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| Title | Support a young person to meet their needs and goals in a youth work relationship | | |
| Level | 3 | Credits | 5 |

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| Purpose | <p>A person credited with this standard can:</p> <ul style="list-style-type: none"> • develop a strength-based youth work relationship with a young person to support positive youth development outcomes; • identify and describe a young person's strengths, sense of identity, social connections, and needs; and, • support a young person to strengthen their support connections. |
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| Classification | Social Services > Youth Development |
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| Available grade | Achieved |
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Guidance Information

1 Assessment conditions

Evidence for the practical components of this unit standard must be generated in a youth development setting.

The relationship between the youth worker and young person must be conducted within role boundaries and organisational policies and procedures.

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:

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

3 Definitions

Organisational policies and procedures are the policies, procedures, and methodologies used in an organisation. They include legislative and regulatory requirements which may apply across an organisation, a specific site, or a workplace. Requirements are documented in organisational health and safety plans, contract work programmes, quality assurance programmes, policies, and procedural documents such as job descriptors and employment contracts.

Youth or young person refers to people aged between 12 and 24 years old.

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

Youth Work is the development of a mana enhancing relationship between a youth worker and a young person, where young people actively participate, discover their power, and choose to engage for as long as agreed; and that supports their holistic, positive development as young people that contribute to themselves, their whānau, community and world.

4 References

Ara Taiohi. (2020). *Code of Ethics for Youth Work in Aotearoa New Zealand*.

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<https://drive.google.com/file/d/1b2ezaKbXjiloZs3bP5pl3U91Y6xxMPob/view>.

Ara Taiohi. (2021). *Mana Taiohi*. Retrieved on 4 August 2021 from

<https://arataiohi.org.nz/mana-taiohi/>.

5 Resources

Brendtro, L., Brokenleg, M., & Bockern, S. (2006). The Circle of Courage and Positive Psychology. *Reclaiming Children and Youth: The Journal of Strength-based Interventions*. 14.

Deane, K., Dutton, H. & Kerekere, E. (2019). *Ngā Tikanga Whānaketanga – He Arotake Tuhinga. A review of Aotearoa New Zealand Youth Development Research*.

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Lerner, R.M. (2009). The Positive Youth Development Perspective: Theoretical and Empirical Bases of Strengths-Based Approach to Adolescent Development. In Snyder, C.R.; and Lopez, S.J. (Eds.), *Oxford handbook of positive psychology*. Oxford: Oxford University Press.

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

Search Institute. (2020). *The Developmental Assets® Framework*. Retrieved on 4 August 2021 from <https://www.search-institute.org/our-research/developmental-assets/developmental-assets-framework/>.

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

United Nations Human Rights: Office of the High Commissioner. Retrieved on 4 August 2021 from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

Wayne Francis Charitable Trust and The Collaborative Trust. (2021). *Positive Youth Development in Aotearoa: “Weaving connections – Tūhonohono rangatahi”*.

Retrieved from

<https://static1.squarespace.com/static/5f31c6553f71df0f909845ce/t/6107184bedcea71eeb80ee51/1627854959902/2.8.2021+Weaving+connections++Tu%CC%84honoho+no+rangatahi.pdf>.

Wood, J., Westwood, S. & Thompson, G. (2014). *Youth Work: Preparation for Practice*. London: Routledge.

Outcomes and performance criteria

Outcome 1

Develop a strength-based youth work relationship with a young person to support positive youth development outcomes.

Performance criteria

1.1 A strength-based relationship with the young person is developed to gain rapport and trust.

Range barriers to communication, challenges and needs, communication skills, cultural construct, personal history, whānau dynamics.

Outcome 2

Identify and describe a young person's strengths, sense of identity, social connections, and needs.

Performance criteria

2.1 The young person's strengths and their understanding of their strengths is described.

Range strengths may include but are not limited to – abilities, achievements, natural supports, passions, resilience, religion; evidence of two is required.

2.2 The young person's identity and their understanding of their identity is described.

Range identity may include but is not limited to – connection, culture, ethnicity, home, land, mauri, sexual orientation, social, whakapapa; evidence of two is required.

2.3 The young person's social connections and their understanding of their social connections is described.

Range social connections may include but are not limited to – community, hapū, iwi, peer network, place of education, place of work, platforms, social media, whānau; evidence of two is required.

2.4 The young person's needs are identified and described.

Range needs may include but are not limited to – community engagement, education, employment, family and whānau, identified goals, social connections, sports and recreation, volunteer groups; evidence of two is required.

Outcome 3

Support a young person to strengthen their support connections.

Performance criteria

3.1 The young person is supported to strengthen a support connection in accordance with their requirements.

Range support may include but is not limited to – advocacy, drug and alcohol, education, information sharing, mentoring, recreational activity, referral to other support, service provision; evidence of two is required.

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| Planned review date | 31 December 2026 |
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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 2014 |
| Revision | 2 | 20 March 2003 | 31 December 2014 |
| Review | 3 | 26 November 2007 | 31 December 2014 |
| Rollover and Revision | 4 | 21 February 2013 | 31 December 2016 |
| Review | 5 | 19 March 2015 | 31 December 2023 |
| Rollover and Revision | 6 | 24 October 2019 | 31 December 2023 |
| Review | 7 | 24 March 2022 | N/A |

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| 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 Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council qualifications@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.