

<b>Title</b>	<b>Establish and maintain a relationship to support a young person in the youth development sector</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<p>A person credited with this standard can:</p> <ul style="list-style-type: none"> <li>• establish a positive relationship with a young person in the youth development sector;</li> <li>• maintain a professional relationship with a young person in the youth development sector; and,</li> <li>• reflect on own practice when working with a young person as a youth worker.</li> </ul>
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<b>Classification</b>	Social Services > Youth Development
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<b>Available grade</b>	Achieved
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### Guidance Information

1 Assessment conditions  
Evidence for the practical components of this unit standard must be generated in a youth development setting.

2 Assessment notes  
Evidence generated for assessment against this standard must reflect workplace requirements specified in:

- documented workplace procedures, policies, and methodologies;
- any applicable statutes, regulations, and Codes of Practice.

Evidence generated for assessment against this standard must reflect the best practice guidelines and principles of youth development specified in:

- the principles of *Mana Taiohi*;
- the *Code of Ethics for Youth Work in Aotearoa New Zealand*.

This unit standard requires the disclosure of personal information to the candidate by the person who is the subject of the youth development relationship. All personal information must be treated according to relevant statutes, regulations, codes of practice, and workplace policies and procedures.

3 Definitions  
*Culture* refers to more than ethnicity. The concept of culture may reflect factors and indicators such as: age, ethnicity, disability, occupation, organisational background, immigrant or refugee status, institutional care, religion or spiritual beliefs, gender identity, sexual orientation, and socio-economic status. Ethnic cultural beliefs and values are the beliefs and values that stem from one's own ethnic background.

*Sub-culture* is a group of people who are self-identified as a sub-culture within another cultural group.

*Youth or young person* refers to people between 12 and 24 years old.

*Youth development* refers to growing and developing the skills and connections young people need to take part in society and reach their potential.

*Youth development sector* is a situation where youth development practice is being used intentionally to promote positive development of young people, such as in education, sport, community development, religious groups, cultural groups, and interest groups.

#### 4 References

Ara Taiohi. (2020). *Code of Ethics for Youth Work in Aotearoa New Zealand*. Retrieved from

<https://drive.google.com/file/d/1b2ezaKbXjiloZs3bP5pl3U91Y6xxMPob/view>.

Ara Taiohi. (2021). *Mana Taiohi*. Retrieved on 4 August 2021 from

<https://arataiohi.org.nz/mana-taiohi/>.

#### 5 Resources

Arahanga-Doyle, H., Moradi, S., Brown, K., Neha, T., Hunter, J. & Scarf, D. (2019). Positive youth development in Māori and New Zealand European adolescents through an adventure education programme. *New Zealand Journal of Social Sciences Online*, 14:1, 38-51.

<https://www.tandfonline.com/doi/full/10.1080/1177083X.2018.1508479>.

Baxter, R. and Eriksen, T. (2018). *Supervision Scrapbook* (2nd Edition). Wellington, New Zealand: Ara Taiohi. Retrieved on 4 August 2021 from

<https://arataiohi.org.nz/publications/supervision-scrapbook-2/>.

Jeffs, T. & Smith, M. K. (2010). *Youth Work Practice*. London: Red Globe Press.

Martin, Lloyd. (2002). *The invisible table: perspectives on youth and youthwork in New Zealand*. Palmerston North, New Zealand: Dunmore Press.

Sapin, K. (2013). *Essential Skills for Youth Work Practice* (2<sup>nd</sup> Edition). London: Sage Publications Ltd.

Sokratov, A. and O'Brien, J.M. (2014). *Hīkaka te Manawa: Making a difference for rangatahi*. Retrieved from [Hīkaka te Manawa: Making a difference for rangatahi \(terauora.com\)](http://Hīkaka te Manawa: Making a difference for rangatahi (terauora.com))

United Nations General Assembly. (1989). *Convention on the Rights of the Child*.

United Nations Human Rights: Office of the High Commissioner. Retrieved on 4 August 2021 from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

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## Outcomes and performance criteria

### Outcome 1

Establish a positive relationship with a young person in the youth development sector.

Range evidence for two young people is required.

**Performance criteria**

1.1 The characteristics of the young person's identity that are the focus of the positive relationship are described.

Range characteristics may include but are not limited to – communication barriers, education, employment, ethnicity, faith, gender, life stage, power imbalance, sexual orientation, social groupings, sub-culture, trust, youth culture; evidence of three characteristics for each person is required.

1.2 Barriers to establishing a relationship with a young person are identified.

1.3 A plan is developed to engage with the young person that builds trust and supports positive outcomes.

**Outcome 2**

Maintain a professional relationship with a young person in the youth development sector.

Range evidence for two young people is required.

**Performance criteria**

2.1 Relationship guidelines are communicated to the young person.

Range kawa and/or protocols relevant to the relationship, legal responsibilities of the youth development agency, physical comfort, privacy, safety, young person's roles and responsibilities, youth-worker's role and function.

2.2 Communication used between self and the young person is supportive and appropriate.

2.3 Professional boundaries between self and the young person are maintained throughout the relationship.

2.4 The rights, needs, and responsibilities of the young person are respected throughout the relationship.

2.5 Power inequities in the relationship are managed.

2.6 Any situation outside the scope of role boundaries or expertise is referred.

Range referral may include but is not limited to – communities, medical, networks, wider agencies.

- 2.7 The reasons for concluding the professional relationship with the young person are described.

Range reasons may include but are not limited to – complex needs beyond scope of practice, contractual or funding obligations, the relationship is not constructive or no longer functional; the youth's goals have been met; the youth chooses to end the relationship.

### Outcome 3

Reflect on own practice when working with a young person as a youth worker.

#### Performance criteria

- 3.1 Areas are described where own values, beliefs, bias, ethics, and opinions may have impacted on the relationship with the young person.

- 3.2 Areas for development of own practice are documented.

Range may include but is not limited to – feedback from the young person, job description, organisational policies and procedures, performance appraisal, reflective journaling, supervision.

<b>Planned review date</b>	31 December 2026
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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
Rollover and Revision	2	24 October 2019	31 December 2025
Review	3	24 March 2022	N/A
Rollover and Revision	4	Xx Month 2023	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	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@toitutewaiora.nz](mailto:qualifications@toitutewaiora.nz) if you wish to suggest changes to the content of this unit standard.