

Youth Workers Vs Teachers: in Harmony or at War?

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Youth Worker:

- Define this role as teachers who do training.
- Credibility.
- Newer Profession.

Issues:

1. Where do they sit with young people?
2. Culture / philosophy
3. Institution Vs Individual (interface)
4. Language – Education v Youth Worker
5. Understanding and professionalism of roles
6. Early intervention
7. Methodologies of teachers
8. Social / emotional issues Vs academic issues
9. Behaviour management – whose role?
10. Accountability / confidentiality – Youth worker / teachers partnership – how do you do it?
11. Role clarification – co-case management / how do they co-exist
12. not understanding complex needs
13. teacher wanting respect
14. Requirements of a teacher to be able to do this type of work – co-working with a youth worker
15. Funding
16. Teaching methodologies – very limited. Training needed – 4 hours to do it differently, like special needs students. Pre-service teaching – importance of individual learning – this does happen in QET
17. Clash of philosophies and cultures – lack of respect by teachers for youth workers and students.
18. importance of relationships
19. recognition of social / emotional issues needs to be considered rather than 'academic' needs
20. Aboriginal Education Workers – welfare and learning – issues arising with aboriginal groups in schools – could be addressed by AEW. Giving faith/permission/independence to operate within a school. Due to school implications
21. Value and recognize social / emotion of youth-worker / social worker in a school setting. Intense support of youth worker verses bigger group of teachers.
22. Different philosophies of where we come from (language) of youth worker versus teacher. Recognition of how early childhood trauma etc impacts – not a quick-fix. Who's responsibility – behaviour management – school versus youth worker
23. Having youth workers as teachers – changing their philosophy / role

24. What has changed for successful young people? Is it the environment that has changed?
25. Importance of having shared role of what the program is about by the youth worker and teacher – acceptance of each other
26. School culture – excluding youth workers. Importance of language in ability to bridge the gap across the welfare / school language school structures
27. Institution – see each for what they are – teacher bigger groups versus youth workers. Smaller groups / individuals.
28. Institution versus individual. Importance of early intervention – not using youth worker as a last resort. System meets the person. Accountability.
29. Respect – roles. Professional development for teachers
30. New model – decade old. Need to look @ how this should happen.
31. Role of youth worker – complex. Varies greatly daily. Articulate what they do.
32. Age of the profession. Teacher profession old Versus youth worker is a new profession
33. Aging teachers – struggling – methodologies / youth issues
34. Challenges of teachers in the community – lack of professional support and lack of educational support.
35. Significant adult – teacher versus youth worker –upskill teachers

Solutions

1. Workshadow each other's roles
2. Teachers being trained in a range of methodologies about how kids learn
3. Communication and relationship – use the 'Best Interest Model' of communication
4. Regular / weekly meetings between youth workers, school, district personnel – interagency approach with scheduled meetings
5. Have some positive communication between teachers and youth workers about topics other than 'bad kids'
6. Open communication
7. Youth work role – inform teachers about what it is
8. Initial agreement between school and youth workers before they have interviews. Good point of referral re: conflict issues
9. Multi-disciplinary approach – need systems approach at a district / state level
10. Establish a network for people working within alternative settings.
11. multi-disciplinary teams
12. establish collaborative network – professional development
13. shared language – then become site specific
14. Respect professionalism (both sides)
15. Create a new (universal) shared language and model this language and behaviour
16. Systemic change re: models of delivery – importance of flexibility for on-going learning

17. Hoon Goonz / Next Generation – keep this going
18. Placements
19. Valuing each person's role. Valuing each person's mental health
20. Move away from a deficit model – strengths based perspectives re: both professions
21. Moving forward together

SUMMARY:

New way of the world: Youth workers and teachers together.

Need for system change – impact @ local level

- language
- networks
- delivery
- communication

Youth Workers WITH not Youth Workers VERSUS!