

Title	Participate in professional youth work supervision as a supervisee		
Level	5	Credits	9

Purpose	People credited with this unit standard are able to: explain the role and function of professional youth work supervision; negotiate a contract for professional youth work supervision; participate in professional youth work supervision; participate in evaluation and closure of the supervision contract.
----------------	---

Classification	Social Services > Youth Development
-----------------------	-------------------------------------

Available grade	Achieved
------------------------	----------

Guidance Information

- 1 People awarded credit for this unit standard are able to implement Te Tiriti o Waitangi in youth work according to the authority and resources available to them and are able to apply this competence to the context of assessment against this unit standard. For further clarification refer to Unit 22246, *Implement Te Tiriti o Waitangi in youth work*.
- 2 Legislation relevant to this unit standard includes but is not limited to:
 - Crimes Act 1961;
 - Health and Safety at Work Act 2015;
 - Human Rights Act 1993;
 - Official Information Act 1982;
 - Oranga Tamariki Act - Children and Young People's, Well-being Act 1989;
 - Privacy Act 1993.
- 3 References:
 - Ara Taiohi. (2011). *Code of Ethics for Youth Work in Aotearoa New Zealand* (2nd edition). Available at: <https://arataiohi.org.nz/career/code-of-ethics/history-of-the-code-of-ethics/>.
 - Ara Taiohi. (2019). *Mana Taiohi Principles*. Available at: <https://arataiohi.org.nz/resources/training-and-resources/mana-taiohi/>.
 - Baxter, R. & Eriksen, T. (2018). *Supervision Scrapbook: A resource for youth workers and anyone working with young people*. Wellington: Ara Taiohi. Available at: <https://arataiohi.org.nz/publications/supervision-scrapbook/>.
 - Carroll, M. & Gilbert, M. C. (2011). *On Being a Supervisee: Creating Learning Partnerships* (2nd ed.). Victoria, Australia: PsychOz.
 - Davys, A. & Beddoe, L. (2010). *Best Practice in Professional Supervision*. London: Jessica Kingsley Publishers.
 - King, L. (2014). KIAORA: The emerging construction of a bicultural professional supervision model. *Aotearoa New Zealand Social Work Te Komako*, 26(1), 20-28.

- Makasiale, C. 'O. (2013). The whole person and the heart: Supervision the Pacific way. In Agee, M. N., McIntosh, T., Culbertson, P. & Makasiale, C. 'O. (Eds.), *Pacific Identities and Well-being: Cross-cultural perspectives*. Wellington: Otago University Press.
- Rewita, T., Swann, H., Swann, B. & Crocket, K. (2017). Where supervision and culture meet: Kawenga whakarurutanga. In Crocket, K., Davis, E., Kotze, E., Swann, B. & Swann, H. (Eds.), *Moemoeā: Māori Counselling Journeys*. Auckland: Dunmore Publishing.
- UN General Assembly. (1989) *Convention on the Rights of the Child*. Available at: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.
- Wilmot, J. (2008). The Born Again Supervisor. In R. Shohet (Ed.), *Passionate Supervision*. London: Jessica Kingsley Publishers.

4 Definitions:

- *Cultural supervision* may be provided within a particular cultural context for particular cultural purposes.
- *Organisational, personal and professional objectives* may include but are not limited to: enabling role clarity and responsibilities; enhancing quality of service to youth; building self-awareness and enhancing worker's self-care; enabling critical reflection and review of youth worker's practice; developing knowledge and skills for specific practice; accountability; ensuring safe practice; monitoring, enhancing, and developing youth work practice; debriefing; resourcing for youth worker.
- *Professional youth work supervision* used for the purposes of this unit standard should be appropriate to the context for assessment. *Supervision* as defined by this unit standard should be distinguished from supervision which is solely managerial in focus.
- *Self-awareness* is awareness by the youth worker of their personal beliefs, feelings, values, practices, and boundaries in relation to their work, work colleagues, and relationships with youth.
- *Supervision* 'is a formal arrangement between practicing professionals (supervisor and supervisee) to improve the supervisee's effectiveness in their work. The supervisor provides the supervisee the opportunity to reflect on both the content and process of their work in an independent structured, confidential environment on a regular basis.' Source: ACC. (undated). *ACC Expectations for best practice: Supervision*. Wellington: ACC.

