



*Youth Work Practice 3-
Leading and Managing (ECYW 6002)
School Based Youth Work Practice*

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2011166



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Introduction

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

This Portfolio will focus on the practice and experiences that the author has gained whilst on placement at Greenhill school, which is a secondary school in Pembrokeshire. As Robertson (2005) reminds us, it was in 1963 that the Newsome Committee established the need for a Youth Work approach in a school setting, suggesting that it would better benefit young people achieving average or below grades in their studies.

The placement is a Level 6 placement whereby the author will develop expertise by working 100 face to face hours and 100 non-face to face hours between July 2024 and January 2025, with a focus on Leading and Managing in a Youth Work setting.

This portfolio will provide a critical examination of the roles and responsibilities of the trainee youth worker whilst on placement. It will also provide a community profile, an in-depth SWOT analysis of the organisation along with a summary of the authors own learning and development which will be linked to the authors professional development plan and underpinned with theory and literature.



Reference List

Robertson, S. (2005) *Youth Clubs- association, participation, friendship and fun!*
Trowbridge: Russell House Publishing.



Information Sheet

This information sheet will introduce its readers to the Pembrokeshire Youth Service, while focusing on its purpose, various teams and the reason why it is a vital service to the young people and their communities.

There will be details of the Youth service background and history, with a view to how it has evolved.

The information sheet will also consider the roles and responsibilities of a student youth worker, whilst working as part of the school-based youth work team and will be linked to theory throughout.



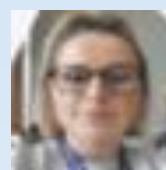


THE PEMBROKESHIRE YOUTH SERVICE CONSISTS OF MANY TEAMS OF YOUTH WORK PROFESSIONALS, AS PEMBROKESHIRE COUNTY COUNCIL (2024) EXPLAIN, TOGETHER THEY OFFER ITS YOUNG PEOPLE NON- FORMAL, INFORMAL, AND ORGANISED OPPORTUNITIES. THESE OPPORTUNITIES ARE AVAILABLE TO YOUNG PEOPLE BETWEEN THE AGES OF 11- 25 YEARS OF AGE, AS OUTLINED BY Youth Work in Wales: Principles and Purposes (Youth Work in Wales Review Group, 2022) (YWWRG).

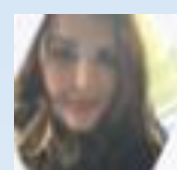
OTHER TEAMS WITHIN THE PEMBROKESHIRE YOUTH SERVICE AND THE SUPPORT THEY PROVIDE:

- **SCHOOL BASED YOUTH WORK-** A team of 8 Youth Workers who are based in Pembrokeshire's Secondary Schools. They offer informal and non- formal opportunities for Young People, along with alternative qualification opportunities.
- **COMMUNITY YOUTH TEAM-** Offer Young People Aged 11-25, a comprehensive range of opportunities and activities within the community, on a voluntary basis, as outlined in the CLD Standards Council Scotland (2019) guidelines.
- **CHILDREN AND YOUNG PEOPLE'S RIGHTS OFFICE-** Oversees the implementation of Pembrokeshire County Council's Participation and Rights of Children and Young Peoples.
- **SUBSTANCE MIS-USE TEAM-** Support young people under the age of 18, who have been exposed to, or are in danger of becoming engaged with the criminal justice system.
- **YOUTH JUSTICE TEAM-** Every young person who is subject to court orders and out of court disposals is managed by the Youth Justice Team.
- **YOUTH HOMELESSNESS TEAM-** To prevent homelessness, the Youth Homelessness Prevention Team works to upskill, support and educate young people.
- **YOUTH OUTREACH TEAM-** Young people aged 16-25, who are not enrolled in school, training or employment are assisted by the Youth Outreach Team, in overcoming obstacles that stand in their way. (Pembrokeshire County Council, 2024).

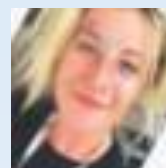
SCHOOL- BASED YOUTH WORK TEAM



TRISTY MCDERMOTT-
SENIOR YOUTH WORKER



Leah Walker-
YSGOL GREENHILL



ELL LEWIS-
HAVERFORDWEST HIGH VC



GETHIN CARDY
HAVERFORDWEST HIGH VC



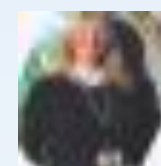
AMBER DAVIES-
MILFORD HAVEN SCHOOL



SIAN PHILLIPS-
YSGOL BRO GWAUN



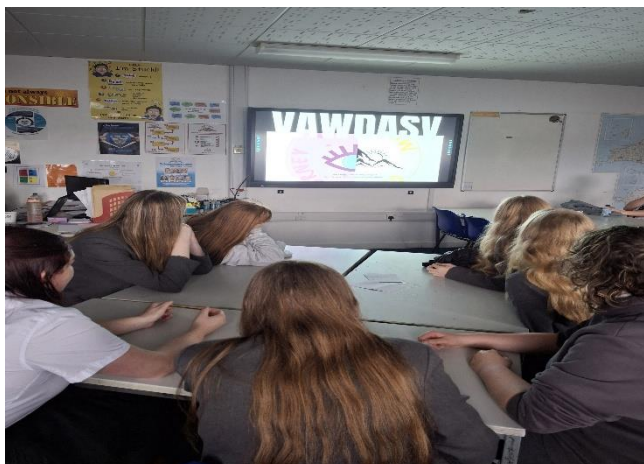
JONNY WILLIAMS-
YSGOL PENRHYN DEWI



SUZANNE MOSES
YSGOL HARRI TUDUR

ROLE OF THE STUDENT YOUTH WORKER WITHIN THE SCHOOL- BASED YOUTH WORK TEAM

- To support the Youth Worker while engaging with and supporting young people.
- To conduct a risk assessment of the workplace.
- Ensure policies have been read, understood and are adhered to.
- Tidy and maintain the Youth Work room to ensure health and safety standards are met.
- Plan, prepare and deliver Young Health Champion lessons, keep a record of all lesson plans, ensuring that they are educative, empowering, expressive, inclusive and participative, as outlined in the YWWRG (2022).
- Plan and deliver informal and non-formal learning opportunities for young people to engage in.
- Support the Youth Worker with the delivery of other alternative education opportunities, e.g. Prince's Trust.
- As outlined in the YWWRG and the CLD Standards Council Scotland (2019), a student Youth Worker's responsibility is to build trusting and professional relationships with young people, always be assessing the needs of the individual and providing information to the Youth Worker or Senior Youth Worker or multidisciplinary teams where appropriate.



