

## **Learning Circle: Value the individual strengths and uniqueness of each youth.**

### **Supervisory Competencies**

- Knows and understands that young people possess a multitude of strengths, talents, hopes and dreams.
- Knows and understands that youth possess a 'culture' that is unique to young people themselves.
- Knows and understands that exposure to a wide range of experiences and opportunities is critical to fostering a youth's sense of positive future.
- Knows how to apply the philosophy and practice of youth development to promoting the health and well being of youth.
- Knows how to support youth in developing an understanding of their personal history and a sense of cultural identity.
- Can and is able to utilize strengths-based practice to help youth identify their interests, goals and direction for the future

### **Guiding Principles:**

- A wide range of opportunities and experiences that facilitate discussion and reflection around ethical values, personal interests, strengths and accomplishments.
- Youth explore and value their diverse abilities, skills, interests and cultural background.
- Opportunities and experiences are provided to foster youths' positive sense of purpose and view of the future.
- Youth are recognized for both their participation and achievement.

### **Practices:**

- Use strengths-based materials that help youth discover their abilities, skills and interests.
- Create life books which help youth reflect on their placement history and cultural background.
- Create opportunities for youth to be involved in a wide range of experiences and activities that promote their positive development.
- Recognize and celebrate the accomplishments of young people.

## **Actively engage youth in developing life skills that will prepare them for successful adulthood.**

### **Supervisory Competencies**

- Knows and understands that the development of life skills is ongoing and occurs throughout the lifespan.
- Knows and understands that young people must play a central role in the development of their life skills goals.
- Knows and understands how to meaningfully engage young people in the acquisition of skills that will prepare them for successful and productive adulthood.
- Knows how to provide both formal and informal learning opportunities for young people that support life skills preparation.

**Guiding Principles:**

- Youth identify, develop, and practice life skills through “real world” experiences.
- Development of a holistic approach to life skill assessment.
- Youth have opportunities to make decisions and take responsibility for their choices.
- Youth receive support from caring adults throughout the skill-building process.
- Youth set challenging yet realistic goals.
- Youth recognize and celebrate their skills and accomplishments within their own definition of success and mastery.

**Practices:**

- Create experiences with youth that apply knowledge and skills learned in “real world” situations.
- Provide both formal and informal learning opportunities for young people using a competency-based approach to life skills preparation.
- Allow youth adequate time to talk about and reflect on the experience.
- Provide mentoring programs and service learning opportunities.

Develop life skill portfolios that have evidence of skill acquisition as part of the transition plan