

RAAYLAND COLLEGE wereldwijzer

BOEI-Limburg
 Begeliding Opleiding Educatie 11007

gildeopleidingen
 het echte werk.

Integration of Youth Care in Schools: Youth Service Point

Background

There is a growing awareness that education and youth care can utilize each other's special expertise and position in the network around students (Weist et al., 2018). Teachers are experts in working with learning and group processes, motivation and prevention. Professionals in youth care bring in contextual knowledge about the social-emotional learning of students (van Swet, 2017).

The present study concerns further development of a 'youth service point' (JSP) in a school for secondary education and a school for vocational education. The JSP started in 2018 as a concrete expression of the ambition of teachers and youth care professionals to work more collaboratively. In the study, teachers and youth care professionals work together to design, implement and evaluate a series of lessons to promote respectful behavior in secondary and vocational education

Research question

How can the Youth Service Point more integrated in the school community and curriculum by working collaboratively with teachers on social-emotional learning?

Method

- The study uses a design research
- Interventions were designed by teachers and youth care professionals collaboratively based on a literature study and interviews with students and teachers.
- Participants: students, teachers and youth care professionals
- Data were gathered from students, parents and teachers using focus group interviews, questionnaires and logbooks.
- Data were analyzed by content analyses

Intervention

Seven lessons were designed and implemented in ten classrooms in each school (one school for secondary education and one school for vocational education). The lessons were led by one teacher and one youth care professional collaboratively. After these lessons, evaluation takes place: a short questionnaire for students, a group discussion on the content and effects of the lessons and a focus group interviews with the teachers and youth care professionals.

Data analysis

Data were gathered from students, youth care professionals and teachers using online interviews, questionnaires and logbooks.
 Data were analyzed by content analyses

Data collection was disturbed by the coronavirus. Only in two classes all seven lessons were implemented. This was continued when the schools were open again.

Results

Log-notes, online interviews and Questionnaires Youth Care professionals and teachers and students

- Participants state: collaboration is of added value
- Differences show in teachers-students and youth care professionals-students interactions
- Togetherness in teaching requires a flexible deployment of teachers, youth care professionals and students and mutual trust
- Collaboration has to grow and requires continuous reconciliation

Discussion

- Professionals are still seeking for effective ways to constructively collaborate that supports student development processes in the classrooms.
- A good click between collaborating duos is necessary to be able to work together and to develop in this.