Title	Establish and maintain a working relationship with tangata whenua as a youth worker		
Level	6	Credits	9

Purpose	People credited with this unit standard are able to: identify tangata whenua of a particular rohe; explain the effects of colonisation on whānau, hapū, and iwi; plan and implement a working relationship with tangata whenua in a youth work setting; demonstrate skills in te reo Māori in a working relationship with tangata whenua; and demonstrate correct use of karakia and waiata for youth work settings.

Classification	Social Services > Youth Development

Available grade	Achieved

Guidance Information

1   People awarded credit for this unit standard are able to implement Te Tiriti o Waitangi in youth work according to the authority and resources available to them and are able to apply this competence to the context of assessment against this unit standard. For further clarification refer to Unit 22246, *Implement Te Tiriti o Waitangi in youth work*.

2   Legislation relevant to this unit standard includes but is not limited to:
   • Official Information Act 1982;
   • Privacy Act 1993.

3   References:
   • Ara Taiohi. (2011). *Code of Ethics for Youth Work in Aotearoa New Zealand* (2nd edition). Available at: https://arataiohi.org.nz/career/code-of-ethics/history-of-the-code-of-ethics/.
   • Ara Taiohi. (2019). *Mana Taiohi Principles*. Available at: https://arataiohi.org.nz/resources/training-and-resources/mana-taiohi/.
   • Ministerial Advisory Committee on a Māori Perspective for the Department of Social Welfare. 2001. *The report of the Ministerial Advisory Committee on a Māori Perspective for the Department of Social Welfare*. Wellington: Department of Social Welfare. Available at: https://anzasw.nz/wp-content/uploads/Puao-te-ata-tu-1988.pdf.
   • UN General Assembly. (1989) *Convention on the Rights of the Child*. Available at: https://www.ohchr.org/en/professionalinterest/pages/crc.aspx.

4   Definitions:
     • *Approving authority* means any qualified and/or competent individual, group, body, or organisation that is recognised as having the expertise to teach te reo and tikanga Māori to the youth worker. It includes but is not limited to tertiary institutions, community training providers, Māori committees or groups, tutors, trainers, lecturers, kaumātua, elders, and fluent Māori speakers.
     • *Key values* include but are not limited to: manaakitanga, rangatiratanga, whanaungatanga, kotahitanga, wairuatanga, ūkaipōtanga, kaitiakitanga, pūkengatanga, reo, whakapapa.
     • *Rohe* means a particular boundary or region – defined as the region where assessment against the unit standard is taking place.
     • *Whānau* members, traditionally, are related through whakapapa, birth, or intermarriage, though the usage of this term varies from whānau to whānau. Whānau may comprise of members who are related through bloodlines and inter-marriage, and may also include family friends, acquaintances, and any other individuals who are accepted and deemed a member by a particular whānau.

5   Words and phrases in te reo Māori relevant to youth work:
     a. Māori canoes, tribal names, tribal area;
     b. Te Tiriti o Waitangi, Treaty issues;
     c. Māori kinship terms and roles within whānau, hapū, and iwi;
     d. Marae hui, marae protocol, marae buildings;
     e. Māori concepts, principles and values;
     f. Māori perspectives on health;
     g. Government departmental words.

6   Assessment notes:
     The context of the unit standard is limited to local rohe or takiwā. Where local rohe are also occupied by a number of other iwi or hapū, the tangata whenua or mana whenua view will take precedence. Other iwi or hapū views should be encouraged in order to enrich and enhance understanding of key Māori concepts and practices.

     In meeting 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.

     Youth work with tangata whenua takes place in a variety of settings. Youth workers must have an awareness not only of the tikanga pertaining to Māori people in general, but also the specific tikanga applying to the iwi and rohe a takiwā in which they are working. The youth worker must be able to recognise language variations, differences in kawa and tikanga, and be aware of waiata pertaining to iwi and rohe and takiwā in which they are working.

