

MARKING GUIDE

CODE OF ETHICS

Developing a Safe Space for our Youth

Level 4, Credits 3

Assessment Code: YTD Code of Ethics

INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

TASKS: Complete a theory assessment about best practice development of safe spaces for working with youth in New Zealand as articulated by the *Code of Ethics for Youth Work in Aotearoa New Zealand*.

Task 1 – Select **one** of the four principles on the mana young people have in *Code of Ethics for Youth Work in Aotearoa New Zealand*. Answer the questions. Submit a short presentation that highlights how you integrate a minimum of two relevant subclauses into your (or your organisation's) youth work practice.

Task 2 – Select **one** of the four principles on enhancing mana through youth development in the *Code of Ethics for Youth Work in Aotearoa New Zealand*. Answer the questions. Submit a short presentation that highlights how you integrate a minimum of two relevant subclauses into your (or your organisation's) youth work practice.

Journal Entry 1 – Submit evidence of journaling related to professional boundaries applied to youth work practice

1. A PowerPoint template is provided for this task
2. To gain competency in this assessment Tasks 1 and 2 must be completed correctly and fully as required by the marking criteria.
3. Evidence of journaling related to professional boundaries applied to youth work practice must be submitted along with the assessment tasks.
4. The assessment must be the student's own work.
5. Resits are available. Refer to student handbook for assessment and resit policies.

New Zealand Certificate in Youth Work – Level 4		
Course 2 Assessment 2.4		
Graduate Profile Outcome	Learning Outcome	Assessment
GPO 1: Create and maintain a safe environment when working with young people.	LO 2.4 Discuss the use of Codes of Ethics in youth work practice. (3 credits)	Assessment 2.4 Select two of the principles in the <i>Code of Ethics for Youth Work in Aotearoa New Zealand</i> , including one of the four principles on the mana young people have and one of the four principles on enhancing mana through youth development. For each principle, answer questions and create a presentation on how you integrate subclauses from this principle into your youth work practice. LO 2.4 3 credits

Model answers are in orange

Judgement guidelines are in red

Task 1 – Code of Ethics principles on the mana young people have

Question 1

From the *Code of Ethics for Youth Work in Aotearoa New Zealand* select **one** of these Mana Taiohi principles (the mana young people have):

- Mauri (o te Taiohi)
- Whakapapa (Taiohi)
- Hononga (Taiohi)
- Te Ao (Taiohi)

Answer the questions for the principle you selected.

- A. How does the *Code of Ethics for Youth Work in Aotearoa New Zealand* summarise the meaning of this principle? Give **one** example of what this principle means for you and/or the young people you work with day to day.

Principle	Summary	Example
Mauri (o te Taiohi)	Summary on page 25 of the <i>Code of Ethics for Youth Work in Aotearoa New Zealand</i>	We have group discussions led by young people where they can talk openly about who they are and what is important to them. We establish guidelines at the beginning of the discussion that do not allow negative comments or mocking of people for their ideas or beliefs, their way of speaking, how they look, their names, etc.
Whakapapa (Taiohi)	Summary on page 28 of the <i>Code of Ethics for Youth Work in Aotearoa New Zealand</i>	Example: This year I am doing professional development on Te Tiriti training and learning Te Reo to better understand Aotearoa and the relationship between Tangata Whenua and Tangata Tiriti.
Hononga (Taiohi)	Summary on page 30 of the <i>Code of Ethics for Youth Work in Aotearoa New Zealand</i>	We work with a lot of young new migrant boys who are Muslim. None of us share these religious beliefs. So, we have spent time learning from these boys and an elder in their community about what changes we could make to the schedule to better accommodate them and provide a prayer room and washing facilities.
Te Ao (Taiohi)	Summary on page 32 of the <i>Code of Ethics for Youth Work in Aotearoa New Zealand</i>	The move to put all our resources online has created problems for some of our young people without easy access to technology to use the software. So, we have provided two community computers that anyone can use during the hours we are open. We also provide pdfs of the resources so those who need it can print out copies for free. We have also provided translations for some of our pamphlets, and plan to do more. This provides greater access to information for parents or caregivers who do not read English.

B. How many of the 24 clauses make up this principle and which are they?

Student answer identifies which clauses sit with the principle they wrote about in A. Answers would be (for one of the following principles):

Mauri (o te taiohi)

- Clause 1 – Hononga Matua – Primary Relationship
- Clause 2 – Whanonga Matatika – Behaviour covered by the Code
- Clause 3 – Iho Pūmanawa – Strengths-based
- Clause 4 – Ngākau Pono – Integrity
- Clause 5 – Whakaaetanga Matatika – Informed consent

Whakapapa (Taiohi)

- Clause 6 – Ko Au, Ko Koe, Ko Tātou
- Clause 7 – Te Whakapapa O Aotearoa – Understanding Aotearoa

Hononga (Taiohi)

- Clause 8 – Tūhonotanga – Connectedness
- Clause 9 – Mahitahi – Collaboration

Te Ao (Taiohi)

- Clause 10 – Ngā Tikanga – Rights and responsibilities
- Clause 11 – Ā-Ipurangi – Youth work online
- Clause 12 – Mana Taurite – Equity
- Clause 13 – Mata Huhua – Diversity

C. Select **one** clause from the Code that sit under the principle you selected. For this clause, write a summary of **1–2 sentences** explaining what it means.

