

Summary of own learning

I started my placement at Clarewood Neath foyer, which is a part of POBL, my role within Clarewood was a scheme support officer. The project was specialised for young homeless or young people who are threatened with homelessness, the age range at this project is 16 – 25 years which corresponds to the attributes of youth work, though this can be seen to contradict Youth Work principles, as the age specific is 11-25 and my placement is not inclusive to every young person (WAG,2007).

During my placement with Clarewood, I have engaged with young people and supported them to gain life skills, develop communication skills and helping them with their self-confidence, as well as guiding young people to identify their aims and goals then discussed how to achieve them, I have done this in a non-formal setting by focusing on life experiences and the needs of the young people (Curran, Harrison and MacKinnon, 2013). The residents that I have worked with all have complex needs such as: learning difficulties, mental health, personality disorders, as well as working with young people who have a drug addiction.

I have built and maintained professional relationships with the young people and staff at Clarewood, by maintaining these relationships I have enabled young people to work in groups by providing workshops and encouraging the young people to work together to get the best outcome, furthermore at Clarewood we encourage the young people to engage with staff to arrange team building activities and trips, this then empowers young people with responsibilities and has a substantial impact on the relationship between staff and residents and between the residents themselves (Jeffs and Smith, 2010).

As a result of completing my placement I feel more confident to interact with young people more than before, I am more confident to deliver workshops, approach difficult situations with young people which I have demonstrated through my reflective journals. During placement I have learnt how to manage professional boundaries and time management. One of my weaknesses was not being able to switch off after an incident, by having regular supervisions with Katie she has helped me overcome this and I feel more positive about dealing with future incidents, by having supervision it has helped me make sense of difficult situations so I can continue to develop and improve my practice (Harrison and Wise, 2009).

I have had the opportunity to work with multi-agencies within my placement, I have attended meetings and workshops with WCADA, Youth service, local police and Cyfle Cymru, whilst attending these meetings and workshops I have further developed skills such as; communication, listening, team work, responsibility and empathy (LSIS, 2012).

As a result of my learning through Clarewood it has empowered me believe in myself more and be more confident about my future career in youth work, I have learnt that I am good trainee youth worker and it has motivated me to pursue my studies in youth work to become a qualified youth worker. I feel more confident talking to young people and professionals and have gained a lot of experience working with vulnerable young people, Clarewood has provided great insight into working with young people and I am hoping to continue my journey with Pobl to get as much experience as I can, which will aid my journey in supporting and understanding others (LSIS, 2012).

I feel that through working with Pobl, I have achieved these skills and developed putting theory into practice and conversely, I will continue to use the skills I have

already learnt and further my learning through university, and any opportunities that arise.

Professional development plan.

My aim for my placement was to work in accordance with the five pillars of youth work which are Educative, Expressive, Participative, Inclusive and Empowering (Youth Work in Wales Group, 2018). Furthermore to have knowledge and understanding and to work within the values of youth work such as participation and active involvement, equity, diversity and inclusion, personal, social and political development and partnership with young people and others, (Youth Work National Occupational Standards, 2007).

It can be seen through my reflections and portfolio that I have put theory into practice and practice into theory, I have communicated with young people by delivering workshop sessions such as: cooking, wellbeing, fitness and mental health also I have sat down with the young people and supported them to apply for collage, attend open day at the college and look for employment. I supported a young person to express her concern to management about privacy for example a do not enter sign for her door when showering as Pobl have a duty of care to clients and if a client does not answer after three knocks staff are allowed to enter.

By communicating with the young people and partnerships with multi agencies and other colleagues I have gained knowledge and experience. Having been invited into staff meetings, workshops with multi agencies and MOT workshops with the young people to identify and achieve their goals, by delivering MOT workshops not only does it get the young people to participate but also empowers them and gives them a sense of achievement.

the sessions that I have delivered has been both group work and one to one session, I feel that I have inspired and enabled the young people to work towards independence, showing the young people that they have a voice and they can be heard. By doing group work activities it teaches the young people to respect and value each other, we would switch up the roles of the young people so that they would all have a chance to play key parts in activities.

By completing my level 4 placement and portfolio I feel that I have met most of the NOS (The National Occupational Standards for Youth work, LSIS, 2012) checklist, below is a list stating which of the checklist I feel I have met (locations are complete in my portfolio);

YW01

YW02

YW03

YW04

YW05

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YW25

YW26

YW27

YW28

YW29

YW30

YW31

No32

No33

No34

No34

No40

No41

Reference list

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