ALTERNATIVE QUALIFICATION OPPORTUNITIES

- 
Achieve Programme- This is a programme that has been developed by the Princes Trust. On completion, young people will gain a qualification in Personal Development and Employability Skills (PDE). The programme is suited to the individual, where the qualifications are adaptable, may be given in a range of contexts, and can be customised to the young people's needs. (Pembrokeshire County Council, 2024).
- 
Young Health Champions- Young People between the ages of 14- 24 can earn a level 2 qualification by participating in the Young Health Champions programme, it teaches them how to manage their health and wellbeing. (Royal Society for Public Health, 2023).

A LITTLE PIECE OF HISTORY

ROBERTSON (2005) DISCUSSES HOW THE NEWSOME COMMITTEE ESTABLISHED A NEED FOR A YOUTH WORK APPROACH IN SCHOOL SEETINGS IN 1963, FOLLOWING THIS, RICHARDS (1969) RECORDS THAT THE YOUTH EMPLOYMENT SERVICE IN PEMBROKESHIRE SHOW RECORDINGS FROM THE LATE 1960'S WHEREBY THE THEN 'YOUTH EMPLOYMENT SERVICE' IN PEMBROKESHIRE, HAD A DUTY IN SUPPORTING THE LOCAL AREA TO ENSURE THAT ALL YOUNG PEOPLE, WERE ABLE TO ACCESS PLACES IN COLLEGE, UNIVERSITY OR PAID WORK. GUIDELINES SET OUT IN A REPORT FROM THIS PERIOD, WOULD SUGGEST THAT THE SERVICE HAD A CAREERS OFFICER AND A CAREERS TEACHER AND IT IS VERY CLEAR THAT PARENTS WERE EXPECTED TO CONTRIBUTE TOWARDS THIS PROCESS.

THE REPORT CLEARLY OUTLINED GUIDANCE SET IN THE ALBERMARLE REPORT (1965) AND AGREED THAT THE YOUNG PEOPLE WOULD HAVE A FINAL SAY IN THEIR POTENTIAL CAREERS.



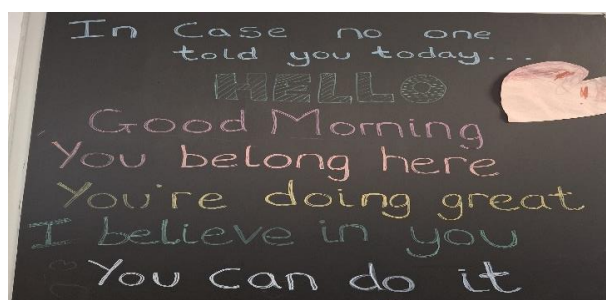
This Photo by Unknown Author is licensed under

The Pembrokeshire Youth Service work alongside multidisciplinary teams to include Health, housing and children's services, schools and education authorities, charities and local communities, along with police, psychologists, fire service and the probation service to ensure that they can offer young people a range of opportunities and support. The Welsh Government (2024) explain how together they can give young people appropriate care plans that are designed to support the individual, as well as, where it is required, work with the surrounding family.

Data for 2023- 2024-

The Pembrokeshire Youth Service supported 3461 young people, helping them to reach their greatest potential while providing support.

They accepted 436 Emotional Health and Wellbeing referrals supporting young people through issues they may be facing and sign posting where necessary.



Reference List

CLD Standards Council Scotland (2019) *The National Occupational Standards of Youth Work*. Available at: www.nya.org/ (Accessed: 2nd January 2024).

Pembrokeshire County Council (2024), *Pembrokeshire Youth*. Available at: <https://www.pembrokeshire.gov.uk/pembrokeshire-youth> (Accessed 23rd October 2024).

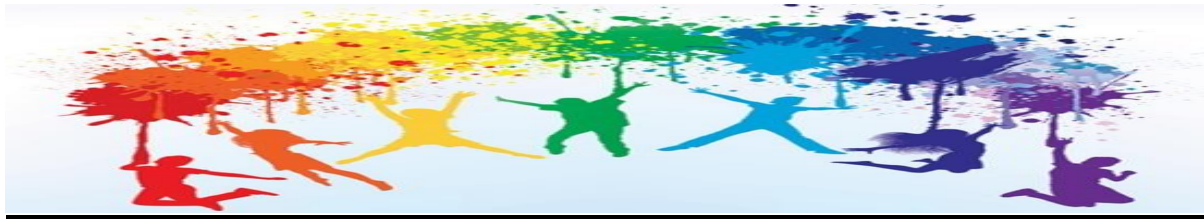
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A critical examination of the roles and responsibilities of the trainee youth worker whilst on placement.

The author has enjoyed a work placement at Greenhill Comprehensive school in Tenby, here she will document a critical examination of the roles and responsibilities that she has undertaken during this time. There will be focus on an area that the author was responsible for leading and managing whilst practising Youth Work. This critical analysis will also provide a philosophical discussion around traditional and contemporary Youth Work.

