

5J**Build effective relationships with tangata whenua to support taiohi for positive youth development outcomes**

Kaupae Level	5
Whiwhinga Credit	5
Whāinga Purpose	<p>This skill standard is for people who want to work autonomously under professional supervision in youth work practice in range of youth work settings.</p> <p>This standard has been developed primarily for assessment within programmes leading to the outcomes of the New Zealand Certificate in Youth Work (Level 5) [Ref: 4795].</p> <p>People credited with this standard can build effective relationships with tangata whenua to support taiohi for positive youth development outcomes.</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Explain the importance of effective relationship building with tangata whenua to support taiohi.	a. Explain the responsibility of youth workers to build effective relationships with tangata whenua to support taiohi, such as obligation under Te Tiriti o Waitangi and bi-cultural practice.
	b. Explain how tangata whenua can support young people.
2. Describe strategies to build relationships with tangata whenua to support taiohi.	a. Identify and explain cultural protocols and customs that are essential to building relationships with tangata whenua.
	b. Describe effective methods and cultural protocols for initiating, developing, and sustaining relationships with tangata whenua to collectively support taiohi.
3. Apply practices to build relationships with tangata whenua to support taiohi.	a. Collaborate and engage in shared decision-making with tangata whenua and community partners.
	b. Incorporate te reo Māori into interactions with tangata whenua and rangatahi.
	c. Respect and uphold tikanga Māori in aspects of youth work practice.

4. Reflect on strategies used to build relationships with tangata whenua to support taiohi.	a. Reflect with self-awareness on personal values and practices used to build relationships with tangata whenua.
	b. Assess the outcomes and impact of the strategies used to build relationships in order to promote cultural awareness and preservation, and positive change to support taiohi.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications:

- Assessments reflect the context of Aotearoa and the principles of Te Tiriti o Waitangi, contemporary overarching acts, positive youth development frameworks, including Mana Taiohi and Code of Ethics for Youth Work in Aotearoa New Zealand.
- Candidates will be required to demonstrate their ability in a real setting.
- For assessment purposes:
 - Karakia* refers to a traditional Māori prayer, chant, or incantation.
 - Kaumatua* refers to an elder or respected senior member of a Māori community or tribe. The kaumatua is someone who holds significant cultural knowledge, wisdom, and experience, often being recognized as a leader and advisor within the community.
 - Pepeha* refers to a formal and traditional way of introducing oneself or identifying one's connections to particular tribal affiliations, ancestors, and places of significance.
 - Taiohi* refers to young people between 12 and 24 years old.
 - Tangata whenua* refers to the "people of the land" or the indigenous Māori people who have ancestral ties to a specific area, region, or territory within New Zealand.
 - Te reo Māori* refers to the Māori language.
 - Tikanga Māori* refers to Māori customs and protocols.
 - Waiata* refers to a traditional song or chant.
 - Youth Work* practice is a mana centric relationship between a youth worker and taiohi, where taiohi actively participate, discover their power, and choose to engage for as long as agreed; and that supports their holistic, positive development as taiohi that contribute to themselves, their whānau, community and world.

Ngā momo whiwhinga | Grades available

Achieved.

Ihirangi waitohu | Indicative content

- The responsibility and obligations under Te Tiriti o Waitangi.
- Building relationships with tangata whenua.
- Te Reo in a social context.
- Cultural competence and tikanga – delivering a pepeha, waiata, karakia.

Rauemi | Resources

- Ara Taiohi. (2020). 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. (2021). Mana Taiohi Principles. Available at: <https://arataiohi.org.nz/resources/training-and-resources/mana-taiohi/>.
- Ministry for Cultural and Heritage (2023) *Treaty events 1800-49'*. <https://nzhistory.govt.nz/politics/treaty/treaty-timeline/treaty-events-1800-1849>
- Orange, C (n.d.) 'Te Tiriti o Waitangi – the Treaty of Waitangi', *Te Ara - the Encyclopedia of New Zealand*, <http://www.TeAra.govt.nz/en/te-tiriti-o-waitangi-the-treaty-of-waitangi> (accessed 10 October 2023)
- Positive Youth Development Aotearoa: Weaving Connections 2020 – Wayne Francis Charitable Trust. Available at: [26.10.2021+Weaving+connections+\(web\).pdf \(squarespace.com\)](https://www.squarespace.com/26.10.2021+Weaving+connections+(web).pdf)
- Opai, K. (2021). TIKANGA: An Introduction to Te Ao Maori: Upstart Press. Available at: [Tikanga: An introduction to te ao Māori - Upstart Press](https://www.upstartpress.co.nz/tikanga)

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Community and Social Services > Social Services > Youth Development
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0024

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	[dd mm yyyy]	[dd mm yyyy]
Rā arotake Planned review date	31 December 2028		

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council at qualifications@toitutewaiora.nz to suggest changes to the content of this skill standard.