

Title	Establish and maintain a youth -development relationship to support a young person in the youth development sector		
Level	4	Credits	10

Purpose	<p>A personThis unit standard is for experienced people working with young people in the youth development sector.</p> <p>People credited with this unit standard can:</p> <ul style="list-style-type: none"> describe the characteristics of a young person's identity in the context of youth workare able to: establish the essential features of a young person's identity; establish and maintain a supportive relationship with a young person; and reflect on own practice, values, beliefs, and ethics, when working with a young personreflect on own practice and values when working with a young person as a youth worker.
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Classification	Social Services > Youth Development
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Available grade	Achieved
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Recommended for entry	<p>Unit 23093, Describe relevance and application of the principles of the Treaty of Waitangi in the workplace, or Unit 28543, Describe culturally safe Māori operating principles and values, and their application in a health or wellbeing setting; Unit 22256, Describe the principles, aims and goals of the Youth Development Strategy Aotearoa, or demonstrate equivalent knowledge and skills.</p>
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Guidance Information

1 [Assessment conditions](#)
 Evidence for the practical components of ~~Legislation and codes relevant to~~ this unit standard [must be generated in a youth development setting](#). ~~may include but are not limited to:~~

2 [Assessment notes](#)
 Evidence generated for assessment against this standard must reflect workplace requirements specified in:

- [documented workplace procedures, policies, and methodologies;](#)
- [any applicable statutes, regulations, and Codes of Practice.](#)

Evidence generated for assessment against this standard must reflect the best practice guidelines and principles of youth development specified in:

Youth Development Strategy Aotearoa: Action for Child and Youth Development;

- the principles of *Mana Taiohi*;
- the *Code of Ethics for Youth Work in Aotearoa New Zealand*.
- *Code of Ethics for Youth Work in Aotearoa New Zealand*;

~~3~~—This unit standard requires the disclosure—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.~~

~~2~~—Definitions

~~*Characteristics* of personal information to the candidate by the *the young* person *who is the subject*—may include but are not limited to: physical, spiritual, or mental.~~

~~*Needs of the young person*—include but are not limited to: physical comfort, safety, and privacy.~~

~~*Code of ethics*—an agreed set of foundation or guiding principles established by members of the youth development relationship. All personal information~~

~~must profession. Codes of ethics may be treated according to relevant statutes, regulations, established by local, regional, or national youth development~~

~~organisations. Codes of ethics related to youth development include but are not limited to: youth development organisation codes of practice, and workplace policies and procedures conduct or ethics, and professional association codes of conduct or ethics.~~

~~34~~ Definitions

~~*Culture* is a group of people who share a core set of beliefs, patterns of behaviour, and values. Cultural groups may be large or small, but they are identified by their ways of thinking and behaving. Among other things, a cultural group can be based~~

~~on—*Culture*—includes but is not limited to cultures based upon: age, class, disability, ethnicity, gender, group affiliation, and sexual orientation. Culture includes ,cultures within Māori, Pākehā, Pacific Island, and Asian groupings; including identification with a culture through birth, adoption, or genealogy or whakapapa.~~

~~*Sub-culture* is a group of —Organisational policies and procedures—policies, procedures, and methodologies of an organisation. They include legislative and regulatory requirements which may apply across an organisation, a specific site, or a workplace. Requirements are documented in the organisation's health and safety plans, contract work programmes, quality assurance programmes, policies, and procedural documents and codes of ethics.~~

~~*Principles of the Youth Development Strategy Aotearoa* are: youth participation; quality relationships; strengths based approach; shaped by the bigger picture; good information; connectedness.~~

~~*Youth/young people*—people between the ages of 12 and 24.~~

~~*Youth culture*—includes but is not limited to any culture a young person identifies with including local, national, and global contexts.~~

~~*Sub-culture*—includes any group of youth who are self-identified as a sub-culture within another cultural group or sub-group and may include but are not limited to: skaties; gothics; hip hop; gangs; bogans; boy/girl racers; computer nerds; academics; gamers; ravers; church groups; sporting and recreational groups; uniform groups.~~