Leading and Managing

The author has enjoyed the challenges of having to plan and prepare lessons, although recognises that it has not always been easy. Planning and preparing can be very time consuming when covering a subject where a lot of research is required. The author has done most of her planning and preparing at home, ahead of lessons. Cameron and Moss (2011) understand that valuable work takes a lot of commitment and time, they describe the need to make time to listen, document everything, talking it through and then taking time to reflect on everything that has been achieved. They believe that this is a good way forward for planning when working towards a goal with young people.

Being a school-based Youth Worker not only means being responsible for lesson planning but also taking responsibility to record attendance and find out why a young

person has not attended, amongst other documentation processes. Rose (2010) argues that when the government expect Youth Workers to take these roles on, it takes away time that could be spent with young people, to focus on the principles and purposes of Youth Work.

Another time-consuming factor was to prepare activities that were relevant to the topic being covered. This was key in ensuring that informal learning was available, and the young people were offered some experiential learning opportunities too. Batsleer (2008) discusses how informal learning is a way of supporting a young person's rights and needs and will contribute towards their personal growth.

The author offered informal learning opportunities through activities to include wordsearches and an activity where facts had to be paired with the correct information, along with card games that the author designed herself. The group of young people were offered experiential learning through role play opportunities when learning about health services and sign posting, and wellbeing activities when discussing services that specialised in mental health and wellbeing, enabling the group to be expressive and participative, in line with the Youth Work in Wales: Principles and Purposes (Youth Work in Wales Review Group, 2022) (YWWRG).

The author believes that the most important thing that she did, was give the young people that she worked with, the opportunity to discuss their own personal experiences when relating to the topics that were covered in class.

The author recalls young person A saying, "well our surgery is totally rubbish, half of the time they don't answer the phone and when they do, it's a two month wait to see the doctor". The author encouraged further conversation, which progressed and ended up with young person A saying, "well I get that they are busy, but it's still

annoying". The author agreed with young person A while considering Sapin's (2013) opinion that when having a conversation with young people, we should refrain from giving them the answers, but rather, gain a better understanding of the way that they see things.

The author knows that for many young people, a normal classroom environment can be too challenging, being able to work towards alternative qualifications gives them a reason to attend school, where they know that they can work with the Youth Worker to achieve grades that could prove to be beneficial on leaving school and starting employment or college. Frizell and Woodger (2019) explain how a 'no permanent exclusions' policy in an educational setting has allowed them to build meaningful relationships with the young people that they work with. While Bright (2015) understands that young people can progress better through having an informal Youth Work approach, where previous approaches may not have worked, but argues that it can also negatively label young people as being problematic. The author disagrees with this view, believing that a Youth Work approach can allow young people to feel accepted and included, where often the classroom has fewer young people, and the Youth Worker is able to dedicate more time to everyone. However, the author does wonder at what point does Youth Work end and teaching begin?!

Rose (2010) discusses the challenges faced by Youth Workers because of the government's aims of ensuring that young people leave school with qualifications, as opposed to Youth Workers being able to support young people to gain life skills that will benefit them in decision making and character building.

First meeting with the group

On meeting the group of young people for the first time, the author felt that it was important to not only introduce herself and get to know them, but to also set out boundaries that would benefit everyone. The boundaries were kept simple and meant that everyone needed to be respectful towards each other. It also meant that due to the nature of the work being covered, the young people would understand that they could leave the room if the topic was upsetting or triggering for them. In this instance either the Youth Worker or the student Youth Worker would follow them out to check in with them. The National Youth Agency (2021) understand that setting up boundaries with the young people that you are working with can be better than setting the boundaries on their behalf. This is because they are more likely to comply knowing that they have had their voice heard in creating a safe environment. However, because Youth Work should be on a voluntary basis, the author understands that setting boundaries in a school setting comes with its challenges when you need to abide by a school's curriculum.

Conclusion

To conclude, the author has learnt that being a school-based Youth Worker is not quite what she thought it would be, while this is not necessarily a bad thing, she understands that when working in a school setting the Youth Worker must become a part of the wider multidisciplinary team, ensuring that a young person's personal needs are met along with their educational ones. It means nurturing their development, both personal and social. It means giving them a safe space where they can feel included, as described by Youth Work in Wales (2003).

Being non-judgemental towards the young person and ignoring the negative aspects that you may have been made aware of, instead focusing on the positives a young person has to offer. Sometimes this means working hard to establish a good relationship. The Council for Wales of Voluntary Youth Services (2014) [CWVYS] show understanding of the Equality Act 2010 and explain that all young people should receive fair treatment where they are respected and treated with dignity.

It's finding ways to informally teach a young person in a way where they can be involved and partake in activities that they enjoy.



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Frizell, C. and Woodger, D. (2019) 'Removing the Threat of Exclusion in Schools: Creating Inclusive Educational Environments.' *Youth & Policy* (December). Available at: <http://www.youthandpolicy.org/articles/removing-threats-of-exclusion-in-schools/> (Accessed: 28th December 2024).

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Royal Society for Public Health (2023) *Young Health Champions: What is the Young Health Champions Programme?* Available at: <http://www.rsph.org.uk/our-work/programmes-hub/young-health-champions.html> (Accessed: 28th December 2024).

Sapin, K (2013) *Essential Skills for Youth Work Practice: 2nd edition*. London: Sage.

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Youth Work in Wales (2003) A Class of their own: *The Youth Workers in Schools Youth Work Methodology Handbook*. Available at: <http://youthworkwales.org.uk/wp-content/uploads/2017/11/hb-youth-workers-in-schools.pdf> (Accessed: 2nd January 2025).



Community Profile

This community profile focuses on Tenby which can be found on the South Pembrokeshire coast. Its focus will be to consider the facilities that Tenby has to offer the young people living in and around the area, whilst comparing its social assets and deficits. The profile will give some attention to Pembrokeshire occasionally.

Attention will be brought to the local statistics, along with the views and opinions of the young people living locally.

