

<b>Title</b>	<b>Facilitate group processes to support young people's positive development</b>		
<b>Level</b>	<b>6</b>	<b>Credits</b>	<b>15</b>

<b>Purpose</b>	People credited with this unit standard are able to: describe and evaluate models and methods of groupwork practice and their use in positive youth development; evaluate the application of youth participation, experiential learning and therapeutic processes to developmental groupwork and integrate them into the design of positive youth development practice; facilitate group processes to support young people's development goals; and use experience, feedback and practice supervision to reflect on own practice in facilitating groups.
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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 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:
  - *Developmental groupwork* meets the needs of individuals within and through small face-to-face groups in order to bring about the desired change among the participants. It aims to develop young people through the interplay of personalities in a group situation and the creation of such group situations to provide for integrated, cooperative group action for common ends.
  - *Group* means three or more people meeting together and connected by a common interest or activity.
  - *Positive youth development* builds on young people's strengths, interests, skills, and abilities to support their transition from childhood to adulthood. It focuses on engaging youth to take responsibility for their own wellbeing and that of their wider community, now and in the future.
  - *Practice supervision* is a contracted relationship with a skilled peer who provides a safe context to reflect on and review aspects of, or episodes in, a professional's practice. It involves a worker meeting with an independent person who has advanced experience, knowledge and practice skills, including skills in supervisory practice. Practice supervision happens either inside or outside the workplace in a confidential setting.
  - *Therapeutic purpose* aims to improve and enhance physical, behavioural, social and emotional well-being.

- *Youth/young people* are people between the ages of 12 and 24.
- *Youth development context* is a situation where youth development 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.
- *Youth participation* is the voluntary and informed involvement of young people in their school, neighbourhood and wider community. It is facilitated by processes used to create opportunities for young people to influence, inform, shape, design and contribute to activities or projects of concern to young people.

### 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 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/>
- Ministry of Youth Development. (2009). *Keepin' it real: A resource for involving young people in decision making*. Wellington: Ministry of Youth Affairs.
- 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

Describe and evaluate models and methods of groupwork practice and their use in positive youth development.

### Performance criteria

- 1.1 Models of groupwork practice are described and their use in positive youth development practice is evaluated.

Range	a minimum of two models of groupwork practice. Evaluation includes, but is not limited to – benefits, limitations and use of model to support positive youth development; roles and responsibilities of youth development worker and other professionals; limitations of youth development worker's role.
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- 1.2 Methods of groupwork practice are described and their use in positive youth development practice is evaluated

Range a minimum of four groupwork methods.  
Evaluation includes but is not limited to – benefits, limitations and use of method to support positive youth development, roles and responsibilities of youth development workers and other professionals, limitations of youth development worker's role.

## Outcome 2

Evaluate the application of youth participation, experiential learning and therapeutic processes to developmental groupwork and integrate them into the design of positive youth development practice.

Range two examples of developmental groupwork, one of which should be culturally specific.

## Performance criteria

- 2.1 Application of experiential learning and youth participation processes to developmental groupwork is evaluated in relation to their contribution to positive youth development.

Range a minimum of two experiential learning and two youth participation processes.  
Evaluation includes but is not limited to – description of process; analysis of how processes can be applied to groupwork along with evaluation of the benefits, limitations and/or barriers and impacts of the use in groupwork on positive youth development.

- 2.2 Application of therapeutic processes to developmental groupwork is evaluated in relation to their contribution to positive youth development.

Range a minimum of two therapeutic processes.  
Evaluation includes but is not limited to – description of process; analysis of how processes can be applied to groupwork along with evaluation of the benefits, limitations and/or barriers and impacts of the use in groupwork on positive youth development.

- 2.3 Experiential learning, youth participation and therapeutic processes are integrated into the design of positive youth development initiatives for groups of young people.

Range a minimum of two positive youth initiatives for a group of young people.  
Design includes – purpose/kaupapa, activities/processes to be used, processes to support engagement and social connection, description of positive development strategies used, outcomes sought, timeframes, resources, process to measure initiative's impact.

### Outcome 3

Facilitate group processes to support young people's development goals.

Range evidence of working with two groups of young people in two different youth development contexts.  
Evidence of having multiple interactions with at least one group over a period of at least three months.

#### Performance criteria

3.1 Clear purpose and development goals are agreed with each group of young people.

3.2 Group process is selected to meet agreed purpose and goals and its mode of provision is discussed and agreed with each group of young people.

3.3 Resources required for the group process are negotiated and acquired according to organisation's protocols.

Range resources include but are not limited to – money, equipment, facilities, staff, contribution of support people including colleagues and specialist practitioners.

3.4 Ground rules for group operation and process are agreed with young people.

Range ground rules include but are not limited to – participation requirements, acceptable behaviour, confidentiality and respect for privacy, roles and responsibilities of group members, respect for difference, limitations of youth development worker's involvement, process for addressing unacceptable behaviour.

3.5 Group process is facilitated to achieve agreed purpose, outcomes and mode of provision.

3.6 Feedback on effectiveness of group process in meeting intended purpose and development goals is obtained from young people and other participants.

### Outcome 4

Use experience, feedback and practice supervision to reflect on own practice in facilitating groups.

#### Performance criteria

4.1 Own experiences in facilitating groups and feedback from young people are reflected on under practice supervision.

4.2 Reflection is used to identify the impact of experiences on the development of personal practice.

Range development of personal practice includes – identification of strengths in practice and opportunities for further development.

4.3 Plan is developed and agreed with practice supervisor that identifies opportunities to strengthen group facilitation practices.

<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	14 April 2011	31 December 2021
Review	2	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>

#### 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.