

40646 Build effective relationships with tangata whenua to support positive youth development outcomes

Kaupae Level	5
Whiwhinga Credit	5
Whāinga Purpose	<p>This skill standard is for people who want to work autonomously under professional supervision in youth work practice in a range of youth work settings.</p> <p>People credited with this skill standard can explain the importance of building effective relationships with tangata whenua to support taiohi for positive youth development outcomes, and select, apply and reflect on relationship building strategies.</p> <p>This standard aligns with the New Zealand Certificate in Youth Work (Level 5) [Ref: 4795].</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Explain the importance of effective relationship building with tangata whenua to support taiohi.	a. Explain the responsibility of youth workers to build effective relationships with tangata whenua to support taiohi.
	b. Outline how tangata whenua can support taiohi.
2. Select relationship building strategies with tangata whenua to support taiohi.	a. Identify cultural protocols and customs that are essential to building relationships with tangata whenua.
	b. Describe practices and cultural protocols for initiating, developing, and sustaining relationships with tangata whenua to collectively support taiohi.
3. Apply relationship building strategies with tangata whenua to support taiohi.	a. Collaborate and engage in shared decision-making with tangata whenua and community partners.
	b. Demonstrate use of te reo Māori in own interactions with tangata whenua and taiohi.
	c. Demonstrate use of tikanga Māori in own youth work practice.

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
4. Reflect on relationship building strategies with tangata whenua to support taiohi.	a. Reflect on personal values and practices used to build and maintain relationships with tangata whenua.
	b. Evaluate strategies used to build relationships with tangata whenua to support positive youth development outcomes.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

For assessment purposes:

- Assessments should reflect the cultural context of Aotearoa New Zealand and Te Tiriti o Waitangi articles, contemporary overarching acts, positive youth development frameworks, including Mana Taiohi and Code of Ethics for Youth Work in Aotearoa New Zealand.
- This skill standard may require the disclosure of personal information. This information must be treated according to relevant statutes, regulations, codes of practice, and workplace policies and procedures.
- Evidence for the practical components of this skill standard must be generated in a youth work setting.
- Evidence for this standard must reflect best practice in youth work including legal, cultural and ethical considerations. Practice must follow organisational policies and procedures.

Definitions:

- *Karakia* refers to a traditional Māori prayer, chant, or incantation.
- *Pepeha* refers to a formal and traditional way of introducing oneself or identifying one's connections to particular tribal affiliations, ancestors, and places of significance.
- *Taiohi* refers to young people between 12 and 24 years old.
- *Tangata whenua* refers to the "people of the land" or the indigenous Māori people who have ancestral ties to a specific area, region, or territory within New Zealand.
- *Te reo Māori* refers to the Māori language.
- *Tikanga Māori* refers to Māori customs and protocols.
- *Waiata* refers to a traditional Māori song or chant.
- *Youth work practice* is a mana-centric relationship between a youth worker and taiohi, where taiohi actively participate, discover their power, and choose to engage for as long as agreed; and that supports their holistic, positive development as taiohi that contribute to themselves, their whānau, community and world.

Ngā momo whiwhinga | Grades available

Achieved.

Ihirangi waitohu | Indicative content

- Responsibilities and obligations under Te Tiriti o Waitangi and bi-cultural practice in Aotearoa New Zealand.
- Building and maintaining relationships with tangata whenua.
- Te reo Māori usage in youth work contexts.
- Cultural competence and tikanga – delivering pepeha, waiata, karakia.

Rauemi | Resources

- Ara Taiohi. (2020). *Code of Ethics for Youth Work in Aotearoa New Zealand* (3rd ed.). Available at <https://arataiohi.org.nz/career/code-of-ethics/history-of-the-code-of-ethics/>.
- Ara Taiohi. (2021). *Mana taiohi principles*. Available at <https://arataiohi.org.nz/mana-taiohi/>.
- Ministry for Culture and Heritage. (2023). *Treaty timeline*. Available at <https://nzhistory.govt.nz/politics/treaty/treaty-timeline/treaty-events-1800-1849>.
- Orange, C. (2012). *Te Tiriti o Waitangi – the Treaty of Waitangi*. Available at <http://www.TeAra.govt.nz/en/te-tiriti-o-waitangi-the-treaty-of-waitangi>.
- Wayne Francis Charitable Trust. (2021). *Positive Youth Development Aotearoa: Weaving Connections*. Available at <https://static1.squarespace.com/static/5f31c6553f71df0f909845ce/t/61789ee225addd66196f5f72/1635294967672/26.10.2021+'Weaving+connections+%28web%29.pdf>.

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Community and Social Services > Social Services > Youth Development
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0024

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	26 June 2025	N/A
Kōrero whakakapinga Replacement information	N/A		
Rā arotake Planned review date	31 December 2029		

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council at qualifications@toitutewaioara.nz to suggest changes to the content of this skill standard.