Location and Environment

According to Pembrokeshire Coast National Park (2023) Tenby is a medieval walled, seaside town, popular amongst tourists for its beaches, castle and St. Catherine's Island.

As shown on Google Maps (2024), Greenhill school is around an 18-minute walk or 4 minutes' drive from Tenby town.

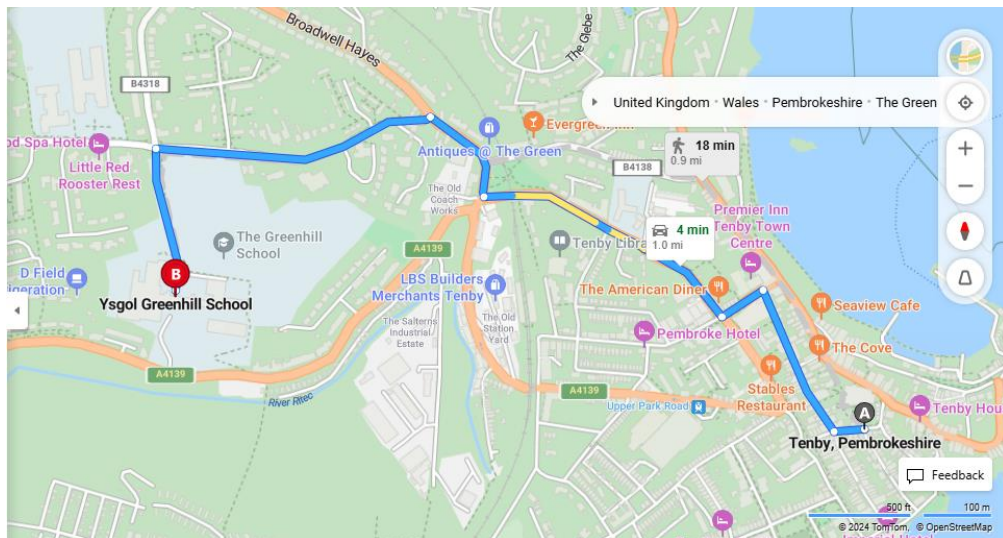


Figure 1- Google Maps (2024).

Population Data

According to City Population (2024), Tenby's population in 2021 was 4,090, with 771 people reported to have been between the ages of 10 and 29 years old. This means that in 2021 the estimated population of young people living in Tenby was less than 18%. Kayak (2024) suggests that Tenby's current population is 4,989, while Marsh (2023) explains that around two million tourists visit Tenby annually with the summer months being the busiest.

Employment Statistics

Stats Wales (2024) report a fall in the number of Pembrokeshire residents in employment, in June 2023 they report that 74.8% of the population were in employment compared with June 2024 where this had dropped to 71.5%. While

these figures cover everyone between the ages of 16- 64 years of age, a closer inspection can see that a higher percentage of young people were reported to be in employment. Stats Wales (2024) recorded 47.7% of young people between the ages of 16 and 24 years of age were in employment in June 2023, this was raised to 52.3% in June 2024.

53.5% of females living in Pembrokeshire, between the ages of 16- 24 were reported to be in employment in June 2024. 48.2% of young males in Pembrokeshire were also reported to be earning a wage.

At the time of reporting, there were 29 jobs listed with the Welsh Government (2025) for the Tenby area, on closer inspection, only two of these jobs would have been potential careers for young people with no experience.

It seems to be more challenging because young people also struggle to find paid work in the area. However, on speaking with a group of young people YPA said “sometimes you got to know the right people to find work, my Dad’s friend gave me a job, I work every Saturday looking after horses”, while YPB said “My parents own a café, I earn money washing dishes and doing a bit of food prep”.

Crime Rates

Riley (2022) reported that Tenby had 127 crimes investigated in 2021, while it is not clear how many of these crimes were committed by young people, Marinova (2023) explains that 35% of young people between the ages of 10- 17 years and living in Pembrokeshire, reoffended within a year of conviction.

What is available to young people?

Tenby Youth Club-

Can be accessed by anyone aged 11 and over, they are open on a Monday and Thursday evening between 6pm and 8pm at the Tenby youth centre, Greenhill Avenue. Here they offer young people various opportunities, activities and challenges.

While there are plenty of activities and competitions to engage in, the Youth Workers are very welcoming and ready to support young people visiting for the first time. The Youth Club is free to attend.

Beaches-

Castle beach, North beach, South beach and Harbour beach are the four beaches that surround Tenby. They offer golden sands, with each beach being in walking distance of each other and boasting beautiful views.

Outdoor activities and Leisure opportunities-

As Around Tenby (2023) explains, there are very many opportunities for young people to learn outdoor activities in Tenby, from hiking to sailing, and water sports from kayaking to surfing. There is also opportunity for young people to consider taking an interest in the wildlife that surrounds the area, from taking boat trips to exploring beaches and woodland.

Theme Parks

There are various theme parks surrounding Tenby for young people and their families to visit, to include Folly Farm, Oakwood, Heatherton, Manor Wildlife Park and the Dinosaur Park (age and needs dependant). Generally, these parks tend to

be very expensive to enter and unless families take their own food with them, they become more expensive on entering the park.

Social Challenges

Tenby is a great place to visit, however on closer inspection to the area and the young people that live there, the warmer months are very much tourist led. Around Tenby (2023) explain that it's during these months that the town gets very busy and as a result, the locals normally find that the cost of living is increased, from fuel, to groceries, to eating out, all becomes too much. The author wonders about the impact this must have on the young people living in Tenby.

Around Tenby (2023) go on to mention the lack of work opportunities explaining that many residents living in the area must travel to work.

Transport via Train

Tenby has a train station, just a 10-minute walk from the beach. Transport for Wales (2025) [TFW] offer anyone under the age of 16 years free travel, while 16- 25-year-olds, and anyone in full time education can have a third of the price reduced from the cost of their ticket.

