

SEEING

*the Potential of the
Learners*

Support and Learning Cards



FOCUS
learning



Erasmus+

For the full publication and access to the other **FOCUS learning** educational products see the **FOCUS learning** Website: ↗ www.focus-learning.eu

The material these cards are based on is from **FOCUS learning**, Chapter 3 - 'Facilitation of Learning'



SALTO TRAINING & COOPERATION



SEEING THE

POTENTIAL OF THE

LEARNERS

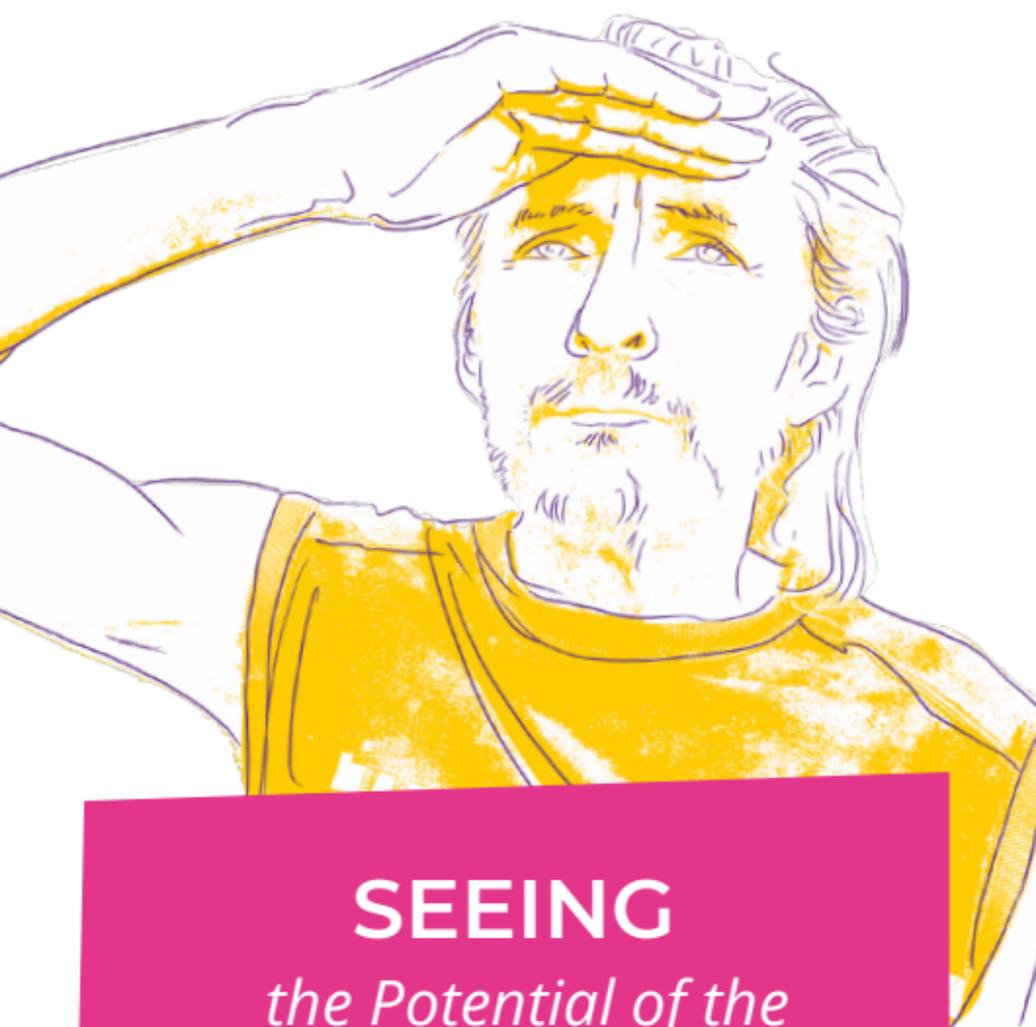
This set of cards explores different aspects of seeing the potential of young people as learners.

The cards list **six different competences** a youth worker needs for supporting the learning potential of a young person.

For many young people, reflection and self-assessment is especially difficult because both elements require a high level of introspection.

Reflecting on yourself and seeing your own strengths and weaknesses requires the ability to look at oneself from a distance, not to mention how hard it is to say about oneself, 'I'm good (or not so good) at that!'





SEEING

*the Potential of the
Learners*

Support and Learning Cards

1

OBSERVATION

SKILLS

Requires the continuous development of observation skills

Practice includes:

Commenting on what you observe...

- behaviours
- attitudes

Supporting young people to recognise what it is they are not aware of or not sure about...

- skills
- talents
- knowledge
- attitudes



OBSERVATION SKILLS

1

FEEDBACK

➤ *Council of Europe*

Feedback must always be:

- **Descriptive:** Focus on the behaviours that can be changed, not the young person's personality.
- **Specific:** Feedback should focus on specific behaviours or events.
- **Appropriate:** It's about the young person and their needs, don't project your needs onto them.
- **Useful:** If the young person would not be able to change something, don't mention it.
- **Wanted:** If it is not wanted it could be seen as an attack and will not be worked with.
- **Good timing:** Feedback needs to be given in the here and now, not at some time in the future when it will no longer make sense to the young person.



