

Title	Use theory and knowledge of youth culture and identity formation to prepare for youth development work		
Level	5	Credits	15

Purpose	People credited with this unit standard are able to describe in Aotearoa New Zealand contexts: youth culture and its subcultures, globalisation and societal change; human lifespan development and construction of identity; the development of youth work taking into account youth culture, international practice and social and economic policies; and approaches to working with youth in a youth development contexts that reflect knowledge of youth culture and youth identity.
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Classification	Social Services > Youth Development
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Available grade	Achieved
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Guidance Information

- 1 This unit standard is underpinned by the *Mana Taiohi Principles*. It prepares people to use their knowledge and understanding of youth development practice to work with young people, and to practice accountably within established organisational policies, procedures and protocols.
- 2 Definitions:

Competencies means the competencies defined by a relevant professional or regulatory body to describe the knowledge, skills and attitudes for competent professional practice.

Culture is the set of shared attitudes, values, goals and practices that characterises an institution, organisation or group.

Scope of practice is the procedures, actions, and processes that are permitted for individuals recognised as being competent in relation to having the competencies specified by a relevant professional body or association.

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.

Youth/young people are people between the ages of 12 and 24.

Youth development context is a situation where practice is being used intentionally to promote positive development of young people. Examples include education, sport, community development, religious groups, cultural groups, and interest groups.

3 Assessment notes:

This unit standard may be assessed against evidence of demonstrated performance in the workplace and/or through the use of simulated workplace settings in an educational environment. Workplace settings can include field or practice learning placements.

4 References:

- 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/>
- Ministry of Youth Development. (2002). *Youth development strategy Aotearoa – Action for child and youth development*. Wellington: Ministry of Youth Development. Available at: <http://www.myd.govt.nz/resources-and-reports/publications/youth-development-strategy-aotearoa.html>
- 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

Describe youth culture and its subcultures in Aotearoa New Zealand and discuss how these have been shaped and impacted by social and cultural issues, globalisation and societal change.

Performance criteria

1.1 Youth culture in Aotearoa New Zealand and its subcultures are described.

Range a minimum of six subcultures, one of which must be Māori.
Description includes but is not limited to – physical, social, spiritual and cultural characteristics; common interests or kaupapa; social mores and tikanga; commonly held beliefs and behaviours; place in New Zealand society; contribution to the wider community.

1.2 Global, social and cultural influences that shape youth culture and wider society are discussed.

Range a minimum of six influences.
Discussion includes – summary of the influence and the background to it, impacts on the current and future development of youth culture and wider society.

1.3 Impact of societal change on the development of youth culture is discussed.

Range a minimum of three societal changes.
Discussion includes – summary of the societal change and the background to it, way it is impacting on the current and future development of youth culture, assessment of impacts.

1.4 Impact of globalisation on youth culture is discussed.

Range a minimum of three impacts of globalisation.
Discussion includes – summary of impacts of globalisation on youth culture and the background to them, way these are impacting on the current and future development of youth culture, assessment of impacts.

Outcome 2

Use understanding of human lifespan development to discuss how young people actively negotiate and construct their own identity.

Performance criteria

2.1 Youth and adolescence is discussed with reference to human lifespan development.

Range discussion includes – adolescence as a stage of development, physical development, behavioural and psychological development.

2.2 Understanding of human lifespan development is used to discuss how young people actively negotiate and construct their identity.

Range discussion includes – processes by which young people negotiate and construct their identity, factors that contribute both positively and negatively to the construction of identity, impact of changes in a young person's environment, ways in which identity impacts on a young person's development.

Outcome 3

Discuss the development of youth work in Aotearoa New Zealand taking into account changes in youth culture, international practice, and social and economic policies.

Performance criteria

3.1 Historical development of youth work both internationally and in Aotearoa New Zealand is described.

Range description includes – definition of youth work, its scope of practice and competencies, differences between youth work and youth development work, a summary of how these have been arrived at over the past 20 years for Aotearoa New Zealand and one international jurisdiction.

3.2 Ways in which changes to youth culture, internationally and in Aotearoa New Zealand, have impacted on youth work are discussed.

Range discussion includes – changes to youth cultures over the past 50 years, the influence these changes have had on youth work in Aotearoa New Zealand and one international jurisdiction.

3.3 Impact of social and economic policies on youth work in Aotearoa New Zealand is discussed.

Range discussion includes – summary of one social and one economic policy, their intended impact, the influence they have had on youth work and youth development work in Aotearoa New Zealand.

Outcome 4

Suggest an approach to working with youth in a youth development context that takes into account knowledge of youth culture and youth identity.

Performance criteria

4.1 Approach for working with a young person in a youth development context is suggested.

Range approach includes – description of youth activity, the practices and procedures used to work with a young person, the competencies required.

4.2 Way in which suggested approach recognises the young person's culture and identity in a positive way is described.

Range description includes – summary of how the suggested approach supports the development of a young person in a positive way, how it acknowledges their identity and culture, how their culture will be used to support the approach suggested.

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	14 April 2011	31 December 2021
Review	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.