Transport Via Bus

There are several buses that travel through Tenby, they also offer anyone between the ages of 16- 25 a discount on tickets.

Conclusion

It is clear to see that Tenby has many assets and seems to provide a happy environment for young people to grow and learn. The discounted travel opportunity adds to the bonus where young people may find it easier to travel.

The challenges seem to be that the local young people, especially through the summer months, do not seem to have an awful lot to do, with the Youth Club only running for two days, and the area being overcrowded by tourists, not to mention the rising costs during these periods.

It is suggested that the Youth Club opens over more hours and days, certainly through the summer period, where there is no school or opportunity for young people to engage with a Youth Worker, as a means of giving young people a safe space, with opportunities, at a time when the town is at its busiest.



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Welsh Government (2025) Find A Job. Available at: <https://www.findajob.dwp.gov.uk/search?loc=77524&p=3> (Accessed: 15th January 2025).



A SWOT Analysis evaluating school-based Youth Work

This SWOT Analysis will focus on the strengths, weaknesses, opportunities and threats listed in the grid, that are evident during a placement at Greenhill Comprehensive school, Tenby. These findings will be analysed to gain a better understanding of what makes this service good, and how the service can be improved. Potential changes and challenges will be discussed, with opportunity to explore how the service can be enhanced to ensure the young people continue to receive the best possible Youth Work support at school.

	HELPFUL	HARMFUL
INTERNAL	Strengths • Alternative Qualifications. • Alternative learning opportunities. • Improved school attendance levels.	Weaknesses • Referral based. • Working with a minority. • A lack of knowledge surrounding school-based Youth Work. • Lack of funding.
EXTERNAL	Opportunities • A school-based Youth Worker can have a positive impact. • To raise awareness of the advantages of having a school-based Youth Worker. • Fundraising events conducted by the Young People.	Threats • Lack of funding. • Not enough knowledge on the impacts of a school-based Youth Worker.

Strengths

The strengths within school-based Youth Work that were identified at Greenhill Comprehensive included alternative qualifications, whereby young people who are referred to the Youth Worker will have the option of completing a Prince's Trust or Young Health Champions qualification. This qualification is an alternative qualification which is the equivalent to a GCSE grade. It is quite apparent that this is a perfect solution for many young people who struggle in a classroom or exam room environment. Prince's Trust Scotland (2024) explain how their 'Achieve' programme is aimed at young people between 13 and 19 years of age, who are at risk of expulsion or unable to sit an exam. This supports Article 28 of the United Nations Convention on the Rights of the Child [UNCRC] (no date), where it firmly states that there must be various methods of secondary school education available to all young people.

With alternative qualifications comes various learning opportunities which are quite different to the classroom approach, often the school-based youth worker will suggest playing a game which is an alternative approach to teaching. Banks (2005) explains that often a school-based Youth Worker will give opportunity for young people to explore experiential learning. Other opportunities more recently at Greenhill school have included the Youth Worker taking some young people to New Zealand, while other young people have had the opportunity to be a part of the boys' and girls' groups where they have a say in topics that they want to discuss. Harrison et al. (2007) discuss how school-based Youth Work is important because of the way it continues to focus on a formal curriculum, in an informal way, where it can be adapted to everyone's needs. The CLD Standards Council Scotland (2019) sets out

a clear vision of how Youth Workers have a duty to informally educate young people. ETS Cymru Wales (2020) support this and recognise within the ETS guidelines how Youth Workers should work with young people to support and develop their social education through various activities and programmes.

Weaknesses

The Welsh Government (2024) recognise the 'Youth Work Strategy for Wales' and how Youth Work should be accessible by all young people, it is also noted that Youth Work should be inclusive toward all Young People, the author argues that this is not always the case. The author recognises that a young person must be referred to a school-based Youth Worker, normally because the young person struggles in a normal classroom environment. The author does not believe this is inclusive, when there are many young people who don't have access to the Youth Worker. This means that the Youth Worker only works with the minority, meaning that there are many young people attending the school who are not experiencing the benefits of having a Youth Worker present. The Welsh Government (2024) also discuss the 'Wellbeing of future Generations Wales Act 2015', where it states that all young people should be informed and involved in the way that Youth Work is delivered within their community.

Opportunities

A school-based Youth Worker has a positive impact on Young People, however, the author has seen that often when a young person is referred to the Youth Worker, and they are given new ways to learn, their attendance levels improve, as does their willingness to complete tasks. This becomes an opportunity to promote knowledge on the Youth Workers purpose in a school setting. The author has seen that often

when a young person is referred to the Youth Worker for the first time, they often arrive in the classroom thinking they are in trouble, the author believes that this is because there is not enough information is given to young people about the role of the Youth Worker in school when they are referred. This can be a trigger for young people who may refuse to see the Youth Worker, because they have not been given enough information, this links back to 'not enough knowledge' in the threat's column. The author believes that by promoting the benefits of the Youth Worker to the young people and teachers at the school, and setting up a Youth Work setting, accessible at break and lunch times or adopting a detached Youth Work approach and being present at these times, this is an opportunity to build relationships with the young people who would otherwise not engage with the Youth Worker. Harrison et al (2007) support this argument and explain how this approach could help young people become familiar with who the Youth Worker is and make them more approachable.

Threats

The Youth Service is constantly under threat due to lack of funding, as agreed by UK Youth (2024) who explain that funding for Youth Work has fallen by many millions of pounds over the last decade, despite their many protests to try and secure more funds. The author believes this is an opportunity to ask the young people to get involved in organising and partaking in fundraising events and thinks this could be a great way to give the young people a sense of responsibility. This refers to the opportunity's column on the grid. Banks (2005) explains that this was a solution for Breen (1993: 158) who believed that young people should experience fundraising and its benefits. Rose (2015) argues that the lack of local authority funding is having

a big impact on Youth Work establishments, often due to efforts made to associate formal education with Youth Work.

