

Title:	Youth Work in Formal Education
Level:	4
Credit value:	5
GLH:	30
Unique Reference Number:	M/650/4676
Sector Subject Area:	13.1 Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to understand the challenges and opportunities of working with the formal education sector. It explores inter-professional working, educational approaches and how to negotiate tensions that may occur. It analyses the role of the professional, the primary client and uses a range of practice examples to facilitate learners' reflections on the role Youth Workers can play in supporting young people's educational opportunities.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to understand the role of a Youth Worker when working in formal educational settings.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explore the National Occupational Standards for Youth Work and the values, purpose and principles that underpin the profession. They will explain how they can build meaningful relationships in an educational setting where people 'have' to attend and how this differs from Youth Work practice outside of formal educational settings. Learners will reflect on the central focus of different professions i.e. Youth Workers and Teachers and the unique contribution Youth Workers can bring in these formal educational settings.

The learner must:

<p>1.1 Analyse the key principles and values of Youth Work.</p> <p>1.2 Explain the role of a Youth Worker and their relationship with young people in these formal educational settings.</p> <p>1.3 Reflect on the contradictions and/or tensions when working in different formal educational settings.</p>
<p>2. Be able to understand the differences between formal, informal, and non-formal education.</p> <p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to compare the differences between formal, informal, and non-formal education and use Batlseer's work on Social Education to explore it in relation to the Youth Worker's role.</p> <p>The learner must:</p> <p>2.1 Critically compare the differences between formal, informal, and non-formal education.</p> <p>2.2 Evaluate the different approaches to education and how they relate to the role of the Youth Worker.</p>
<p>3. Be able to understand the working context and demands of formal education and how Youth Workers can work collaboratively to support young people.</p> <p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to explain current educational policies and priority outcomes placed on formal education.</p> <p>The learner must:</p> <p>3.1 Explain the demands on teachers/schools from policy makers.</p> <p>3.2 Evaluate the causes for young people to become disengaged with formal education.</p> <p>3.3 Reflect on how the context of young people's lives can impact on their educational journey.</p> <p>3.4 Explain how collaborative working can mutually benefit practitioners and young people.</p>
<p>4. Be able to critically evaluate practice dilemmas and complexities of working in formal education settings.</p>

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to reflect on their own experience of working in a formal educational setting and identify transferable skills from other practice experience. They will evaluate their own skills in conflict resolution, professional synergies and differences and gaps in their own knowledge and skills. They will explore potential challenges and opportunities to engage young people by working in formal education. They will design an interactive session for young people disengaged with formal education by reviewing resources provided, the space and place where the activity will take place, and the skills and knowledge required to make the activity engaging.

The learner must:

- 4.1 Reflect on **own experience** of working in a formal educational setting.
- 4.2 Evaluate **own skills and competencies** to work in formal educational settings.
- 4.3 Explore potential **challenges and opportunities** in working in formal education.
- 4.4 Design **activities and ways of working** with young people who have become disengaged with formal education.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Key Principles and Values of Youth Work

Learners must:

- Reflect on National Occupational Standards for Youth Work
- Explore the NOS (National Occupational Standards) for YW and the National Youth Work Agency’s document - Youth Work in England: Policy, Practice, and the National Occupational Standards (2019)