5 Assessment notes:

People awarded credit for this unit standard show that their actions are guided and supported by valid theory for youth work practice. Evidence is required of youth work theory that is derived from authoritative sources, which may include but are not limited to: body of knowledge related to youth work; cultural theory; practice research.

- 6 This unit standard may require some disclosure of personal information. All communications with people preparing for award of this unit standard are treated confidentially by supervisors and by assessors. The scope and limits of confidentiality are defined through negotiation and informed consent, and criteria established by legislation, ethical practice, and youth work agency guidelines. Sources of *criteria established by legislation, ethical practice, and youth work agency guidelines* may include but are not limited to: Official Information Act 1982, Privacy Act 1993, youth work agency codes of conduct, codes of practice issued by the

Privacy Commissioner, youth work codes of ethics, and youth work agency protocols, staff manuals, strategic plans. Relevant additional legislation and the *codes of conduct, and youth work agency guidelines* will be determined according to the context of assessment.

Outcomes and performance criteria

Outcome 1

Explain the role and function of professional youth work supervision.

Performance criteria

- 1.1 Professional youth work supervision is explained and distinguished from supervision that is solely administrative or managerial in nature.
- 1.2 The key functions of professional youth work supervision are defined and explained.
- Range key functions of professional youth work supervision are: administrative and managerial; educational and mentoring; enabling and supportive; evidence is required of four key functions.
- 1.3 The key purposes of professional youth work supervision are defined and explained.
- Range key purposes of youth work supervision may include but are not limited to – having a formally arranged process intended to enable youth workers to practice to the best of their ability and a focus on the achievement of organisational, personal and professional objectives; evidence is required of four key purposes.
- 1.4 The characteristics of the main forms of professional youth work supervision are described.
- Range main forms may include but are not limited to – individual, group, team, peer, cultural, in-house supervision, external supervision; evidence is required of three main forms.
- 1.5 Issues that may impact on professional youth work supervision are described.
- Range issues may include but are not limited to – ethical dilemmas, practice issues, personal issues; evidence is required of two issues.

Outcome 2

Negotiate a contract for professional youth work supervision.

Performance criteria

2.1 The negotiation process identifies the supervisor's qualifications to offer professional youth work supervision.

Range qualifications of professional supervisors include but are not limited to – professional qualifications; demonstrated competence in providing supervision; experience in a related field of practice; age, culture, class, gender, and sexual orientation criteria. Note: professional associations, employers, and third-party funders may require specific qualifications of supervisors.

2.2 The negotiation process identifies and defines relevant factors for the contract for professional youth work supervision.

Range relevant factors for a contract for professional supervision 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; evidence is required of four relevant factors.

2.3 The negotiation process identifies and defines the form(s) of professional supervision that will be used to address the agreed purposes of supervision.

Outcome 3

Participate in professional youth work supervision.

Performance criteria

3.1 Supervision sessions are planned and prepared for according to the terms of the contract.

3.2 Participation in supervision sessions addresses the relevant items defined in the contract.

Range forms of professional youth work supervision may include but are not limited to – cultural, individual, tag, peer; group; team; internal; external. All of the above functions are necessary for effective supervision, but they need not all be performed by a single person. This is particularly relevant when the youth worker's administrative supervisors are not qualified to provide professional youth work supervision; evidence is required of four relevant items.

3.3 Participation in supervision sessions addresses personal, cultural, and professional issues relevant to professional youth work supervision.

Range 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; evidence is required of two issues.

3.4 Where necessary, disagreements over the terms or performance of the supervision contract by either party are raised and negotiated according to the terms of the contract.

3.5 Where necessary, disagreements that are not resolved by negotiation are dealt with according to the terms of the contract for conflict resolution.

Outcome 4

Participate in evaluation and closure of the supervision contract.

Performance criteria

4.1 Operation of the supervision contract is evaluated according to the terms of the supervision contract.

4.2 The closure process identifies key achievements and new learning and needs that have occurred during participation in the supervision contract.

4.3 The closure process identifies issues for future involvement in supervision between supervisor and supervisee.

Planned review date	31 December 2024
----------------------------	------------------

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	30 August 1999	31 December 2021
Revision	2	20 March 2003	31 December 2021
Review	3	26 November 2007	31 December 2021
Review	4	28 May 2020	N/A

Consent and Moderation Requirements (CMR) reference	0024
--	------

This CMR can be accessed at <https://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.