

Title	Demonstrate knowledge of professional supervision for youth workers		
Level	4	Credits	3

Purpose	<p>A person credited with this standard can:</p> <ul style="list-style-type: none"> describe the reasons for professional supervision in youth work, its benefits, and types used; and, develop, apply, and evaluate a professional supervision contract for youth work.
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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 for the practical components of this unit standard must be generated in a youth development setting.

2 Assessment notes

Evidence generated for assessment against this standard must reflect workplace requirements specified in:

- 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:

- 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 young person refers to people between 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 sector is a situation where youth development practice is being used intentionally to promote positive development of young people, such as in community development, cultural groups, education, health promotion, interest groups, religious groups, and sport.

Youth Work is the development of a mana enhancing relationship between a youth worker and a young person, where young people actively participate, discover their power, and choose to engage for as long as agreed; and that supports their holistic, positive development as young people that contribute to themselves, their whānau, community and world.

4 References

Ara Taiohi. (2020). *Code of Ethics for Youth Work in Aotearoa New Zealand*. Retrieved from <https://drive.google.com/file/d/1b2ezaKbXjloZs3bP5pl3U91Y6xxMPob/view>.
Ara Taiohi. (2021). *Mana Taiohi*. Retrieved on 4 August 2021 from <https://arataiohi.org.nz/mana-taiohi/>.

5 Resources

Baxter, R. and Eriksen, T. (2018). *Supervision Scrapbook* (2nd Edition). Wellington, New Zealand: Ara Taiohi. Retrieved on 4 August 2021 from <https://arataiohi.org.nz/publications/supervision-scrapbook-2/>.
Hermann, M. (2012). Reflective Practice Meets Youth Work Supervision. *Youth and Policy*, 109, 118-128 https://www.youthandpolicy.org/wp-content/uploads/2017/06/herman_reflective_practice_meets_youth_work_supervision.pdf.
Martin, Lloyd. (2002). *The invisible table: perspectives on youth and youthwork in New Zealand*. Palmerston North, New Zealand: Dunmore Press.
Sokratov, A. and O'Brien, J.M. (2014). *Hikaka te Manawa: Making a difference for rangatahi*. Retrieved from <https://terauora.com/wp-content/uploads/2022/06/Hi%CC%84kaka-te-Manawa-Making-a-difference-for-rangatahi.pdf>
United Nations General Assembly. (1989). *Convention on the Rights of the Child*. United Nations Human Rights: Office of the High Commissioner. Retrieved on 4 August 2021 from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.
Wood, J., Westwood, S. & Thompson, G. (2014). *Youth Work: Preparation for Practice*. London: Routledge.

Outcomes and performance criteria

Outcome 1

Describe the reasons for professional supervision in youth work, its benefits, and types used.

Performance criteria

- 1.1 The reasons for professional supervision in youth work are described.
- 1.2 The benefits of professional supervision to youth workers are described.
- Range may include but is not limited to – administration and risk management; education and mentoring; enabling and support.

1.3 The types of professional supervision in youth work are described. The description includes their relevance to different youth work situations.

Range may include but is not limited to – cultural, external supervision, group, individual, internal supervision, peer, tag team; evidence of three is required.

Outcome 2

Develop, apply, and evaluate a professional supervision contract for youth work.

Performance criteria

2.1 Development requirements for a professional supervision contract are identified.

Range may include but is not limited to – career and professional requirements, conflict resolution, cultural needs and requirements, funding, misconduct, roles and responsibilities, scope of practice, timing and frequency.

2.2 A professional supervision contract is applied.

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

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

Planned review date	31 December 2026
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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 2025
Rollover and Revision	3	24 October 2019	31 December 2025
Review	4	24 March 2022	N/A
Revision	5	28 September 2023	N/A

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 Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council qualifications@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.