7   All communications are treated confidentially. The scope and limits of confidentiality are defined through negotiation and informed consent, and criteria established by legislation, ethical practice, and youth work agency guidelines. Sources of *criteria established by legislation, ethical practice, and youth work agency guidelines* may include but are not limited to the Official Information Act 1982, Privacy Act 1993, youth work agency codes of conduct, codes of practice issued by the Privacy Commissioner, youth work codes of ethics, and youth work agency protocols, staff manuals, strategic plans. Relevant additional legislation and the *codes of conduct,*

and youth work agency guidelines will be determined according to the context of assessment.

Outcomes and performance criteria

Outcome 1

Identify tangata whenua of a particular rohe.

Performance criteria

1.1 Tangata whenua are identified according to iwi or hapū holding mana whenua in a particular rohe.

1.2 Tangata whenua are described in terms of whānau, hapū and iwi; the respective roles of whānau, hapū, and iwi; and the relationship of iwi to waka.

   Range   evidence is required of identification and description of tangata whenua in terms of one whānau, one hapū, and a waka which are connected to the identified iwi.

1.3 Tangata whenua are identified according to consultation with mana whenua contact people, and in accordance with the kawa for beginning a relationship with tangata whenua.

Outcome 2

Explain the effects of colonisation on whānau, hapū, and iwi.

Range   evidence is required in terms of the effects of colonisation on whānau, hapū, and iwi in general, though examples may be given of the effects of colonisation on particular whānau, hapū, or iwi.

Performance criteria

2.1 The tools of colonisation and the effects of colonisation on whānau, hapū, and iwi are explained.

   Range   tools of colonisation may include but are not limited to – alcohol, church, economics, education, government, institutionalisation, legislation, media, military;
   effect(s) may include but are not limited to impacts on – health, land, spirituality, te reo, te tino rangatiratanga, urbanisation;
   evidence is required of two tools of colonisation and three effects.

2.2 The effects of colonisation on whānau, hapū, and iwi are explained in terms of the findings of *Puao-te-Ata-tu (Daybreak): The report of the Ministerial Advisory Committee on a Māori perspective for the Department of Social Welfare*, or an approved authority within a particular rohe.

Outcome 3

Plan and implement a working relationship with tangata whenua in a youth work setting.

Performance criteria

3.1   Planning identifies the parameters of the relationship according to requirements and priorities established in consultation with tangata whenua.

3.2   Planning identifies needs for the relationship according to the requirements and priorities of the youth work agency and youth worker.

3.3   Strategies to begin and maintain a working relationship with tangata whenua are established according to consultation with tangata whenua and youth work agency guidelines.

3.4   Implementation of strategies is according to the plan, resources available to the youth work agency and youth worker, and youth work agency guidelines.

3.5   Maintenance of the working relationship with tangata whenua is according to the requirements and priorities of tangata whenua and the identified needs of the youth work agency and youth worker for the relationship.

Outcome 4

Demonstrate skills in te reo Māori in a working relationship with tangata whenua.

Range   evidence is required of words and phrases in te reo Māori relevant to youth work from each of the categories from a-g in Guidance Information (number 5).

Performance criteria

4.1   Knowledge of the meaning of words and phrases in te reo Māori relevant to youth work is accurate and demonstrated in accordance with the standards required by the approving authority.

4.2   Knowledge of the relevance of Mana Taiohi kupu in te reo Māori is demonstrated according to the standards required by the approving authority.

4.3   Pronunciation of words and phrases in te reo Māori relevant to youth work complies with standards required by the approving authority.

4.4   Usage of vocabulary of te reo Māori relevant to youth work is correct in terms of its meaning in the context in which its usage is demonstrated in accordance with the standards required by the approving authority.

Outcome 5

Demonstrate correct use of karakia and waiata for youth work settings.

Range   evidence is required of four karakia and four waiata.

Performance criteria

5.1   Understanding the meaning of selected karakia and waiata is demonstrated by matching them to the youth work context in which they are used in accordance with the standards required by the approving authority.

5.2   Words of karakia and waiata are pronounced in accordance with the standards required by the approving authority.

5.3   Waiata are sung in accordance with the standards required by the approving authority.

Planned review date	31 December 2024

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	30 August 1999	31 December 2021
Revision	2	20 March 2003	31 December 2021
Review	3	26 November 2007	31 December 2021
Review	4	28 May 2020	N/A

Consent and Moderation Requirements (CMR) reference	0024

This CMR can be accessed at https://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.