Conclusion

To conclude, there are many positive factors about the Youth Work Service being offered at Greenhill School, with alternative qualifications and learning opportunities being beneficial. Opportunities like these promote better school attendance. The author notes that the strengths and weaknesses found at Greenhill school are internal factors that the Youth Worker and Youth Service are responsible for.

While the Opportunities that have been explored may appear to be internal, when inspected closer it's apparent that they are external factors. It's the duty of the school or other agency to ensure a young person is referred to the school Youth Worker. It is also a school and local authority responsibility to ensure that young people and families have information on the Youth Worker. Fundraising opportunities are also an external factor because permissions would need to be granted from the local authority along with other relevant agencies.

While the author believes fundraising is a good idea, this will likely not cover all necessary costs, therefore leaving this threat as an external issue, that needs to be raised with both the local authority and the Government.



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A Summary of own Learning and Development

Introduction

Throughout this summary of the authors own learning and development, there will be links to her personal development plan (PDP) which provides information on areas where the author feels there is room for more experience and engagement. This summary of own learning and development will focus on these areas and highlight how the author has developed her learning needs and skill set.

Planning and Implementing

In accordance with the 5 pillars of Youth Work in Wales: Principles and Purposes (Youth Work in Wales Review Group, 2022) (YWWRG), the author has continued to develop leadership skills by leading and managing a Young Health Champions programme where she has supported young people in school years 9 and 10. One of the key areas that the author covered first, was ensuring she had completed a risk assessment of her work area, taking into account the young people along with the professionals that she would be working with, to ensure a safe environment for all. Harrison and Wise (2010) understand that risk assessing shows responsibility and describe it as being one of the principles in practice to highlight, support and promote the safety of young people.

The author had a responsibility to lead and manage a Young Health Champions programme, which meant she had to ensure that she had planned lessons around

the booklets provided, in an informal way. The Royal Society for Public Health (2023) explain that the programme, which is set at a level 2 qualification, on successful completion is an alternative to a GCSE grade, and can provide grades between A*-C. As advised by The Council for Wales of Voluntary Youth Services (2014) [CWVYS], the author created her lesson plans using the NAOMIE model which helps to recognise the Needs, Aims, Objectives, Methods, Implementation and Evaluation when planning a piece of work.

Facilitate Learning and Development

The focus in the workbooks was on health and wellbeing, which meant the author was able to support the young people to explore a range of local health and wellbeing services that were available to them. In doing so, the author believes that she was being educative in supporting them to gain qualifications and empowering them by supporting them to gain knowledge and understanding about what is available to them in their communities. The author believes that not only is this adhering to some of the YWWRG (2018) five pillars of Youth Work, but that it also supports CLD Standards Council Scotland (2019) as it enables young people to utilise their learning to be able to strengthen their future.

The author believes that she has established a good rapport with the young people that she has worked with during her time on placement but understands that despite them being in a school setting, this is still Youth Work and as such, the young people can decide not to continue with the programme, as Harrison et al (2007) reminds us. This makes it even more important for the author, that a good professional relationship is established, to ensure that the young people want to engage and achieve their qualification. The author also notes how she felt it was important to let

the young people lead conversations that were in relation to the topics being covered and compares this with Hart's (1992) ladder of participation, as reminded by Sapin (2013), who explains that when young people are encouraged to participate and lead, it shows them how to be good decision makers. While the author knows that she has spent this time working on her own managerial and leadership skills, she believes that she has encouraged the young people that she has worked with to do the same. Bright (2015) discusses an approach that Jeffs and Smith (2005) were known to use. He agrees that for young people to feel included within a community where they can learn and participate, they should be able to guide the session somewhat.

The author has also established the importance of building good relationships with the people that she is working with, in particular the Youth Worker (Supervisor). This is someone who has supported the author throughout her placement, offering advice and guidance. The author has accepted this support, knowing that despite being in her final year she is still learning. Sapin (2013) explains that good supervision is key within a Youth Work role and often leads to beneficial reflection. In the authors case, writing reflective accounts following the Gibbs (1988) model of reflection and then being able to discuss them with her supervisor has been beneficial.

Develop, Lead and Manage

While the author feels that she has developed her leading and managing skills whilst on placement at Greenhill Comprehensive, she understands that there is always room to learn and improve, as with a lot of skills. She is also very aware that the two can be very different roles. Harrison et al (2007) explain for example that to lead means support and motivate the people that you work with, while a manager will

control what is happening and solves problems. The author believes that she prefers to lead rather than manage, because she is more comfortable supporting individuals to achieve their goals. The author believes that she has worked well in developing productive working relationships and feels this is important as a Youth Worker, to ensure that the young people that you are working with get the best opportunities possible.

Conclusion

The author has worked hard at this placement and despite not everything going to plan, she believes that she has achieved what she set out to do and now has a better understanding of what it would be like to be a school- based Youth Worker.

While she has enjoyed many of the challenges that were set out, she feels that the biggest challenge of all during this time was knowing that she was teaching young people to the equivalent of GCSE level, without being a qualified teacher. The author is very grateful to her Supervisor and Learning Mentor who have supported and encouraged her on this journey.



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Conclusion

To conclude this workplace portfolio, the author believes that she has worked to the best of her ability and believes that this journey has provided her with a lot more knowledge on school- based Youth Work. She has enjoyed working with the young people at Greenhill Comprehensive and broadening her skill set as a Youth Worker.

The author would like to thank Alana Enoch for her support and encouragement throughout, Tristy Mcdermott for giving the author the opportunity to experience Youth Work in a school setting and for all the support that she has provided, Leah Walker for the support and supervision from beginning to end. And last, but certainly not least, the author would like to thank the young people at Greenhill Comprehensive for welcoming her into the school, it has been a privilege getting to know you all.

