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| <b>Title</b> | <b>Demonstrate <del>and apply knowledge of</del> kawa and tikanga <del>of tangata whenua in the</del> youth <del>development sector</del> <u>work setting</u></b> |                |          |
| <b>Level</b> | <b>4</b>  | <b>Credits</b> | <b>6</b> |

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| <b>Purpose</b> | <p><del>This unit standard is for experienced people working with young people in the youth development sector.</del></p> <p><del>People</del><u>A person</u> credited with this <del>unit standard</del> <del>are able to:</del> <u>can, in a youth work setting:</u></p> <ul style="list-style-type: none"> <li><del>identify</del> <u>and describe</u> tangata whenua of a particular rohe;</li> <li><del>demonstrate appropriate behaviour according to</del> kawa and tikanga <del>of tangata whenua;</del> <u>and</u></li> <li><del>demonstrate correct pronunciation and usage of aspects of te reo Māori in the</del><u>for</u> youth development <del>sector.</del></li> </ul> |
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| <b>Classification</b> | Social Services > Youth Development |
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| <b>Available grade</b> | Achieved |
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**Guidance Information**

~~1~~ Legislation and codes relevant~~Assessment conditions~~  
Assessment of the candidate’s ability to demonstrate tikanga and kawa when engaging with tangata whenua and mana whenua must be observed by a kaumātua/kuia, or recognised cultural advisor.

~~2~~ Assessment notes  
Evidence generated for assessment against this unit standard standard must reflect the key values underpinning Māori society, which may include but are not limited to:  
– kaitiakitanga, kotahitanga, manaakitanga, pūkengatanga, rangatiratanga, reo, ūkaipōtanga, wairuatanga, whanaungatanga, whakapapa.

~~The context of the unit standard is limited to local rohe~~ Code of Ethics for Youth Work in Aotearoa New Zealand;  
~~Crimes Act 1961;~~  
~~Human Rights Act 1993;~~  
~~Health and Safety at Work Act 2015;~~  
~~Official Information Act 1982;~~  
~~Oranga Tamariki Act 1989;~~  
~~Privacy Act 1993.~~ Where local rohe are also occupied by a number of other iwi or hapū, the tangata whenua or mana whenua view may take precedence. Other iwi or hapū views should be encouraged to enrich and enhance understanding of key Māori concepts and practices.

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## 2 Definitions

*Approving authority* ~~–is any qualified and/or competent individual, group, body, or organisation who is recognised as having~~ have the expertise to teach te reo and tikanga Māori to the youth worker. ~~Approving authority includes but is not limited to tertiary institutions.~~ Examples of approving authorities may include community training providers, cultural advisors, elders, kuia, kaumatua, lecturers, Māori committees or groups, tutors, tertiary institutions, trainers, ~~lecturers, kaumātua, kuia, elders, and fluent Māori speakers~~ and tutors.

~~Key values~~ include but are not limited to: manaakitanga, rangatiratanga, whanaungatanga, kotahitanga, wairuatanga, ūkaipōtanga, kaitiakitanga, pūkengatanga, reo, whakapapa.

*Rohe* ~~–is a particular boundary or region. In the context of this unit standard, this is to be defined as the region where the assessment against the unit standard is taking place.~~

~~Te reo Māori in youth development~~ includes but is not limited to: waiata; words and phrases in te reo Māori relevant to youth development. ~~All waiata, and words and phrases in te reo Māori relevant to youth development are appropriate according to the approving authority.~~

~~Traditionally, whānau members are~~ Whānau are people related through whakapapa, birth, whāngai, or intermarriage, though the usage of this term varies from whānau to whānau. ~~In the context of this unit standard, whānau may comprise members who are related through bloodlines and intermarriage, and may also include~~ Whānau may also mean family friends, acquaintances, and any other individuals who are accepted, and deemed a member by a particular whānau.

*Youth Work* is the development sector –of a situation mana enhancing relationship between a youth worker and a young person, where ~~youth development practice is being used intentionally~~ young people actively participate, discover their power, and choose to promote engage for as long as agreed; and that supports their holistic, positive development of as young people. ~~Examples include education, sport that contribute to themselves, their whānau, community development, religious groups, cultural groups, and interest groups~~ and world.

## 34 Resources

Ara Taiohi. (2021). *Mana Taiohi. Ara Taiohi: Peak Body for Youth Development.* Retrieved on 4 August 2021 from <https://arataiohi.org.nz/mana-taiohi/>.

~~Ministerial Advisory Committee on a Māori perspective for the Department of Social Welfare. (2001 Reprint). *Puao-Te-Ata-Tu (day break) – The report of the Ministerial Advisory Committee on a Māori perspective for the Department of Social Welfare.* Wellington: Department of Social Welfare. Available online from the Ministry of Social Development~~ Retrieved from <https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1988-puao-te-atatu.pdf>.

