

Title	Establish and maintain rapport with youth within their key environments		
Level	6	Credits	12

Purpose	People credited with this unit standard are able to: establish and define essential features of the young person's identity; demonstrate correct pronunciation and usage of aspects of the language of a young person; build rapport with a young person; maintain rapport with a young person; and reflect on the working relationship with the young person.
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Classification	Social Services > Youth Development
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Available grade	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:
 - *Approving authority* means any qualified and/or competent individual, group, body, or organisation who is recognised as having the expertise to teach the language and culture to the youth worker. Approving authority includes but is not limited to: tertiary institutions, community training providers, Māori committees or groups, tutors, trainers, lecturers, kaumātua, elders, and fluent speakers of the language.
 - *Characteristics and needs of youth* may be physical, spiritual, or mental. Characteristics include: age and stage of development, coping strategies, culture, disabilities, experience and knowledge, gender, health status, personal history, language, sexual orientation, socio-economic situation, risk and resiliency factors. Needs include physical comfort, safety, and privacy.
 - *Code of ethics* is an agreed set of foundation or guiding principles established by members of the youth work profession. It 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* 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.

- *Culture* includes but is not limited to cultures based upon: age, class, disability, ethnicity, gender, sexual orientation, cultures within Māori, Pākehā, Pacific Island, and Asian groupings; including identification with a culture through birth, adoption, or genealogy or whakapapa.
- *First language* means the 'mother tongue' of the young person and their family or whānau – the language first spoken by the young person.
- *Inclusive language* means language that is free of sexist, racist, or other biases, avoids stereotypes, and avoids potentially offensive or discriminatory forms of expression.
- *Key environments* are the environments noted in the *Mana Taiohi Principles* as hononga, peer group, whanau, school/work, community, through the lens of relationships, the whenua and the digital world.
- *Practice model* may be any model that informs effective youth work practice.
- A *supportive environment* is one in which the young person is attended to in terms of her/his physical, spiritual, and mental characteristics and needs.
- *Youth culture* includes but is not limited to any culture a young person identifies with.
- *Subculture* means a group of people with cultural practices that differentiates them from a larger cultural group to which they belong. In the case of young people youth subcultures have been associated with elements such as fashion, beliefs, slang, dialects, behaviours or interests. Many youth subcultures are associated with specific genres of music, and in some cases music has been the primary characteristic of the group.

3 Assessment notes:

This unit standard may be assessed against evidence of demonstrated performance in the workplace, and through the use of simulated workplace situations that closely approximate the performance required in workplace settings. Workplace settings can include field education placements.

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

People awarded credit for this unit standard are able to outline and apply the theory/model that is informing their youth work practice.

People awarded credit for this unit standard are able to demonstrate an understanding of the youth cultures within their area.

People awarded credit for this unit standard are able to demonstrate and self-monitor their ability to relate to difference, as evidenced by acknowledgment and respect for difference, acceptance, genuineness, honesty, humility, patience, and warmth. They respond in inclusive and empowering ways that are appropriate to the characteristics and needs of youth. They demonstrate and communicate clarity about their role within all relationships with youth. They know the limits of their role, function, and competence, and when to seek advice or refer on to others. Support for youth is provided within the context of a working relationship that encourages self-determination of a young person, discourages long-term dependency on the youth worker or youth work agency, demonstrates and maintains the boundaries of the youth worker's role with the young person, and complies with a code of ethics relevant to youth work.

People awarded credit for this unit standard demonstrate competence with at least one young person from their own culture and life experience, and at least one young person from a different culture and life experience.

- 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, 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/>
 - UN General Assembly. (1989) *Convention on the Rights of the Child*. Available at: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Outcomes and performance criteria

Outcome 1

Establish and define essential features of the young person's identity.

Performance criteria

1.1 Culture is defined in terms of essential features.

Range essential features may include but are not limited to – age; class; ethnicity; gender; historical origins; migration and settlement reasons and patterns; personal; significant cultural values; economic, political, and socio-cultural structures; external influences, including ideological, kinship, and religious structures. Evidence is required of five essential features.

1.2 The young person's identity is established in terms of their identification with one culture and one youth sub-culture.

1.3 Essential features of the young person's identity are described in terms of their relevance to the primary focus of the working relationship.

