online course, but its use is optional. Please adapt or create a plan that meets your particular needs and makes sense for your situation. You may make the plan any size you like and include as much detail as you are comfortable sharing with your tutor.

You should divide your care plan into **two** parts:

- Maintenance self-care (regular and day-to-day self-care)
- Emergency self-care (what to do in a crisis)

#### Maintenance self-care

- Include actions you take or plan to take to maintain your **holistic** well-being – daily, weekly, monthly, semi-regularly; also, any professional supervision or personal work you engage in as part of maintaining mental and psychological well-being
- Identify internal and external barriers to achieving your maintenance plan and include some strategies for managing these barriers

Note: Professional supervision is discussed in the online course if you need to know more.

#### Emergency self-care

Create an emergency self-care plan to use if you are ever facing a crisis. Include several general options that make sense for you in your plan:

- **What to do:** to help you relax or calm down, to manage your emotions, to get through the day, people to contact for support or distraction
- **What to think:** list of things to say to yourself or repeat to yourself during the crisis
- **What to avoid:** list of people or things to avoid when you are in crisis

Use a crisis situation that you have faced or are likely to face to describe how you could put your emergency self-care plan into action.

Student creates a self-care plan that includes maintenance self-care and emergency self-care.

Maintenance self-care plan includes regular actions to maintain holistic well-being. Actions and how often they occur are personal to the student. For example, maintain physical and relationship well-being by going for a run with partner and dog each evening.

Maintenance self-care plan also identifies internal and external barriers to achieving the plan and strategies for managing these barriers. For example, an external barrier to the nightly run might be the weather in winter, or safety (partner having to work late). A strategy to manage this might be having an alternative work out at home for those times when it is not possible or going with a friend instead, so the dog still gets a run. An internal barrier

might be procrastination or feeling too tired or depressed to make the effort. A strategy is already in place for this (having a dog).

Holistic well-being includes actions that can include self-care of physical, psychological, emotional, spiritual, relationship and workplace/professional well-being. The self-care plan should include actions that relate to a range of these different aspects of well-being.

Emergency self-care plan may include whichever of the three aspects in the instructions make sense to the student, so long as it include strategies for managing self-care in a crisis. Should also provide a description of a possible crisis situation and how they could put their self-care plan into action. What this included depends on the student and how much they wish to share. The may write in more general terms. Further, what is defined as a crisis depends on the individual.

Students should not be assessed on the content of their self-care plan as what needs to be included will be different for each individual.

This is a competency-based assessment task. To be assessed as competent the student must provide a self-care plan that meets the following criteria:

- maintenance self-care actions, some potential barriers and strategies to manage those barriers
- emergency self-care actions and strategies for a crisis situation (as defined by the student)
- self-care actions cover a range of well-being areas (minimum of three in range) – physical, psychological, emotional, spiritual, relationship, workplace/professional
- description of how student could manage a possible crisis situation that includes strategies from the emergency self-care plan
- actions and plan should adhere to the *Code of Practice for Youth Work in Aotearoa New Zealand*.
- self-care should apply to the context of working with young people in Aotearoa New Zealand.

Accept any answer that at a minimum meets the criteria.

Note: the content of the plan is not assessed, neither is its size or amount of detail. The plan is personal to the individual student. They may use the template provide in the online course, but it is not required.

### Task 3 – Professional Development

#### *Question 1 - Supervision, professional associations, and further training*

##### **What next?**

Answer these questions:

##### **A. Professional supervision**

- Why is it important for those working with young people to get supervision? Identify at least **four** reasons.

Question	Answer
Reason one.	Click or tap here to enter text.
Reason two.	Click or tap here to enter text.
Reason three.	Click or tap here to enter text.
Reason four.	Click or tap here to enter text.

- Supervision may be internal or external. What is the difference between them? Include at least one main advantage for each in your answer.



Question	Answer
Discuss the differences between internal and external supervision.	Click or tap here to enter text.

Answer one of the following:

- Where are you at with supervision? Give one brief example from your experience of internal or external supervision that was beneficial.

Question	Answer
An example of supervision that was beneficial	Click or tap here to enter text.

**OR**

- If you are not yet in supervision, give one example of how being in supervision could benefit your particular youth work situation.

Question	Answer
An example of how being in supervision could benefit my youth work situation.	Click or tap here to enter text.

## B. Belonging to a professional body or group

**Either**

1. If you already belong

- Which professional bodies or groups do you currently belong to?
- What are the benefits of belonging to these groups for you as someone who works with young people in your context?
- Is there any other bodies or groups whose membership you would benefit from?

Click or tap here to enter text.

**OR**

2. If you do not yet belong

- What is **one** professional body or group you believe would be good for you to belong to?
- What would be the benefits for you of belonging to this body or group?
- What is the next step you have to take towards joining this professional body or group?

Click or tap here to enter text.

### C. Ongoing training and professional development (PD)

- List **three** professional development opportunities you would like to explore further now this course is almost finished; these may be formal (workshop, qualification, etc.) or informal (time to build community networks).
- Briefly explain why you are interested in these opportunities.
- For each, where can you go to find further information or take the next step?

	PD opportunity	Why I am interested in this opportunity	Where I will go for more information or the next steps
1.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Student responses to these questions depend on the youth work context they are working in.