	<ul style="list-style-type: none"> • Understand the value driven nature of the profession • Explore the values and ethics that underpin the Youth Work Profession. Critically reflect on whether any of these values or ethics may be challenged when working in a formal setting. • Identify the values of Youth Work <ul style="list-style-type: none"> ○ The values of Youth Work match the purpose of education and are fundamental to the process, raising the confidence of individuals, their contribution to society, and their value as citizens. These values include <ul style="list-style-type: none"> • Empowerment of young people • Equality and inclusion • Respect for all young people • Involvement of young people in decision-making • Partnership • Voluntary participation <p>When exploring the values of Youth Work, Learners must include critical discussions on whether this is possible in a formal educational setting.</p> <ul style="list-style-type: none"> • Demonstrate they understand the purpose of Youth Work <ul style="list-style-type: none"> ○ Purpose of Youth Work <p>Youth Work is a distinct educational process adapted across a variety of settings to support a young person’s personal, social, and educational development:</p> <ul style="list-style-type: none"> • To explore their values, beliefs, ideas, and issues • To enable them to develop their voice, influence, and place in society • To acquire a set of practical or technical skills and competencies, to realise their full potential
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	<p>The principles of Youth Work are supported by reflective practice and peer education, establishing and maintaining relationships with young people and community groups:</p> <ul style="list-style-type: none"> • Knowledge of how young people develop during adolescence and appropriate support • Trusted relationships and voluntary engagement of young people • Understanding how to establish boundaries, challenging behaviour and de-escalate conflict • The importance of safeguarding in providing a safe environment for young people
<p>The Role of a Youth Worker</p>	<p>Youth workers play a crucial role in formal educational settings, complementing the work of teachers and school staff by providing support, guidance, and development opportunities for young people. Their primary aim is to promote the personal, social, and educational development of young people, empowering them to reach their full potential.</p> <p>Learners should consider:</p> <ul style="list-style-type: none"> • Roles and responsibilities • Building relationships, including how this differs to youth work practice outside of formal education settings • Integration within the school setting • Challenges and opportunities • Reflection of the voluntary principle and this does/does not apply in formal education settings.
<p>Contradictions and/or Tensions</p>	<p>Youth workers play an essential role in formal educational settings, yet this role is often fraught with contradictions and tensions. These arise from differing priorities, expectations, and practices between youth work and traditional education systems. These could include:</p> <ul style="list-style-type: none"> • Philosophical differences • Differing priorities or objectives

	<ul style="list-style-type: none"> • Approaches to discipline or authority • Role and professional identity • Resource allocation/priority • Evaluation and measurement of success • Cultural and societal expectations <p>Learners must also include an understanding of concepts such as 'primary client,' how young people can be the central focus of the relationship when working in a formal setting, if and how educators place young people as the primary client and consideration should be given to how youth work differs to teachers.</p>
<p>Formal, Informal and Non-Formal Education</p>	<p>Learners must explore the different educational approaches, such as:</p> <ul style="list-style-type: none"> • Formal education: the hierarchically structured, chronologically graded 'education system,' running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training. • Informal education: the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbours, from work and play, from the marketplace, the library, and the mass media. • Non-formal education: any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives.
<p>Different Approaches to Education</p>	<p>Reference should be made to Batlseer's work on Social Education and explore this in relation to the Youth Workers role:</p> <ul style="list-style-type: none"> • Although the term 'social education' was widely replaced in academic discussion by 'informal education,' 'social education' remained a powerful term in distinguishing the

	<p>curriculum processes of Youth Work from those of schools. The most widely used short definition of social education remains that developed by Mark Smith in his early work, 'Creators not Consumers': 12 'Social education is the conscious attempt to help people gain for themselves the knowledge, feelings and skills to meet their own and other people's developmental needs.' (Smith, 1982) (Batsleer, 2013, p.12-13).</p>
<p>Demands on Teachers/Schools From Policy Makers</p>	<p>Learners must include current educational policies and priority outcomes placed on formal education. Knowledge of the context in which formal education operates will help facilitate collaborative working. Learners should also familiarise themselves with the DCMS outcome delivery plan. These policies should be explained in terms of their impact upon formal education.</p>
<p>Disengaged with Formal Education</p>	<p>Disengagement from formal education is a significant issue that can have long-lasting effects on a young person's future opportunities and well-being. Understanding the causes of this disengagement is crucial for developing effective strategies to re-engage young people and support their educational journey. Causes could include, but are not limited to:</p> <ul style="list-style-type: none"> • Individual Factors <ul style="list-style-type: none"> ○ SEND/SEMH • Family Factors <ul style="list-style-type: none"> ○ Socioeconomic Status ○ Parental Involvement/Family dynamics • School Factors <ul style="list-style-type: none"> ○ Schools climate/culture ○ Teaching methods ○ Curriculum • Peer Factors <ul style="list-style-type: none"> ○ Peer relationships ○ Peer pressure • Societal Factors <ul style="list-style-type: none"> ○ Cultural expectations

