Describe racism and colonisation in Aotearoa New Zealand for youth work purposes

Level 3
Credits 5

Purpose People credited with this unit standard are able to describe the effects of racism on youth in Aotearoa New Zealand, and the effects of colonisation on tangata whenua.

Subfield Social Services
Domain Youth Work
Status Registered
Status date 26 November 2007
Date version published 26 November 2007
Planned review date 31 December 2012
Entry information Open.

Accreditation Evaluation of documentation and visit by NZQA and industry.

Standard setting body (SSB) Community Support Services ITO Limited (Careerforce)

Accreditation and Moderation Action Plan (AMAP) reference 0222
This AMAP can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.

Special notes
1 People awarded credit for this unit standard are able to describe the meaning of the articles of Te Tiriti o Waitangi, and the relevance of Te Tiriti o Waitangi to youth work. They are able to apply this competence to the context of assessment against this unit standard. For further clarification, please refer to Unit 16844, Describe the meaning and relevance of Te Tiriti o Waitangi in youth work.
2 Resources:


c  United Nations Declaration of the Rights of the Child and Convention on the Rights of the Child, which may be found online at:
   http://www.unhchr.ch/html/intlinst.htm
   http://www.unicef.org/.

---

Elements and performance criteria

Element 1

Describe the effects of racism on youth in Aotearoa New Zealand.

Performance criteria

1.1  Racism is defined according to the different types of racism.

   Range  types of racism – personal, cultural, institutional.

1.2  Racism is defined in terms of its effects upon youth.

   Range  effects may include but are not limited to impacts on – cultural identity, educational attainment, employment, health, housing, spirituality, te reo, te tino rangatiratanga.

   Evidence is required of three effects.

1.3  The historical effects of institutional racism on tangata whenua are described 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.
Element 2

Describe the effects of colonisation on tangata whenua.

Range evidence may be obtained from published sources which may include but are not limited to reports of the Treaty of Waitangi Tribunal and Puao-te-Ata-tu.

Performance criteria

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

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.

Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the Community Support Services ITO Limited (Careerforce) info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.