FEEDBACK

2a

2b

FEEDBACK

↗ *Bristol University, UK*

Feedback must always be:

- **Considerate:** Feedback must not insult or demean the young person being spoken to.
- **Supportive:** Delivered in an encouraging and non-threatening manner.
- **Direct:** The focus of the feedback should be clearly stated.
- **Sensitive:** It must be delivered with sensitivity, keeping in mind the needs of the young person.
- **Thoughtful:** Well considered rather than impulsive.
- **Helpful:** Feedback should be of value to the other person.



FEEDBACK

2b

3

CONVERSATION

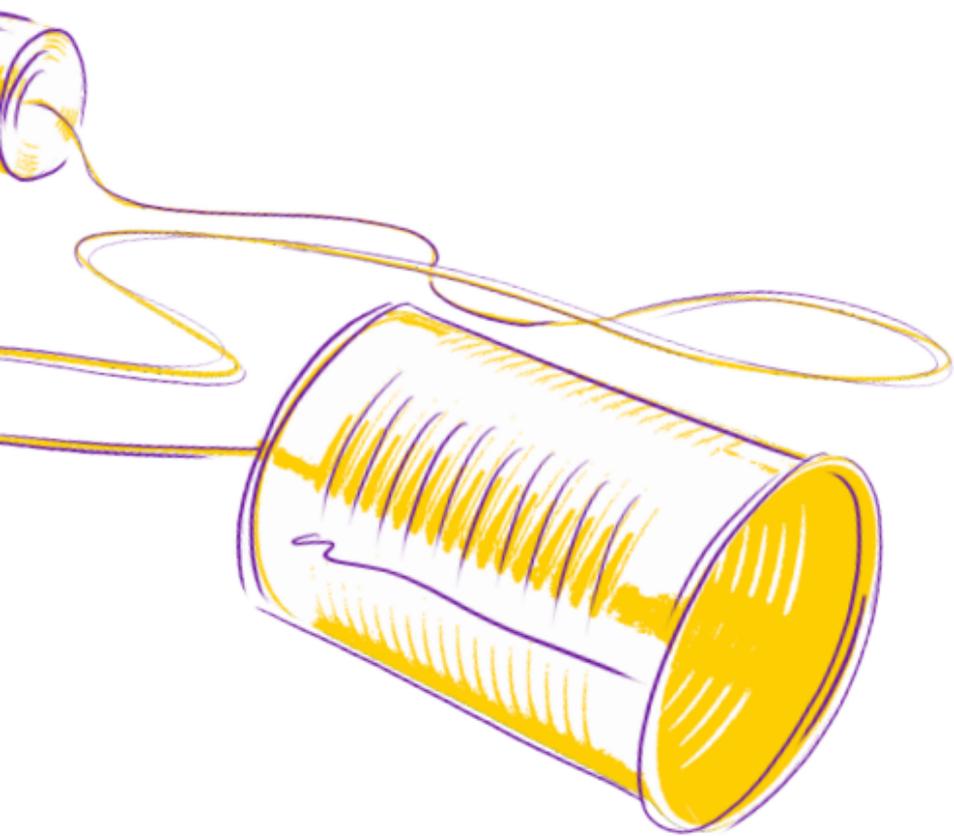
Engage young people in conversations about knowledge, skills, attitudes and beliefs...

...This can help young people to reflect on themselves and gain more self-awareness

...This does not need to be a specific direct conversation about competences, these elements can be woven into general conversations that you have with individual young people

A direct conversation may mean the young person will feel threatened and the conversation may appear to be confrontational to them.





CONVERSATION

3

SEEING THEIR

PASSION

Everybody has things they are passionate about.

Sadly, many passions are often hidden and unspoken.

Sometimes they are seen as strange or silly or are put in a box of dreams.

However:

- Passions are probably one of the most important driving forces for learning.
- A youth worker who is able to recognise these passions can help the learner to (re)connect with them.



SEEING THEIR PASSION

4

5

RECOGNISING

THE LEARNING

POTENTIAL

Recognising the potential of learners involves:

- recognising the different ways in which people learn
- realising that there is more than one way to learn successfully
- each path provides different opportunities



RECOGNISING THE LEARNING POTENTIAL

5

ACKNOWLEDGING

THE INDIVIDUAL

The youth worker, as facilitator of learning, needs to recognise each individual young person's different ways of doing things.

The youth worker needs to give space for each individual young person to express themselves in the way they are most comfortable with.





ACKNOWLEDGING THE INDIVIDUAL

6

QUESTIONS AND

CHALLENGES

- **How do you rate yourself in your ability according to each of the 6 competence cards?**
- **What are your superpowers in seeing the potential of the learners?**
- **Which area would you like to strengthen your practice in and how will you go about it?**
- **Who will you get to support you in this and help you monitor and evaluate your improvement?**



QUESTIONS AND CHALLENGES

WRITE YOUR OWN

THOUGHTS



**WRITE YOUR
OWN THOUGHTS**

WRITE YOUR OWN

THOUGHTS



**WRITE YOUR
OWN THOUGHTS**