

YOUTHREACH MODEL OF REFLECTIVE PRACTICE/CONTINUOUS IMPROVEMENT

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INTRODUCING YOUTHREACH

Youthreach is an integral part of the national programme of second-chance education and training in Ireland and is a central part of the Government's contribution to the achievement of a lifelong learning society.

The programme is directed at unemployed young early school leavers aged 15-20. It offers participants the opportunity to identify and pursue viable options within adult life, and provides them with opportunities to acquire certification.

The programme is intended to facilitate young people in returning to learning and preparing for employment and adult life.



WHAT IS YOUTHREACH

- Youthreach is a Department of Education and Skills official education, training and work experience programme for early school leavers aged between 15 – 20.
 - Youthreach operates, usually over 2 years on a full time year round basis, and delivers 35 hours education and training per week for 45 weeks.
 - Seeks to provide early school leavers with the knowledge, skills and confidence required to participate fully in society and progress to further education, training and employment.
 - It offers young people the opportunity to identify options within adult life, and provides them with opportunities to reengage with education and acquire certification.
 - As it operates on a full-time, year-round basis and has a continuous intake policy.
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YOUTHREACH PLACES

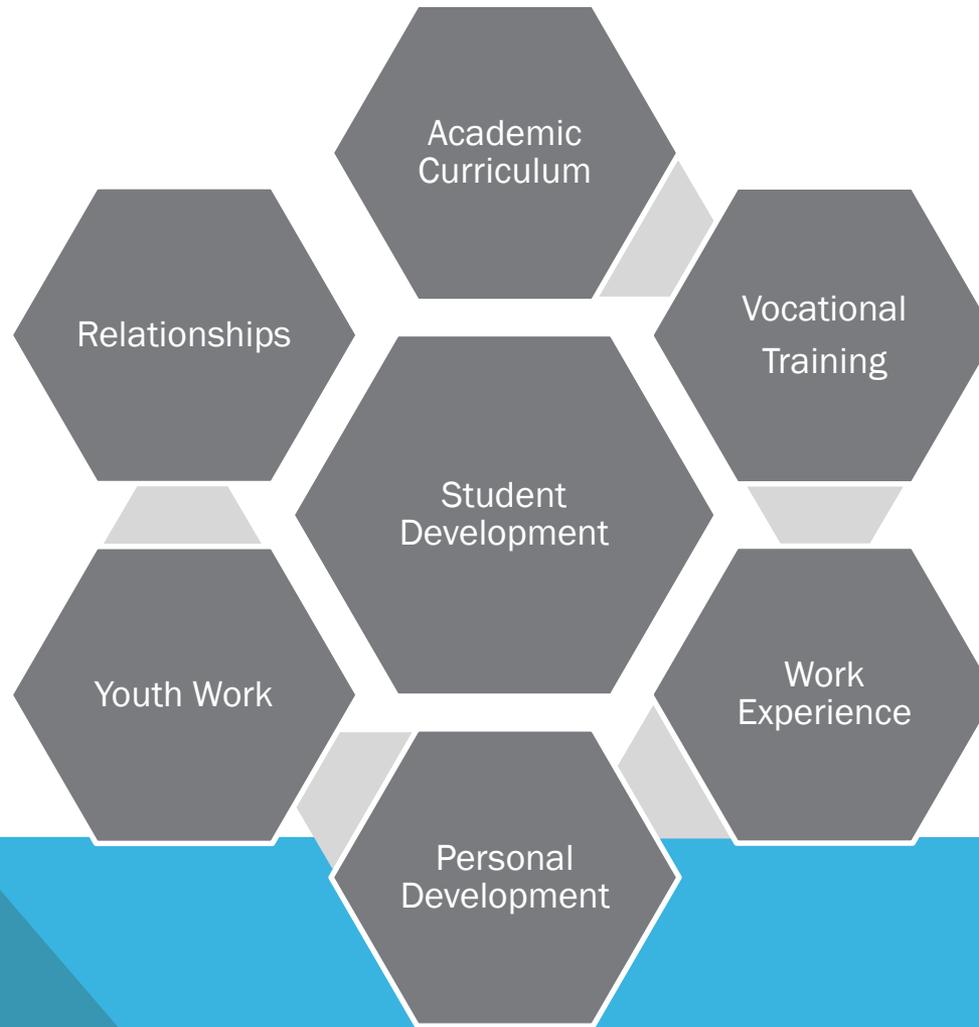
- There are almost 6,000 places available nationwide under the Youthreach umbrella.
 - Almost 3,700 of these places are provided by ETBs in just over 100 Youthreach Centres.
 - The majority of the remainder of places are provided by SOLAS in 38 Community Training Centres.
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WHAT IS THE YOUTHREACH PROGRAMME?