Range essential features of identity may include but are not limited to – personal and structural reasons and patterns of migration to and within Aotearoa New Zealand; significant cultural values; economic and socio-cultural influences, including peer group, kinship and religious structures; impact of power structures of another dominant culture; family or whānau origins, history, and

structure; community and recreational interests; education and training; paid and unpaid work experience; disabilities; sexual orientation.

Evidence is required of identification of five essential features.

1.4 Essential features of the culture and life experience of the young person are explained in terms of the impact on the young person.

Range impact – beliefs; kinship and other social relationships; values; experience of prejudice and discrimination; survival strategies. Evidence is required of two impacts.

1.5 Essential relationships with others are explained in terms of the four key environments of the young person.

Range essential relationships may include but are not limited to – whānau, friends, school, work, community, support. Evidence is required of at least one relationship between the young person and a person from each of their key environments.

Outcome 2

Demonstrate correct pronunciation and usage of aspects of the language of a young person.

Range language of a young person includes both their first language, and key words of youth within their area;
aspects of the language of the young person may include but are not limited to – greetings and farewells; key cultural values; names for family structures; key cultural values – evidence is required of knowledge of words for four key cultural values in the culture of the young person.
Evidence is required in relation to one language other than the youth worker's first language, determined by the context of assessment.

Performance criteria

2.1 Knowledge of aspects of the language of the young person is demonstrated in accordance with the standards required by the approving authority.

2.2 Words of the language of the young person are pronounced according to standards required by the approving authority.

2.3 Words are correctly used in terms of their meaning and context.

Outcome 3

Build rapport with a young person.

Performance criteria

3.1 A supportive environment is established according to confirmation with the young person.

3.2 Kawa or protocols are established for the relationship according to negotiation and buy in from the young person.

3.3 Interpersonal skills that are appropriate to the characteristics and needs of the young person are used to respond to verbal and non-verbal communications.

Range interpersonal skills – attending, clarifying, encouraging, following, questioning, paraphrasing, reflection of feeling and content, summarising.

3.4 Inclusive language is used.

3.5 The ability to relate to difference in the relationship with the young person is demonstrated according to relevant criteria.

Range relevant criteria may include but are not limited to – acknowledgement of and respect for difference; acceptance; awareness of own culture; genuineness; honesty; humility; patience; self-awareness; warmth.

3.6 Rapport is sought with the young person, encouragement and affirmation are given, any criticism and feedback is responded to without defensiveness, and changes required to re-establish rapport are acted upon.

Outcome 4

Maintain rapport with a young person.

Performance criteria

4.1 The youth worker's behaviour with and responses to the young person are in accordance with relevant criteria.

Range relevant criteria may include but are not limited to – value base required of youth workers; code of ethics; the youth worker's role, function, and boundaries; kawa or protocol for the relationship; use of inclusive language.

4.2 Rapport is continually sought with the young person, any criticism and feedback is responded to without defensiveness, and changes required to maintain rapport are acted upon.

4.3 The youth worker is clear about their limits of competence and demonstrates appropriate advice seeking or referral to others if the limits of competence are reached.

4.4 The youth worker's role, function, and boundaries are clearly demonstrated and communicated within the relationship with the young person.

4.5 The decision to end the working relationship is made according to relevant criteria.

Range relevant criteria may include but is not limited to – the purpose of the relationship has been attained, the relationship between the young person and youth worker is not constructive or is no longer functional, young person's goal(s) has/have been met, the young person chooses to end the relationship.

Outcome 5

Reflect on the working relationship with the young person.

Performance criteria

5.1 Similarities and differences between the culture and life experience of the young person and the youth worker are described.

Range similarities and differences may include but are not limited to – beliefs; kinship, peer groups, and other social relationships; life journeys; values; experience of prejudice and discrimination; life skills; interests.
Evidence is required of feelings or responses to two similarities and two differences between the youth worker and young person.

5.2 The objectives of the relationship are reflected on in terms of progress to achievement of objectives.

5.3 Reflection on the working relationship identifies the relationships of the young person within their four key environments.

Range relationships may include but are not limited to – whānau, friends, school, work, community, support.
Evidence is required of reflection on feelings and responses related to at least one relationship between the young person and a person from each of their key environments.

Planned review date	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 November 2007	31 December 2021
Revision and rollover	2	MM 2020	N/A

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

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.