

<b>Title</b>	<b>Demonstrate an integrated practice theory for youth work</b>		
<b>Level</b>	<b>6</b>	<b>Credits</b>	<b>24</b>

<b>Purpose</b>	People credited with this unit standard are able to analyse the theoretical framework, ideological perspectives, and youth work skills in a youth work practice situation; and reflect on and analyse the integration of theory, ideology, and practice skills into a personal practice theory for youth work.
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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 People awarded credit for this unit standard are able to implement Te Tiriti o Waitangi in youth work according to the authority and resources available to them and are able to apply this competence to the context of assessment against this unit standard. For further clarification, refer to Unit 22246 - *Implement Te Tiriti o Waitangi in youth work*.
- 2 Definitions:
  - *Agency* is the work setting of the youth worker. This could include independent practice, youth work in a non-governmental agency, youth work in a local authority, youth work in a church agency. For ease of reference, the candidate for award of this unit standard is referred to as the youth worker.
  - *Code of ethics* are an agreed set of foundation or guiding principles established by members of the youth work profession. They may be established by local, regional, or national youth work organisations. *Codes of ethics related to youth work* include but are not limited to: youth work agency or organisation codes of conduct or ethics, and professional association codes of conduct or ethics.
  - A *code of conduct* is a code that governs the youth worker's standard of practice. It sets standards of behaviour or conduct that are acceptable and expected of youth workers within their local community or the youth work community.
  - *Practice model* can be any model that informs effective youth work practice.
- 3 Assessment notes:
 

People seeking credit for this unit standard will demonstrate competence and be assessed in a youth work setting, whether through paid or unpaid employment, or in placements in a youth work agency workplace negotiated by an education provider. Evidence is required in relation to one longer term relationship with a young person, youth group, or youth project where a range of competencies is demonstrated. It is expected that evidence will also be gathered across a range of competencies with a variety of other youth.

People awarded credit for this unit standard empower young people and encourage their participation in accordance with the *Mana Taiohi Principles*.

- 4 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 youth work agency guidelines. Sources of *criteria established by legislation, ethical practice, and youth work agency guidelines* include but are not limited to: Official Information Act 1982, Privacy Act 1993, youth work agency codes of conduct, codes of practice issued by the Privacy Commissioner, youth work codes of ethics, and youth work agency protocols, staff manuals, and strategic plans. Relevant additional legislation and the *codes of conduct, and youth work agency guidelines* will be determined according to the context of assessment.
- 5 Resources:
- Ara Taiohi. (2011). *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. (2019). *Mana Taiohi Principles*. Available at: <https://arataiohi.org.nz/resources/training-and-resources/mana-taiohi/>
  - Martin, Lloyd. (2002). *The invisible table – Perspectives on youth and youth work in New Zealand*. Palmerston North: Dunmore Press.
  - UN General Assembly. (1989) *Convention on the Rights of the Child*. Available at: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

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## Outcomes and performance criteria

### Outcome 1

Analyse the theoretical framework, ideological perspectives, and youth work skills in a youth work practice situation.

Range youth work practice situations may include but are not limited to – promotion of youth identity; promotion of youth participation; support of youth in crisis; building quality relationships; empowerment of youth; community development. Evidence is required in relation to one youth work practice situation.

### Performance criteria

1.1 Significant features of the agency context of the youth worker are analysed and explained.

Range significant features of the agency context may include but are not limited to – the agency where the work was undertaken; lines of accountability used; target group worked with; the agency’s mission statement; the community context of the agency; the kind of concerns, issues, and needs youth bring to the agency; the youth worker’s role and function in the agency. Evidence is required of the youth worker’s role and function in the agency and three other significant features.

- 1.2 Significant features of the youth work situation are analysed and explained.
- Range significant features include but are not limited to – the known facts and chronology of the situation; the youth involved; the community context; agencies; youth worker’s role and function in the youth work situation; macro, meso, and micro issues in the situation.
- 1.3 Work undertaken by the youth worker is analysed and explained.
- Range the work undertaken by the youth worker may include but is not limited to – promoting youth identity and participation; supporting youth in crisis; building quality relationships; empowering youth; developing community.
- 1.4 The theoretical framework that was used to explain and guide the youth worker's actions is explained.
- Range evidence is required of four statements of theory that explained or guided the youth worker's actions.
- 1.5 The ideological perspectives that supported and guided the youth worker's actions are explained.
- Range ideological perspectives that supported and guided the youth worker's actions – youth work ethics, youth work values, youth development principles, world views.  
Evidence is required of two ethics and two values that are referenced back to a youth work code of ethics, and a concise statement of the youth worker’s world view.
- 1.6 The youth work skills that were used by the youth worker are identified, and their application is explained.
- Range youth work skills may include but are not limited to – identifying needs, encouraging participation, challenging behaviour, setting goals, agreements, monitoring, evaluating, educating, supporting, advocacy, mediation.  
Evidence is required of three youth work skills and their application by the youth worker in the situation.

## Outcome 2

Reflect on and analyse the integration of theory, ideology, and practice skills into a personal practice theory for youth work.

**Performance criteria**

- 2.1 Reflection identifies significant issues in the youth work situation.  
  
Range significant issues may include but are not limited to – rapport with youth; concerns or issues during the youth work situation; ethical dilemmas; agency structure, policies and procedures; adherence to code of ethics; professional supervision; working within a team. Evidence is required of four issues.
- 2.2 The impact of working in the agency on development of the youth worker’s professional identity is explained.
- 2.3 The impact of the youth worker’s professional identity on the youth worker’s role in the agency is explained.
- 2.4 New learning from the youth work practice situation is identified and explained.  
  
Range new learning – theoretical, ideological, youth work skills.
- 2.5 New learning is analysed, and personal and professional changes and development as the basis for future youth work practice are explained.
- 2.6 Reflection on and analysis of the theory base, ideological perspectives, and practice skills demonstrates an integrated personal practice theory for youth work practice.
- 2.7 The integrated personal practice theory is conscious, coherent, consistent with the youth worker's world view, and consistent with criteria established by legislation, ethical practice, and youth work agency guidelines.
- 2.8 The youth worker’s developmental needs are identified and explained.  
  
Range developmental needs – personal, professional.

<b>Planned review date</b>	31 December 2024
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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 2021
Review	2	26 November 2007	31 December 2021
Revision	3	18 July 2008	31 December 2021
Revision and rollover	4	MM 2020	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0024
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This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>

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**Comments on this unit standard**

Please contact Careerforce [info@careerforce.org.nz](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.