~~Ministry of Youth Affairs. (2002). *Youth Development Strategy Aotearoa – Action for child and youth development.* Wellington: Ministry of Youth Affairs. Available online from the Ministry of Youth Development (<http://www.myd.govt.nz>), along with supporting documents.~~

~~United Nations General Assembly. (1959). *Declaration of the Rights of the Child.* Available at~~

~~[https://canadiancrc.com/UN\\_CRC/UN\\_Declaration\\_on\\_the\\_Rights\\_of\\_the\\_Child.asp](https://canadiancrc.com/UN_CRC/UN_Declaration_on_the_Rights_of_the_Child.asp)~~

~~United Nations General Assembly. (1989). *Convention on the Rights of the Child.* Available through <http://www.unicef.org/crc/>.~~

~~4 — Assessment notes~~~~In carrying out all outcomes of this unit standard, youth workers demonstrate knowledge of the key values that underpin Māori society, and reflect this knowledge in behaviour that is appropriate to the context.~~~~The context of the unit standard is limited to local rohe; where local rohe are also occupied by a number of other iwi or hapū, the tangata whenua or mana whenua view may take precedence. Other iwi or hapū views should be encouraged in order to enrich and enhance understanding of key Māori concepts and practices.~~**Outcomes and performance criteria****Outcome 1**Identify and describe tangata whenua of a particular rohe in a youth work setting.**Performance criteria**

1.1 Tangata whenua are described according to one iwi holding mana whenua in a particular rohe.

1.2 The meaning of iwi is ~~outlined~~described in terms of the relationship of whānau, hapū, iwi, and waka.~~1.3 — Whānau, hapū, and iwi are described in terms of their respective roles.~~**Outcome 2**Demonstrate ~~appropriate behaviour according to~~ kawa and tikanga ~~of tangata whenua in a~~ youth work setting.Range competence may be demonstrated ~~in~~on marae, other formal or informal Māori contexts, or in hui governed by kawa and tikanga;~~— other formal Māori contexts may include but are not limited to —~~ kōhanga reo, kura kaupapa Māori, tari Māori.**Performance criteria**2.1 Behaviour ~~in pōwhiri~~ is in accordance with the governing kawa and tikanga ~~and in accordance with~~ of the work setting and role being undertaken in pōwhiri proceedings of the youth worker.Range ~~role — tangata whenua or manuhiri.~~~~2.2 — Behaviour may include but~~ is in accordance with the governing kawa and tikanga.Range ~~— not limited to —~~ behaviour during ~~—~~ karakia; mihimihi; kōrero; poroporoaki; waiata;youth worker role — tangata whenua or manuhiri; examples of at least one behaviour, and at least one role, are

required.

**Outcome 3**

Demonstrate correct pronunciation and usage of aspects of te reo Māori in a youth development work setting.

Range may include but is not limited to words and phrases from the following categories – kōrero tawhito; waka, iwi, rohe a takiwā; Te Tiriti o Waitangi; Māori names, kinship terms and roles within whānau, hapū, and iwi; marae hui, marae protocol, marae complex; Māori concepts, principles, and values; Māori perspectives on social services and health; Government government departmental words, kupu hou; mihimihi, pōwhiri, poroporoaki (whakawātea); ~~evidence is required of correct pronunciation and usage of words and phrases in te reo Māori relevant to youth development from each category listed;~~ ~~waiata – evidence is required of three waiata.~~

**Performance criteria**

~~3.1 Pronunciation and usage of te reo Māori is in accordance with the standards required by the approving authority.~~

3.1 Te reo Māori words are pronounced correctly.

Range vowels greetings and ~~consonants; farewells~~, names and place names; vowels and consonants, words and phrases; ~~greetings and farewells.~~

~~3.2 Knowledge of the meaning of Karakia, mihi, pepeha, and waiata and words and phrases are pronounced correctly in te reo Māori is accurate in accordance with the standards required by the approving authority.~~

~~3.3 Singing of waiata in te reo Māori complies with standards required by the approving authority.~~  
Range one of each.

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| <b>Planned review date</b> | 31 December <del>2024</del> <u>2026</u> |
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**Status information and last date for assessment for superseded versions**

| Process               | Version  | Date             | Last Date for Assessment               |
|-----------------------|----------|------------------|--|
| Registration          | 1        | 30 August 1999   | 31 December 2016                       |
| Revision              | 2        | 20 March 2003    | 31 December 2016                       |
| Review                | 3        | 26 November 2007 | 31 December 2016                       |
| Review                | 4        | 19 March 2015    | <del>N/A</del> <u>31 December 2023</u> |
| Rollover and Revision | 5        | 24 October 2019  | <del>N/A</del> <u>31 December 2023</u> |
| <u>Review</u>         | <u>6</u> | <u>MM 2021</u>   | <u>N/A</u>                             |

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| <b>Consent and Moderation Requirements (CMR) reference</b> | 0024 |
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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### Comments on this unit standard

Please contact Careerforce [info@careerforce.org.nz](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.