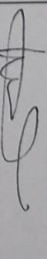
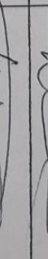
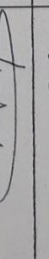
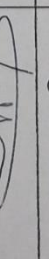
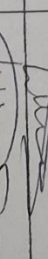
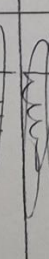
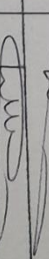
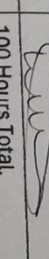
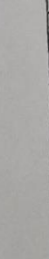
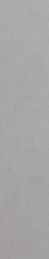
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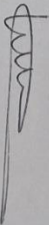
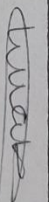
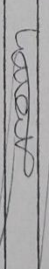
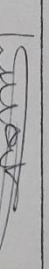
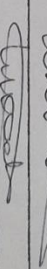
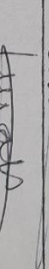
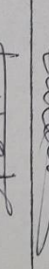
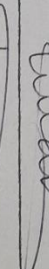
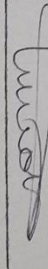
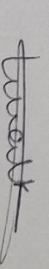
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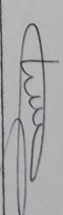
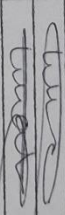
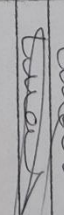
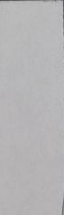
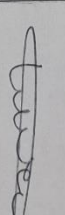
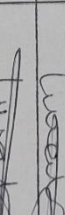
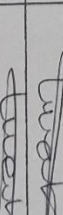
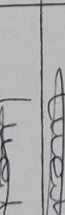
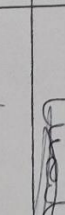
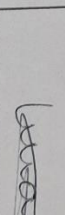
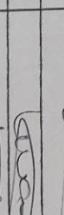
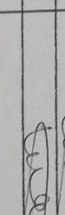
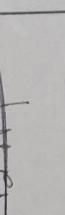
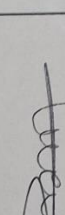
Date	Activity	Duration	Location	Description	Supervisor Signature
17/06/2024	Induction and introductions	2 hrs 15 mins (08.45- 11.00)	Greenhill, Tenby	Induction and opportunity to meet staff and young people.	
02/07/2024	First day	6 hrs (09.15- 15.15)	Greenhill, Tenby	Opportunity to engage with young people and learn more about school based YW.	
12/07/2024	Placement	6 hrs 15 mins (09.00- 15.15)	Greenhill, Tenby	Introduced to the workbooks, helped YP prepare for a raffle.	
15/07/2024	Placement	6 hrs 15 mins (9.00- 15.15)	Greenhill, Tenby	Last week of term, YP and staff winding down for the summer break.	
04/09/2024	Placement	6 hrs 15 mins (9.00- 15.15)	Greenhill, Tenby	First week back after summer break. Discussed workbook, engaged with YP.	
09/09/2024	Placement	6 hrs 30 mins (08.45- 15.15)	Greenhill, Tenby	Supported YP with ongoing learning from folders and ice breaker to a group.	
11/09/2024	Placement	4 hrs 30 mins (09.00- 13.30)	Greenhill, Tenby	Independently started workbooks with one group of YP and engaged with other YP.	
20/09/2024	Placement	6 hrs 30 mins (08.45- 15.15)	Greenhill, Tenby	Supported YW with delivery of work and engaging with YP.	
23/09/2024	Placement	5 hrs 30 mins (08.45- 14.15)	Greenhill, Tenby	Supported YW with delivery of work and engaging with YP.	
14/10/2024	Placement	6 hrs 30 mins (08.45- 15.15)	Greenhill, Tenby	Supported YW with delivery of work and engaging with YP.	
11/11/2024	Placement	6 hrs (08.45- 14.45)	Greenhill, Tenby	Supported YW with delivery of work and engaging with YP.	
18/11/2024	Placement	6hrs (08.45- 14.45)	Greenhill, Tenby	Supported YW with delivery of work and engaging with YP.	
25/11/2024	Placement	6hrs 30 mins (08.45- 15.15)	Greenhill, Tenby	Supported YW with delivery of work and engaging with YP.	
03/12/2024	Placement	6 hrs 30 mins (08.45- 15.15)	Greenhill, Tenby	Delivered a YHC session with wellbeing activity included.	
09/12/2024	Placement	6 hrs (08.45- 14.45)	Greenhill, Tenby	Learning Mentor assessed Student while delivering YHC session.	
16/12/2024	Placement	6 hrs (08.45- 14.45)	Greenhill, Tenby	Present for a VAWDAR presentation by YW.	
13/01/2025	Placement	6hrs 30 mins (08.45- 15.15)	Greenhill, Tenby	Supported YW with delivery of work and engaging with YP.	
				100 Hours Total.	

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Non face to face hours

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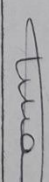
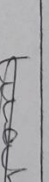
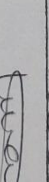
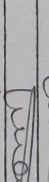
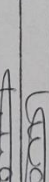
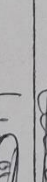
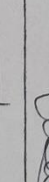
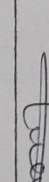
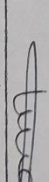
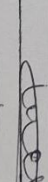
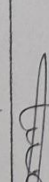
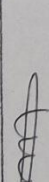
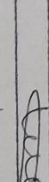
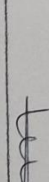
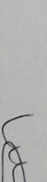
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24/04/2024	Meeting to discuss Placement	1 hour (12.00- 13.00)	Teams	A meeting with Tristy and Amber to discuss a placement at Milford Haven Comp	
26/04/2024	Reading	2 hours (14.00- 16.00)	Online	Reading through the Pembrokeshire youth service web page and reading a little on school-based youth work.	
30/04/2024	Three Way meeting	30 mins (12.00-12.30)	Teams	Three Way meeting to discuss finalise placement plans.	
30/04/2024	Minutes	1 hour (13.00- 14.00)	Home	Recording Three Way	
12/07/2024	Reading	2 hours 30 mins (17:00-19:30)	Online	Reading online and books.	
14/07/2024	Lesson planning	2 hours (14:00- 16:00)	Home	Familiarising myself with the workbooks.	
15/07/2024	Reflection	3 hours (17:00- 20:00)	Home	Recording a reflection.	
03/08/2024	Lesson Planning	3 hours (14:00- 17:00)	Home	Started planning and researching booklets	
05/08/2024	Reading	2 hours 30 mins (17:00-19:30)	Home	Wider reading	
10/08/2024	Information sheet	4 hours 30 mins (09:30-14:00)	Home	Research and gathering information	
28/08/2024	Lesson planning	3 hours 30 mins (10:00-13:30)	Home	Structure a lesson plan and record it.	
09/09/2024	Lesson Planning	3 hours (17:00- 20:00)	Home	Reviewing lesson plans, creating activity.	

