

Title	Demonstrate knowledge of human development theory for a health or wellbeing setting		
Level	3	Credits	6

Purpose	<p>People credited with this unit standard can, for a health or wellbeing setting:</p> <ul style="list-style-type: none"> • demonstrate knowledge of human development theory from a tangata whenua perspective • demonstrate knowledge of human development theory from a tangata tiriti perspective • demonstrate knowledge of human development theory from the perspective of another culture • describe the effect of trauma on human development.
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Classification	Health, Disability, and Aged Support > Health and Disability Principles in Practice
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Available grade	Achieved
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Guidance Information

1 Assessment conditions

This standard should be assessed against authoritative models which are accepted by the health and wellbeing industry in Aotearoa New Zealand as fit for purpose and relevant to an Aotearoa New Zealand context. Where this standard uses the term *model*, it is intended that this should include written and oral texts and discourse. This means that all evidence generated for assessment against this standard must be in accordance with authoritative human development models which are accepted by the health and wellbeing industry including oral texts and discourse.

Evidence generated for this standard must also reflect any applicable documented organisational requirements.

Guidance texts have been provided in the resources section, but it is not intended that learning and assessment should be limited to those resources only.

2 Definitions

Tangata tiriti, in the context of this unit standard, is used as a companion term to *tangata whenua*, and both terms are representative of the partnership between Māori and the Crown, and those who they act on behalf of, under Te Tiriti o Waitangi. Originally, the term referred to Europeans who have a right to live Aotearoa New Zealand under the Treaty of Waitangi, but now includes peoples of other ethnic origins who live in Aotearoa New Zealand.

Tangata whenua, in the context of this standard, means the Māori people of Aotearoa New Zealand. A tangata whenua perspective should incorporate te ao Māori, or a Māori worldview of human development.

Te ao Tūroa means the environment or the natural world.

Te ao Hurihuri means the modern world.

3 Resources

Bird, Lise; Drewery, Wendy. (2003). (2nd ed.). *Human development in Aotearoa: A journey through life*. Auckland: McGraw-Hill.

Durie, Mason. (1984). *Te Whare Tapa Whā*. Retrieved from

<https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>.

Lerner, Richard. (2001). *Adolescence: Development, Diversity, Context, and Application* (1st Ed). Upper Saddle River, New Jersey: Prentice Hall.

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington DC: American Psychiatric Association. Available at:

<https://www.psychiatry.org/psychiatrists/practice/dsm>.

World Health Organisation. (1992). *The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines*. Geneva: World Health Organisation. Available at: <https://apps.who.int/iris/handle/10665/37958>.

World Health Organization Constitution. (1946). Available at

<https://www.who.int/about/governance/constitution#:~:text=The%20Constitution%20was%20adopted%20by,are%20incorporated%20into%20this%20text>.

Development theories may also include but are not limited to other relevant works of – Bronfenbrenner, Hall, Piaget, Erikson, Kohlberg, Maslow.

Websites that include information relevant to this standard include:

Skylight. "Ages and stages." Skylight.org.nz, accessed on 1 March 2023,

<https://www.skylight.org.nz/resources/resilience/ages-and-stages>.

Te Tāhuhu o te Mātauranga – Ministry of Education. "Underpinning theories and approaches." Te Whāriki Online, accessed on 1 March 2023,

<https://tewhariki.tki.org.nz/en/key-documents/te-whariki-2017/underpinning-theories-and-approaches/>.

The University of Waikato – Te Whare Wananga o Waikato. "Human Development."

Waikato.ac.nz. Accessed on 1 March 2023,

https://www.waikato.ac.nz/library/portals/human_development.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of human development theory from a tangata whenua perspective for a health or wellbeing setting.

Performance criteria

1.1 Identify and explain the key concepts of human development models from a tangata whenua cultural perspective.

Range hauora, te ao Tūroa, te ao Hurihuri, whenua.

- 1.2 Describe how whānau, hapū, and iwi are significant for Māori models of health, wellbeing, and/or human development.

Range two models.

Outcome 2

Demonstrate knowledge of human development theory from a tangata tiriti perspective for a health or wellbeing setting.

Performance criteria

- 2.1 Identify and explain the key concepts of human development from a tangata tiriti cultural perspective.

Range developmental stages, developmental tasks, contribution to the development of societies.

Outcome 3

Demonstrate knowledge of human development theory from the perspective of another culture for a health or wellbeing setting.

Range another culture includes – any culture relevant to a health and wellbeing context in Aotearoa New Zealand that has not been used for assessment against outcomes 1 or 2.

Performance criteria

- 3.1 Identify and explain the key concepts of human development from the perspective of another culture.

Range developmental stages, developmental tasks, contribution to the development of societies.

Outcome 4

Describe the effect of trauma on human development for a health or wellbeing setting.

Performance criteria

- 4.1 Describe the effects of trauma in infancy or childhood in terms of the effects on the major parts of the brain, and their function.

Range major parts of the brain may include but are not limited to one of – frontal lobe, cerebral cortex, brain stem, cerebellum.

- 4.2 Describe how abuse, neglect, and violence affect human development.

Range may include but is not limited to – psychological, physical, spiritual, achievement of developmental stages, lack of attachment, trauma.

- 4.3 Describe how abuse neglect or violence can affect the family or whānau of a victim.

Replacement information	This unit standard replaced unit standard 16846.
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Planned review date	31 December 2028
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 March 2015	31 December 2025
Review	2	25 May 2023	N/A

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@toitutewaioara.nz if you wish to suggest changes to the content of this unit standard.