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| Title | Demonstrate knowledge of and plan to establish and maintain working relationships with whānau in social service work | | |
| Level | 4 | Credits | 12 |

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| Purpose | People credited with this unit standard are able to: outline the meaning of whānau, hapū, and iwi as kinship structures; outline the effects of colonisation on whānau, hapū, and iwi; demonstrate skills in te reo Māori relevant to social service work with whānau; and plan to establish and maintain a working relationship with a whānau in social service work. |
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| Classification | Social Services > Provide Social Services |
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| Available grade | Achieved |
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Guidance Information

- 1 Legislation relevant to this unit standard includes but is not limited to:
 - Official Information Act 1982;
 - Privacy Act 2020.

- 2 Reference:

Ministerial Advisory Committee on a Māori Perspective for the Department of Social Welfare. (2001 Reprint). *Puao-Te-Ata-Tu (day break) The Report of the Ministerial Advisory Committee on a Māori Perspective for the Department of Social Welfare*. Wellington: Department of Social Welfare. Retrieved from <https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1988-puaoteatatu.pdf>.

- 3 Definitions:
 - *Approving authority* means any qualified and/or competent individual, group, body, or organisation who is recognised as having the expertise to teach Te Reo and Tikanga Māori. It includes but is not limited to – iwi, hapū, education and training providers, Kaumātua, and fluent Māori speakers. The definitions of Māori words and concepts in the local dialect must be verified by the local iwi and/or hapū.
 - *Skills in Te Reo Māori for social service work with whānau* include but are not limited to – waiata; words and phrases in Te Reo Māori relevant to social service work. All waiata and words and phrases in Te Reo Māori are relevant to social service work with whānau according to an approving authority.
 - Traditionally, *whānau members* are related through whakapapa, birth, or intermarriage, though the usage of this term varies from whānau to whānau. Whānau may comprise members who are related through bloodlines and intermarriage, and may also include family friends, acquaintances, and any other individuals who are accepted by, and deemed a member by a particular whānau.

- Words and phrases in te reo Māori relevant to social service work with whānau include words that are used in the following areas –
 - a. The Creation;
 - b. Kōrero tawhito;
 - c. Waka, iwi, rohe a takiwa;
 - d. Te Tiriti o Waitangi;
 - e. Māori kinship terms and roles within whānau, hapū, and iwi;
 - f. Marae hui, marae protocol, marae complex;
 - g. Māori concepts, principles, and values;
 - h. Māori perspectives on social services and health;
 - i. Government departmental words, kupu hou;
 - j. Mihimihi, pōwhiri, poroporoakī (whakawātea).
- 4 People awarded credit in this unit standard must be able to outline the meaning of the articles of Te Tiriti o Waitangi and the relevance of Te Tiriti o Waitangi to social service work and apply this competence to the context of assessment for this unit standard.
- 5 This unit standard may be assessed on the basis of evidence of demonstrated performance in the workplace, and/or through the use of simulated workplace situations that closely approximate the performance required in workplace settings. Workplace settings can include field education placements.
- 6 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.
- 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 service provider guidelines. Sources of criteria established by legislation, ethical practice, and service provider guidelines include but are not limited to – Official Information Act 1982, Privacy Act 2020, service provider codes of conduct, codes of practice issued by the Privacy Commissioner, social service codes of ethics, and service provider guidelines, protocols, staff manuals, strategic plans, kawa, or tikanga.

Outcomes and performance criteria

Outcome 1

Outline the meaning of whānau, hapū, and iwi as kinship structures.

Performance criteria

- 1.1 The meaning of whānau is outlined in terms of whakapapa relationships and bloodlines between whānau members.
- 1.2 The meaning of whānau is outlined in terms of the relationship of whānau to hapū and iwi; the respective roles of whānau, hapū, and iwi; and the relationship of iwi to waka.

- 1.3 The meaning of hapū is outlined according to whakapapa showing the relationship between several whānau that comprise a hapū.
- 1.4 The meaning of iwi is outlined according to whakapapa showing the relationship between several hapū that comprise an iwi, and its status within its rohe.

Outcome 2

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

Range evidence is required 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 effects of colonisation on whānau, hapū, and iwi are outlined according to the impact of the tools of colonisation.
- Range effects of colonisation may include but are not limited to – alcohol, church, economics, education, government, institutionalisation, legislation, media, military;
impact(s) may include but is not limited to – health, land, spirituality, te reo Māori, te tino rangatiratanga, urbanisation;
evidence is required of two tools of colonisation and three impacts.
- 2.2 An account of colonisation is outlined in terms of its effects upon whānau, hapū, and iwi according to *Puao-Te-Ata-Tu (day break) – The Report of the Ministerial Advisory Committee on a Māori Perspective for the Department of Social Welfare*.

Outcome 3

Demonstrate skills in te reo Māori relevant to social service work with whānau.

Range evidence is required of correct pronunciation and usage of words and phrases in te reo Māori relevant to social service work with whānau from each of the categories listed as a – j in Guidance Information note 3 above;
waiata: evidence is required of three waiata.

Performance criteria

- 3.1 Knowledge of the meaning of waiata and words and phrases in te reo Māori is demonstrated in accordance with the standards required by an approving authority.
- 3.2 Singing of waiata and pronunciation of words and phrases in te reo Māori is demonstrated in accordance with the standards required by an approving authority.
- 3.3 Waiata and te reo Māori words and phrases match the context in which they are delivered.

Outcome 4

Plan to establish and maintain a working relationship with a whānau in social service work.

Performance criteria

4.1 The needs for a working relationship are identified in the plan according to whānau requirements and priorities.

4.2 Strategies are included in the plan that establish and maintain a working relationship with the whānau in terms of relevant criteria.

Range relevant criteria may include but are not limited to – identification of key people in the whānau; kawa and tikanga for the working relationship; strategies for keeping the whānau safe in the working relationship; strategies for keeping the social service worker safe in the relationship; ethical considerations; boundaries; relevance of Te Tiriti o Waitangi to the relationship; evidence is required of three strategies.

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| Planned review date | 31 December 2025 |
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Status information and last date for assessment for superseded versions

| Process | Version | Date | Last Date for Assessment |
|--------------|---------|------------------|--------------------------|
| Registration | 1 | 26 June 2002 | 31 December 2022 |
| Review | 2 | 25 February 2021 | N/A |

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| 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.