- Basic skill training , practical work training and general education are features of the programme, and the application of new technology is integrated into all aspects of the programme content.
- The programme provides strong emphasis on personal development, the acquisition of soft skills, on the core skills of language literacy and numeracy, communication and IT, along with a choice of vocational options such as Catering, Hairdressing, Computers, Woodwork, Photography, Video, Sports, Art and Craft, and a work experience programme.



KEY ASPECTS OF YOUTHREACH PROGRAMME



FROM DEPENDENCE TO INDEPENDENCE DISTANCE TRAVELLED BY YOUNG PERSON

Instability,
disorder,
dysfunctions,
detachment,
dependency

**Stability, Integration,
independence**

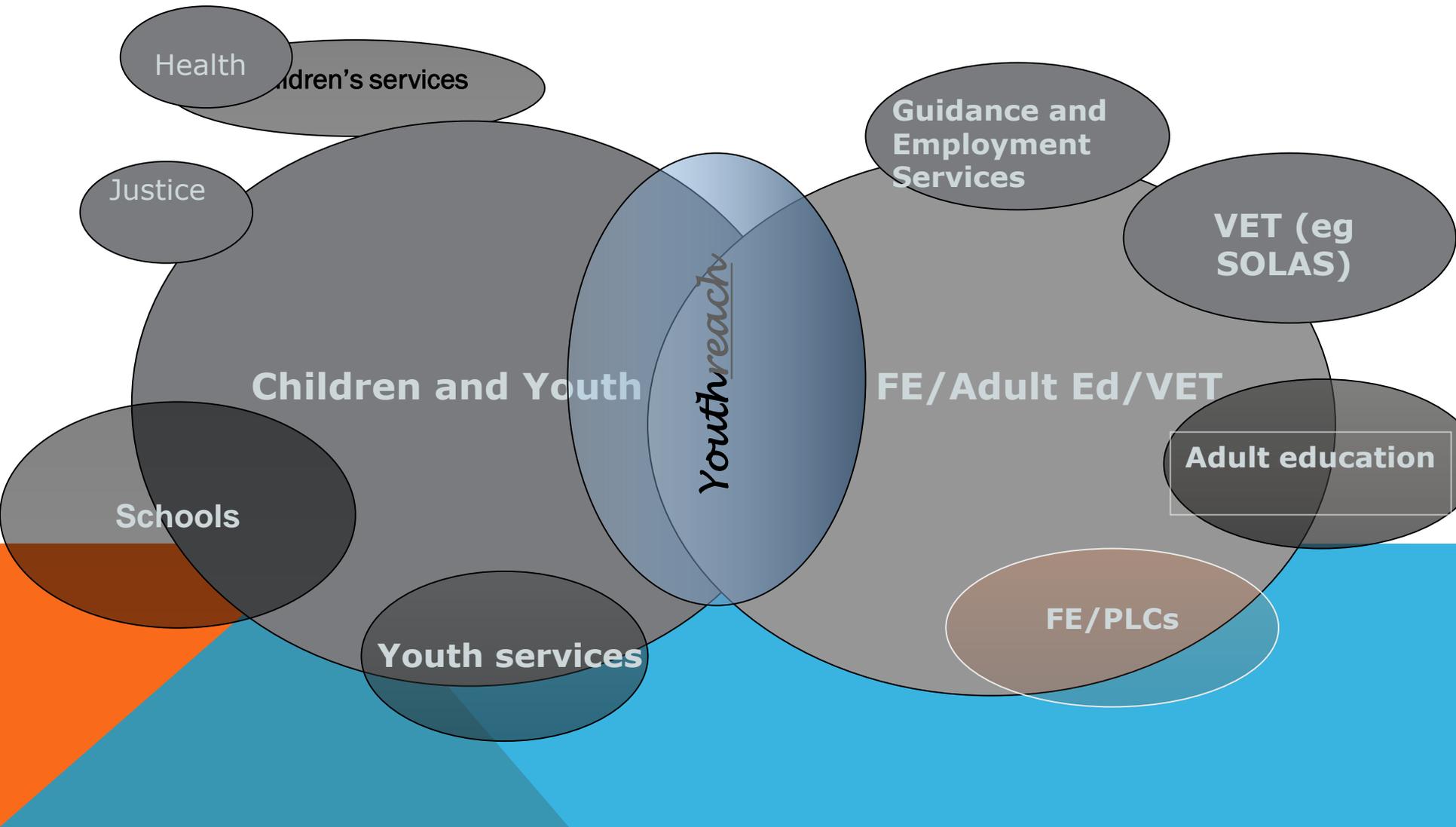
**Engagement and
attachment**

Foundation

Progression

Transition

YOUTHREACH CONNECTS WITH SEVERAL DOMAINS



YOUTHREACH MODEL OF REFLECTIVE PRACTICE/CONTINUOUS IMPROVEMENT

➤ QUALITY FRAMEWORK

A QUALITY ASSURANCE SYSTEM PUT IN PLACE TO ESTABLISH, MAINTAIN AND IMPROVE THE QUALITY OF ALL KEY ASPECTS OF THE WORK IN CENTRES.

BACKGROUND TO QUALITY FRAMEWORK

- Youthreach 2000 Report - recommended the development of a Quality Assurance Framework for Youthreach centres
 - Requirements of the Qualifications (Education and Training) Act 1999
 - Through extensive consultation with the various stakeholder groups a Quality Framework was developed in 2001
 - Based on existing good practice
 - Piloted in Centres
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THE AIM OF QUALITY FRAMEWORK

The overall aim of Quality Framework is to improve the quality of work in Youthreach centres by the development and implementation of a quality assurance model that will lead to continuous improvement in the service offered by centres and in a manner that meets the needs of students, staff and management and stakeholder groups



CENTRE ENGAGEMENT IN THE QUALITY FRAMEWORK

- All Youthreach centres engage in an Evaluation and Improvement Planning Process on an annual basis.
- In place to maintain a desired level of education/training and the services provided.
- To encourage a QA culture
- The level of participation by centres annually is extremely high.
- Engaging with QF has become an important aspect of how all centres operate.
- An annual evaluation and improvement planning report is produced following the process.
- These reports document the work that is being carried out by centre staff from one year to the next, towards the achievement of quality standards.

PRIMARY PURPOSE OF QUALITY FRAMEWORK

To assist staff to examine the following:

- Centre practice
- Identify strengths and challenges
- Implement actions to improve the service

Accountability:

Annual Reports to

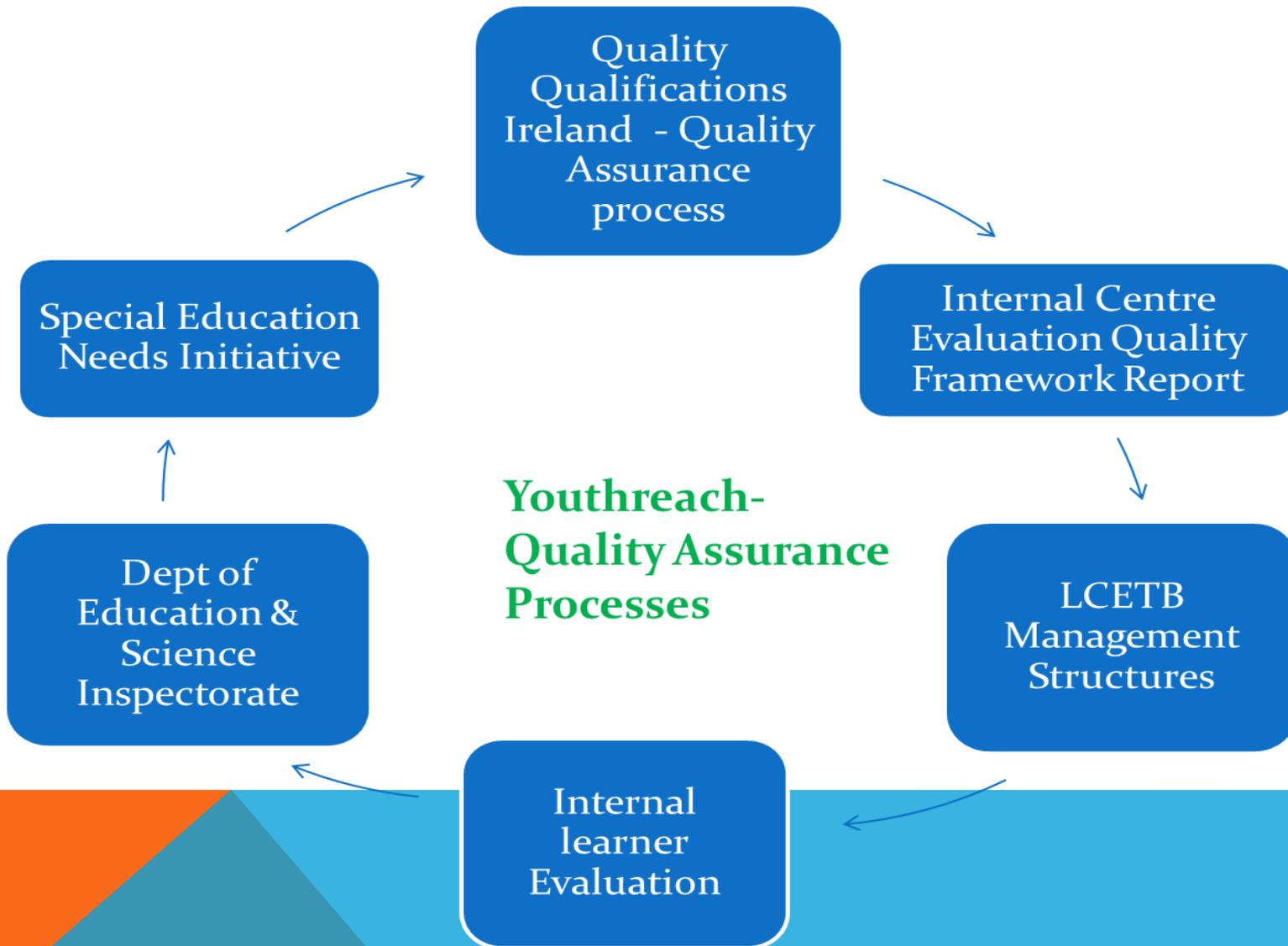
- ETB
- National Youthreach Coordinator
- Regional and local management
- Other relevant organisations
- Evidence for DES inspectors
- Information for various stakeholders

THE QUALITY FRAMEWORK PROCESS AIMS TO ACHIEVE THE FOLLOWING OUTCOMES:

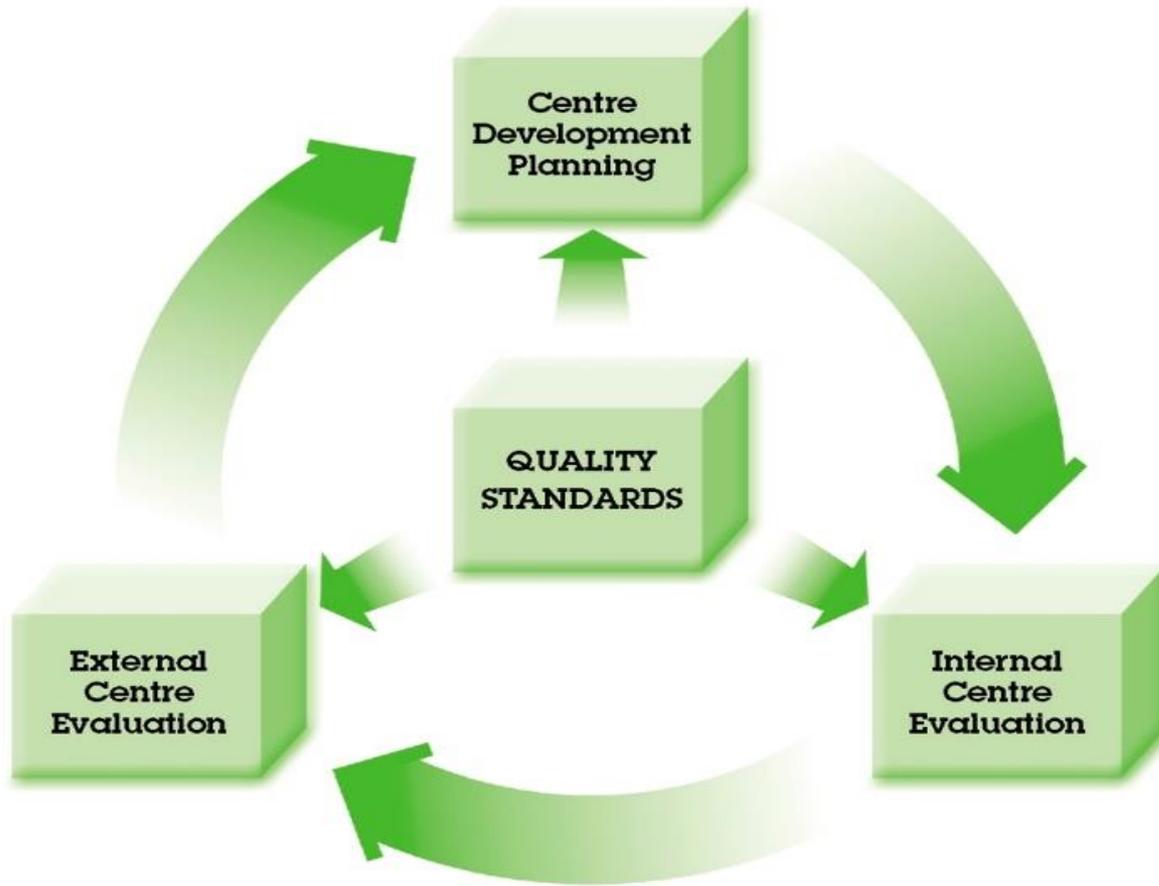
- Enhancing shared understanding by staff and stakeholder groups of the overall service that is being provided by centres.
 - Teambuilding.
 - Capacity Building –where staff become more competent and confident in the delivery of their services
 - Increasing staff engagement, sense of ownership and self determination.
 - Increased intentionality –that centres end up with plan, a sense of direction and a commitment to making progress.
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QUALITY FRAMEWORK PROMOTES

- Working as a team to make decisions and solve problems
 - Consultation with key people/stakeholder groups
 - Working out best practice - policy & procedures
 - Systematic reporting and consultation between centres and ETB's.
 - Production of an Annual Report/action plan
 - External Facilitation of processes
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27 QUALITY STANDARDS AREAS AT THE HEART OF QUALITY FRAMEWORK UP TO 2016



RECENT UPDATE OF QUALITY FRAMEWORK 2016

- Changing Education and Training Landscape
 - Recommendation from NAYC Conference 2014
 - Feedback from Centre Staff – Process – ICE/CDP had become stale, changes urgently needed
 - Support material – needed to be revamped as language and context had changed
 - Formal Feedback from Co Donegal Youthreach Coordinator's
 - Teaching and Learning – An area to be included in the framework as a recommendation from Suzanne Dillon, DES Senior Inspector
 - To include new quality standard areas developed by Mary Gordon
 - USP- Measurement of Soft Skills - SOLAS
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UPDATE OF QUALITY FRAMEWORK WAS INFORMED BY THE FOLLOWING DOCUMENTS/ GUIDELINES/REPORTS

- SSE - School Self-Evaluation Guidelines for Post-Primary Schools- Inspectorate Guidelines for Schools, Promoting the quality of Teaching and Learning
 - Operator Guidelines for the Youthreach Programme April 2015
 - QQI Draft Policy Guidelines 2015
 - Code Of Behaviour/ Anti-bullying Policies – DES
 - New Critical Incident Plan - DES
 - Data Protection Guidelines - DES
 - Intercultural policy document for primary schools
 - Policy document on assessment – NCCA National Council for Curriculum and Assessment
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REVISED QUALITY FRAMEWORK