~~*Youth development* refers to growing and developing the skills and connections young people need to take part in society and reach their potential. *Youth development* means growing and developing the skills and connections young people need to take part in society and reach their potential.~~

~~*Youth development sector* is a situation where youth development practice is being used intentionally to promote positive development of young people, such as in. Examples include education, sport, community development, religious groups, cultural groups, and interest groups.~~

~~*Youth or young person* means refers to people between 12 and 24 years old.~~

45 References

~~Ara Taiohi. (2020). *Code of Ethics f: For Youth Work in Aotearoa New Zealand*. Ara Taiohi: Peak Body for Youth Development. Retrieved on 4 August 2021 from: <https://arataiohi.org.nz/publications/code-of-ethics/>.~~

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

~~Ministry of Youth Affairs. (2002). *Youth Development Strategy Aotearoa: Action for Child and Youth Development*. Ministry of Youth Development—Te Manatū Whakahiato Taiohi. Retrieved from: <https://www.myd.govt.nz/resources-and-reports/publications/youth-development-strategy-aotearoa.html>.~~

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3 Resources

~~Martin, Lloyd. (2002). *The invisible table: perspectives Perspectives on youth and youthwork youth work in New Zealand*. Palmerston North, New Zealand: Dunmore Press. 2002.~~

~~Ministry of Youth Affairs. (2002). *Youth Development Strategy Aotearoa—Action for child and youth development*. Wellington: Ministry of Youth Affairs. 2002. 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.aspx.~~

~~United Nations General Assembly. (1989). *Convention on the Rights of the Child*.~~

~~United Nations Human Rights: Office of the High Available through <http://www.unicef.org/crc/>.~~

4 Assessment notes

~~Assessment tasks must be completed in accordance with the principles of the *Youth Development Strategy Aotearoa* and the *Code of Ethics for Youth Work in Aotearoa New Zealand*.~~

~~This unit standard requires a particular depth of disclosure of personal information. All communications with and between people preparing for award of this unit standard must be treated confidentially by accredited providers, and others involved in preparation for assessment. The scope and limits of confidentiality are defined through negotiation, and informed consent, and criteria established by legislation, ethical practice, and organisational policies and procedures.~~

~~Sources of criteria as established by legislation, ethical practice, and organisational policies and procedures include but are not limited to: Official Information Act 1982, Privacy Act 1993, youth development organisation codes of conduct, codes of practice issued by the Privacy Commissioner. Retrieved on 10~~

~~May4 August 2021 from:~~

~~<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>, youth development codes of ethics, and organisational policies and procedures, strategic plans, kawa, or tikanga.~~

~~5 Recommended entry information~~

~~It is recommended that prior to assessment against this unit standards, that candidates have achieved:~~

- ~~• Unit 23093, Describe relevance and application of the principles of the Treaty of Waitangi in the workplace, or Unit 28543, Describe culturally safe Māori operating principles and values, and their application in a health or wellbeing setting;~~
- ~~• Unit 22256, Describe the principles, aims and goals of the Youth Development Strategy Aotearoa.~~

Outcomes and performance criteria

Outcome 1

~~Establish~~ Describe the essential features ~~the characteristics~~ of a young person's identity in the context of youth work.

Range ~~evidence is required for~~ two young people, three characteristics for each, ~~one from the candidate's own culture and life experience, and one young person from a different culture and life experience;~~ characteristics may include but are not limited to – education, employment, ethnicity, faith, gender, life stage, sexual orientation, social groupings, sub-culture, youth culture.

Performance criteria

~~1.1~~ The young person's ~~person's identity is established in terms of their identification with a youth culture and sub-culture~~ is described.

~~Range~~ evidence is required of one youth culture and one youth sub-culture.