	<ul style="list-style-type: none"> ○ Systemic inequality ● Policy and Structural Factors <ul style="list-style-type: none"> ○ Educational policies ○ Resource allocation
Context of Young People's Lives	<p>Learners could frame the context of young people's lives within theory. For example, Bronfenbrenner's Ecological Systems Theory (shown below) demonstrates a child's development is affected by multiple levels of the environment around them. The same systems can impact a young person's relationships, opportunities, and development. School is just one aspect of a young person's life. Getting to know the young person and their lived realities can aid a positive, supportive relationship.</p> <p>Community Mapping</p> <ul style="list-style-type: none"> ● Think about the broader community of the school. What impact on a young person's life? ● Are there sources of support that can be develop outside of the school and in the broader community when working with young people? ● Reflect on the impact this may have on the young person's educational journey <p>Explore the external factors that may impact a young person's educational journey.</p> <ul style="list-style-type: none"> ● Can Youth Work help in this? ● Are alternative provision options available/required for some young people? ● Is formal education always the 'answer' for young people?
Collaborative Working can Mutually Benefit	<p>Collaborative working between teachers, youth workers, and other professionals offers a range of benefits that enhance the educational and developmental experiences of young people. By leveraging each professional's expertise and resources, this collaborative approach can create a more supportive, holistic environment for students. Learners should consider how this collaboration can benefit each group.</p>
Own Experience	<p>Learners must include:</p>

	<ul style="list-style-type: none"> • Their own experiences of working in this setting • Identification of the transferable skills from other practice experience • Evaluation of any potential differences.
<p>Own Skills and Competencies</p>	<p>Learners must include:</p> <ul style="list-style-type: none"> • Conflict resolution • Professional differences • Professional synergies • Gaps in knowledge and skills
<p>Challenges and Opportunities</p>	<p>Learners should consider that Youth Workers are increasingly drawn into school can be seen as a mixed blessing. On the one-hand, there is recognition that the way they work has the capacity to engage young people, especially those disaffected from the mainstream curriculum. But, on the other, there is a concern that they are being co-opted into delivering pre-scribed material that the school has struggled to teach or, more pertinently, pupils they have struggled to teach. Therein the rub. The very processes that enable Youth Workers to engage young people, namely, dialogue and negotiation, are subverted to teach a 'curriculum' or aim at behaviour management. Euphemistically, these in-school activities of Youth Workers often go under the banner of the 'alternative curriculum.' But this is still a pre-determined 'course to be run.' Whilst Youth Workers' knowledge of informal methodologies often enliven these courses, this is, invariably at the expense of informal education. Then, the basis of their practice is changed; they come adrift from that defining feature of their work, that it is conversation-based. (Tiffany, 2008, p. 4)</p> <p>Think about recent guidance such as 'Schools in England given guidance to avoid biased teaching'</p> <p>Explore 'What if' scenarios. For example, what if a young person does not attend your session do you report them to a teacher?</p> <p>What working agreement has been put in place for sessions?</p> <p>What is the basis of this relationship?</p>

Activities and Ways of Working	<p>Learners must consider the following:</p> <ul style="list-style-type: none">• Resources provided• The skills and knowledge required to engage with young people in formal education who have become disengaged• Space and Place – is it engaging? Is an alternative space available as opposed to a formal classroom? Are there time constraints?• Is the activity/session viewed solely as an alternative curriculum?• The design should be an interactive session for young people.
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