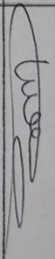
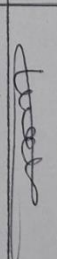
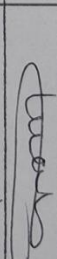
ECYW6002		Non face to face hours		2011166	
10/09/2024	Reading	3 hours (18:00- 21:00)	Home	Research.	
11/09/2024	Supervision	30 mins (13.30-14.00)	Greenhill School	Discussions around future placements dates, reflections and next supervision date.	
11/09/2024	Lesson planning	3 hours (17:00- 20:00)	Home	Planning session for YP.	
11/09/2024	Minutes	1 hour (20:00- 21:00)	Home	Recording supervision	
12/09/2024	Community Profile	3 hours (18:00- 21:00)	Home	Research	
15/09/2024	Reflection	3 hours (16:00- 19:00)	Home	Recording a reflection.	
				Discussed Leah's trip to New Zealand and the gap in placement due to her not being present. Discussed when next placement dates would be arranged.	
23/09/2024	Supervision	30 mins (14.15-14.45)	Greenhill School	Recording minutes.	
23/09/2024	Minutes	1 hour (16:00- 17:00)	Home	Started looking at areas to write about and research.	
03/10/2024	Critical Analysis	3 hours (09:00-12:00)	Home	Lesson planning, created activity.	
11/10/2024	Lesson planning	3 hours (09:00-12:00)	Home		
17/10/2024	Reading	3 hours 30 mins (10:00-13:30)	Home	Wider reading.	
				Catch up with Tristy to discuss placement and discuss possible opportunities	
21/10/2024	Catch up	30 mins (10.30-11.00)	Teams	Planning and research.	
25/10/2024	SWOT	3 hours (09:00-12:00)	Home	Reading and recording	
30/10/2024	Reading & Reflection	3 hours (17:00- 20:00)	Home	A team meeting with an introduction to 4 team members from Future works and an opportunity to see staff mark workbooks and learn how this is done.	
06/11/2024	Team meeting	2 hours (14.00- 16.00)	Haverfordwest High		

ECYW6002

Non face to face hours

2011166

11/11/2024	Supervision	30 mins (14:45- 15:15)	Greenhill School	Placement dates, next YHC session for student to lead.	
11/11/2024	Minutes	1 hour (17:00- 18:00)	Home	Recording minutes.	
12/11/2024	SWOT	4 hours 30 mins (09:30- 14:00)	Home	Gathering information/ wider reading.	
14/11/2024	Tutorial	30 mins (12:15- 13:45)	LWTSO	Tutorial with Alana to discuss info sheet and community profile	
18/11/2024	Supervision	30 mins (14:45- 15:15)	Greenhill School	Placement dates, next supervision.	
18/11/2024	Minutes	1 hour (16:00- 17:00)	Home	Recording minutes.	
20/11/2024	Summary of learning	3 hours 30 mins (10:00- 13:30)	Home	PDP & Summary of own learning.	
01/12/2024	Lesson Planning	3 hours (10:00- 13:00)	Home	Planning and researching for YHC.	
03/12/2024	Community Profile	2 hours (17:00- 20:00)	Home	Research.	
08/12/2024	Lesson Planning	2 hours (21:00- 23:00)	Home	Planning session for YP.	
09/12/2024	Supervision	30 mins (14:45- 15:15)	Greenhill School	Assessment. Last day of term, Assessment.	
09/12/2024	Meeting with LM	1 hour (16:00- 17:00)	Starbucks	Meeting to discuss the assessment	
10/12/2024	Minutes	2 hours (17:00- 19:00)	Home	Recording supervision and meeting.	
12/12/2024	Tutorial	1 hour (10:30- 11:30)	Teams	Discuss portfolio.	
13/12/2024	Information sheet	4 hours 30 mins (09:30- 14:00)	Home	Finalising info sheet.	
16/12/2024	Supervision	30 mins (14:45- 15:15)	Greenhill School	Reflection, Students final day, Supervisors report.	
17/12/2024	Minutes	1 hour (10:00- 11:00)	Home	Recording	
27/12/2024	Finalising	3 hours (12:00- 15:00)	Home	Finalising info to send to Supervisor.	
28/12/2024	Finalising	3 hours (09:00- 12:00)	Home	Finalising info to send to Learning Mentor.	

ECYW6002		Non face to face hours		2011166	
07/01/2025	Tutorial	1 hour (13:30- 14:30)	Teams	Tutorial with Alana to discuss portfolio	
08/01/2025	Critical Analysis	4 hours 30 mins (09:30-14:00)	Home	Research and writing.	
09/01/2025	Final Three-Way meeting	30 mins (09:30-10:00)	Teams	Final three-way meeting to conclude my placement.	
09/01/2025	Minutes	1 hour (11:00- 12:00)	Recording	Minutes for three ways.	