#### A. Response should identify benefits/purposes/reasons of being in supervision if working with young people.

These could include, but is not exclusive to:

- safety (emotional, mental, professional) of the youth worker
- safety of the young person; supervisor can identify when young person may be at risk or provide insights to help protect the young person (extra layer of care)
- part of professional self-care; someone who can tell you when wellbeing may be a risk (care) or help identify triggers or unsafe situations
- space to discuss issues with cases or situations to get another professional's perspective; case consult – talk through individual difficulties or recommendations about where to go next, etc.
- space to talk about career path and explore thoughts and feelings on professional options
- safe space in which to be challenged about things like world view, way you work, ethical issues, or for someone to bring up things youth worker may not have thought about or be aware of (not what you want to hear but what you need to hear)
- adherence to the Code of Ethics
- requirement to join a professional body

Response to this first question may include other benefits/purposes or reasons that would generally be accepted as such for the youth work sector in Aotearoa New Zealand.

Response should include the key distinction between internal and external supervision. Internal supervision is carried out by someone within the organisation, such as more senior or experienced colleague, or someone at the organisation with expertise, e.g. cultural supervision. External supervision occurs with a professional who is not connected to the organisation. The primary distinction is that internal supervision generally focuses on day-to-day operational issues of the youth worker's role. It may be a check in that the youth worker and the young people are doing well and case management. An advantage of an internal supervisor is that they often have a fuller understanding of the wider picture within the organisation; and they can either take action or offer workplace support on issues brought to them. External supervision's key advantage however is its lack of connection to the organisation, so there should not be conflicts of interest (as internal supervision may have) between youth worker needs and the organisation, for example. An external supervisor can provide a more neutral and objective perspective that is solely focused on the needs of the youth worker.

Response should link at least one benefit of internal or external supervision to the youth worker's practice by describing an instance of supervision supporting practice and/or a young person's outcomes. If the student is not yet in supervision, their answer should have them articulate at least one way in which having supervision could positively impact their particular situation.

- B. Response should either present the professional bodies and groups the student currently belongs to or plans to start the process of joining. These should be generally accepted as standard for professionals in their sectors. Students may belong to more than one organisation and which they belong to will depend on their role, their professional classifications and requirements of the organisation. Response should also identify benefits of belonging to particular organisations. These are likely to relate to professional recognition, access to information and advice, or even legal representation; also opportunities to network, or being kept up to date on work or career opening and opportunities or changes in the sector. Some may include that their employer covers the cost of membership.

Sample response for 2 (Student is not yet a member of a professional body):

- It would be good for me to join Ara Taiohi and become a Korowai Tupu member (so that I can be recognised as a member of the youth work association).
- Benefits include:
  - networking and professional development opportunities
  - being recognised professional (as a member of a youth work association)
  - requirement to adhere to the youth worker's Code of Ethics (as a Korowai Tupu member) which ensures the safety of both the young people I work with and myself.
- Next step is to talk with my organisation about whether they will support me to join Ara Taiohi and become a Korowai Tupu. Then, I will contact Ara Taiohi and talk with them about the process of becoming a full member; how I can provide evidence of my experience and demonstrating competency when working with young people.

- C. Response identifies **three** further professional development options the student is interested in. What these should be is defined by the student.

Sample response:

- Webinar: Youth workers are reflective practitioners by Canterbury Youth Workers Collective, so that I can learn about how to be more reflective and use my supervision space as a time to do this. The next step is to register through the link: <https://cywc.zohoshowtime.com.au/sessions/core-competency-session-8---youth-workers-are-reflective-practitioners-6185801278#/home/register?talkId=653000000355430> and then set aside time to view as it is a pre-recorded webinar.
- Diploma in Youth Work so I can continue my learning and build on what I have gained through the Certificate in Youth Work. I want to better understand the Code of Ethics and gain more confidence leading groups of young people. The next step will be to contact Praxis (as they are the only training organisation that offers a Diploma at this stage) - <https://www.praxis.org.nz/>
- Informal networking time to get out and about in my local community and meet others who are also working with youth. There is a South Auckland Youth Workers Network which I would like to join and attend their monthly meetings. The benefits of this are being better informed when it comes to working with my youth and I will know what other supports are available for them to access. The next step is contact the network via <https://www.facebook.com/SAYN2021>

This is a competency-based assessment task. To be assessed as competent the student must provide responses to A, B and C that meet the following criteria:

- identification of at least **four** reasons why supervision is essential of those working with young people in Aotearoa New Zealand; these may include any option from the bullet list in the Marking Guide or other that would be generally accepted within the sector as an acceptable reason for supervision
- distinction between **external** (outside the organisation) and **internal** (inside the organisation) supervision and **one** key advantage **for each** similar to response in Marking Guide but not exclusively
- description of **one** instance in Aotearoa New Zealand's youth work context of supervision being beneficial for youth worker or young person's outcomes, or identification of an instance where supervision could be beneficial
- identification of at least **one** professional body or group relevant for the student's youth work context that is accepted as standard within the sector; response demonstrates understanding of benefits of professional membership and its role in the profession
- identification of at least **three** further professional development options the student could explore further; response demonstrates understanding of professional needs or interests and where to go for further information
- adherence to the *Code of Practice for Youth Work in Aotearoa New Zealand*
- professionalism within the context of working with young people in Aotearoa New Zealand.

Accept any answer that at a minimum meets the criteria.

Note: the content of responses is not assessed as it relates to each student's particular youth work context. However, selection of supervision option, professional body or group and further professional development should meet minimum standards for the sector and be relevant to the student's professional context. For example, a professional body must be recognised as such by the sector and should be a body that it makes sense for the student to belong to given their context.