~~1.12~~ The impact of the essential ~~Essential features~~ characteristics ~~on~~ the young person's identity ~~that have had an impact~~ impacting on their ~~the young person's development and the primary focus of the working relationship are identified~~ and development area ~~described.~~

~~1.3~~ The ~~Range~~ evidence is required of five essential features of the young person's identity that are the focus of the youth worker's relevant to the working relationship with them are identified and described ~~four essential features impacting on the young person's development.~~

Outcome 2

Establish and maintain a supportive relationship with a young person.

Range ~~evidence is required of establishing and maintaining supportive relationships with two young people, one from the candidate's own culture and life experience, and one young person from a different culture and life experience.~~

Performance criteria

2.1 ~~The characteristics of the young person's identity that are the focus of the youth worker's working relationship with them are identified and described.~~

2.21 Relationship guidelines are ~~described~~~~established with,~~ and communicated ~~to~~~~accepted,~~ by the young person.

Range ~~the youth worker's relationship guidelines must include but are not limited to — role and, function, the young person's roles and responsibilities, and any legal responsibilities of the youth development agency, or organisation and youth worker; role and responsibilities of the young person; kawa and/or protocols for the relationship; other factors relevant to the relationship, legal responsibilities of the youth development agency, physical comfort, privacy, safety, young person's roles and responsibilities, youth-worker's role and function~~ identity of the young person.

2.32 ~~Language~~ Interpersonal skills that are appropriate to the characteristics and needs of the young person are used to respond to verbal and non-verbal communications.

Range ~~interpersonal skills must include use of language that supports development of trust and rapport is used for communication with the young person. Communication includes responses to verbal and non-verbal cues that reflect the characteristics and needs of the young person.~~

2.43 ~~Professional~~ The youth worker's role, function, and boundaries between the youth worker and the young person are maintained ~~are clearly demonstrated and communicated throughout the relationship with the young person.~~

2.54 The ~~youth worker uses behaviours that respect the~~ rights, needs, and responsibilities of the young person are respected throughout the relationship.

~~Range — kawa and/or protocols relevant modifies their behaviour to maintain the relationship, inclusive language; as required. — needs of the young person include but are not limited to — physical comfort, safety, privacy.~~

Range ~~relevant criteria may include but are not limited to — value base required of youth workers; code of ethics; the youth worker's role, function, and boundaries; kawa and/or protocol for the relationship; use of inclusive language.~~

2.65 Power inequities in the relationship are identified and managed in accordance with the young person's needs.

~~2.76~~ Any situation or outside the scope of theThe youth worker'sworker seeks advice or refers to others in situations beyond their role boundaries or expertise is identified and referred.skills base.

~~Range~~ advice orreferral may include but is not limited to – networks, ~~—~~wider agencies, communities.

~~2.87~~ The reasons for concluding the professional relationship with the young personth is concludedare identified and communicated. ~~The reasons for concluding the process for ending the working relationship are communicated to the youth~~is outlined according to relevant criteria.

Range reasonsrelevant criteria may include but are not limited to – contractual or funding obligations, ~~the purpose of~~the relationship has been attained; ~~the relationship between the young person and youth worker~~ is not constructive or ~~is~~no longer functional; the youth's goals ~~young person's goal(s) has/~~have been met; the youth~~young person~~ chooses to end the relationship.

Outcome 3

Reflect on own practice, ~~and~~values, beliefs, and ethics, when working with a young person as ~~a~~ youth worker.

Performance criteria

~~3.1~~ ~~Opportunities are identified to reflect on own interactions and practices with the young person.~~

~~3.12~~ Areas are identified and described where own values, beliefs, ethics~~values, biases, background,~~ and opinions may have impacted on the relationship with the young person.

~~3.23~~ Areas for development of own practice are identified and documented.

~~Range~~ may include but is not limited to - job description, ~~in accordance with~~organisational policies and procedures, performance appraisal, supervision.

Planned review date	dd MMMM yyyy 31 December 202631 December 2021
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 March 2015	TBA 31 December 2023N/A
Rollover and Revision	2	24 October 2019	TBA 31 December 2023N/A
<u>Review</u>	<u>3</u>	dd MMMM yyyy MM 2021	<u>N/A</u>

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

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.