

Title	Establish role in the community as a youth worker		
Level	5	Credits	6

Purpose	People credited with this unit standard are able to: explain the community profile; describe the boundaries of a youth worker's role and function in the community; network and liaise with key people in the community as a youth worker; and establish role, credibility, and accessibility as a youth worker in the community.
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Classification	Social Services > Youth Development
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Available grade	Achieved
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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) Reprint. *Puao-Te-Ata-Tu (Daybreak) – 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:
 - *Characteristics and needs of the youth* may be physical, spiritual, or mental. Characteristics include: age and stage of development, coping strategies, culture, disabilities, experience and knowledge, gender, health status, personal history,

language, sexual orientation, socio-economic situation, risk and resiliency factors. Needs include physical comfort, safety, and privacy.

- *Community* may include but is not limited to: a community of interest, a community of locality, a cultural community, a youth culture, or a kin group. People awarded credit for this unit standard demonstrate competence in one context.
- *Concerns, issues, or needs* may include but is not limited to: abortion, contraception and pregnancy; alcohol and drug issues; alternative care; community issues; consumer rights; criminal justice; disabilities; economic development; education and training; employment; environmental issues; families and whānau; health care; housing and land; human rights; iwi development; legal issues; parenting; psychiatric care; sexuality; social security benefits; social policy; structures; sport and recreation; violence and abuse. The focus may be cultural, emotional, psychological, physical, spiritual, social, or political factors, or may be related to age, gender, or sexual orientation.
- *Key people* include but are not limited to: people within a family or whānau, hapū, iwi, group, agency, or organisation who are given the authority or mana to speak on behalf of those people by virtue of their position, expertise, or knowledge. It is expected that where a community of locality is the focus, key people will include those identified from a cross section of individuals and organisations that provide services to the community of locality. Where youth cultures are concerned, key people include established youth leaders in the community and members of the youth cultures.
- *Organisational guidelines* include but are not limited to: mission statement; kaupapa; vision and objectives; policies and procedures; job descriptions; legislation; codes of conduct; rules and guidelines of the organisation; code of ethics.
- *Subculture* means a group of people with cultural practices that differentiates them from a larger cultural group to which they belong. In the case of young people youth subcultures have been associated with elements such as fashion, beliefs, slang, dialects, behaviours or interests. Many youth subcultures are associated with specific genres of music, and in some cases, music has been the primary characteristic of the group.
- *Youth culture* includes but is not limited to any culture a young person identifies with.

5 Assessment notes:

People awarded credit for this unit standard demonstrate competence in one youth work context, with any combination of concerns, issues, and needs of youth.

- 6 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: 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

Explain the community profile.

Performance criteria

- 1.1 The community profile is explained in terms of statistics on age, ethnicity, and socio-economic status.
- Range statistics may include but are not limited to – census; local or regional government statistics; youth network statistics; youth work agency statistics;
evidence is required using one set of currently available statistics.
- 1.2 The community profile is explained in terms of valid and current sources of information on youth cultures and youth services in the community.
- Range evidence is required on two youth cultures or sub-cultures, and four youth services.

Outcome 2

Describe the boundaries of a youth worker's role and function in the community.

Performance criteria

- 2.1 Boundaries of the youth worker's role and function in the community are described according to the job description or contract as a paid or unpaid youth worker.
- 2.2 Boundaries of the youth worker's role and function in the community are described according to accountability to the supervisor and peer group.
- 2.3 Boundaries of the youth worker's role and function in the community are described according to the concerns, issues, and needs of youth in the community.
- 2.4 Boundaries of the youth worker's role and function in the community are described according to criteria established by legislation, ethical practice, and organisational guidelines.

Outcome 3

Network and liaise with key people in the community as a youth worker.

Performance criteria

- 3.1 Networking and liaison needs are identified according to personal, youth work agency, and professional requirements and priorities.
- Range requirements and priorities may include but are not limited to – accountability, advice, credibility, information, role clarity, service provision, professional support; evidence is required of four requirements and priorities.
- 3.2 Networks and key people in the community are identified according to relevance to the youth worker's role, the priorities of the youth work agency, and the youth worker's target groups.
- 3.3 Networking and liaison within the community are established according to identified networking and liaison needs.

Outcome 4

Establish role, credibility, and accessibility as a youth worker in the community.

Performance criteria

- 4.1 Personal and professional roles and functions as a youth worker are established according to identified boundaries.
- Range personal and professional roles and functions may include but are not limited to – job description or contract, accountability to a supervisor and peer group, concerns, issues, and needs of youth, legislation, ethical practice, and organisational guidelines.
- 4.2 Personal and professional roles and functions as a youth worker are distinguished from the roles and functions of other social service workers in the community.
- 4.3 Role, credibility, and accessibility are established in the community according to the judgement of key people in the community.
- 4.4 Personal and professional performance in the youth worker's role and function match the characteristics and needs of the youth worker's target groups.
- Range personal and professional performance in the youth worker's role and function may include but is not limited to – ability to relate to difference as evidenced by acknowledgement and respect for difference; acceptance; accountability; adaptability; ethical behaviour; being genuine; honesty; humility; openness; patience; self-awareness; sensitivity; trust and safety with youth; warmth; evidence is required of four examples of personal and professional performances that meet target groups' needs.

Planned review date	31 December 2024
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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 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
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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.