Refer to sample answers in the table below.

D. Give an example of how you apply **one** aspect of this clause in your youth work practice. Explain how this clause helps to support both you as a youth worker and the young people you work with.

Student answer should relate to the principle they wrote about in A and B.

They need to address **one** of the clauses that sits under this principle. Their answer should include a summary of 1–2 sentences of what the clause means and an example of how they apply it.

For example, a student selected the principle Mauri (o te Taiohi) to answer questions A and B; and for C they select Clause 3 or Clause 5. Their answer could be something similar to the following:

Your chosen clause	Summary of what this clause means	Example of how you apply one aspect of this clause in your youth work practice
Clause 3 – Iho Pūmanawa – Strengths-based	Focus on the young person’s positive strengths and attributes rather than their weaknesses, negative attributes or view them as ‘a problem’. Iho pūmanawa means to acknowledge and support young people’s self-expression and exploration of what is positive about themselves, their cultures, and identities	A young person who has been doing a lot of graffiti can have their creative talents developed in our arts programme where we might get them to participate in a community mural or some other kind of collaborative art project
Clause 5 – Whakaaetanga Matatika – Informed consent	Young people must be kept informed about what is happening, what their rights are, the available options, what records are being kept, how to make complaints and the nature of the relationship they have with you.	Our organisation has strict rules about disclosing a young person’s personal information to anyone outside the agency. Recently, one of young people found out she was pregnant but did not want her parents to know, even though she needed their support. We worked with her to

	Communication must be appropriate to the understanding of the young person you are working with.	decide when and how she would tell her parents and the school. We did not pass along any of her personal information until we had her agreement and were certain she understood the consequences of sharing her information.
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- E. Select a minimum of **two** related subclauses. Write a summary of **1–2 sentences** for each subclause, explaining what they mean.

Student should select two relevant subclauses and provide clear summaries of each. The student may continue to discuss examples from their own practice, that they have already mentioned in earlier questions, but they need to highlight or expand on further details that relate directly to each subclause. The student does not have to use an example from their work experience (at this stage), a short explanation/definition in their own words is sufficient.

Question 2

For this task, you will continue to discuss the same principle and clause that you wrote about in Question 1. Create a short presentation (up to 5 minutes) that answers the question: How does putting **this** clause into practice make me more effective in my role working with young people?

In your presentation:

- describe or illustrate the link between this **one clause** and ethical ‘best practice’ behaviour in your youth work context
- highlight how a minimum of **two** subclauses impact youth work practice in your context
- show/explain how implementing this clause can make you more effective in your role
- you may include explanations with examples, or you may tell a story (or stories) that illustrate the meaning of the principle, clause and two subclauses in your youth work practice.

As an alternative to the presentation, you may choose to answer the question as an essay or narrative story. Your writing should be approximately two pages and meet the same criteria as the presentation.

Additional instructions for the presentation option:

- Upload your presentation. A PowerPoint template is provided for this task. You can download it from the Assessment Page, where it is listed under ‘Assessment Files’. You do not have to use the template, but it provides a structure that you may find helpful.
- You may structure the presentation in any way you wish, so long as it meets the criteria.
- You may use any online presentation software you prefer.
- Your presentation may include text, video, images, audio and/or other media. **Important:** if you use video, images or audio of young people or others you **must** have their consent to include them, or their story, in your presentation.
- The presentation as a whole should be no longer than 5 minutes, so any audio-visual media used would need to fit within that time limit.
- Avoid revealing personal information – you may change details to protect someone’s identity.
- Please add a note to your presentation that it may only be used for the purpose of this assessment and may not be shared with others.

- You will find suggested secondary sources of information in the online course to help you find more information about the topic you decide to focus on for your presentation.
- You can talk with professionals and experts in your network to get their perspectives based on their professional expertise and experiences. Just remember to credit them in your Reference List.
- See the section *How to reference sources* at the end of this assessment document for guidance on how to write your Reference List.
- Use the checklist at the end of this assessment document to make sure that your work is complete, before you upload your presentation.

Task 1 & 2 – PPT presentation

Optional PowerPoint presentation template

This is the text for the PPT presentation template supplied to students for this task. Students do not have to use this if they prefer to structure the presentation differently; it is here for those students who do wish to use a supplied template.

Slide	Purpose	Slide heading	Slide content and/or notes to student
1	Cover slide	Assessment A Code of Ethics in Practice – Task 1 (or Task 2)	[Name] [Date] [Title of the presentation] Time frame for the presentation was a maximum of 5 minutes
	Optional opening and closing		<i>Included an optional opening and/or closing to this presentation in whatever way is comfortable for you.</i>
2	Identify which specific aspects of the Code are referenced in the presentation	Principle & clause	<i>Identified a principle and clause:</i> <ul style="list-style-type: none"> • <i>Mana Taiohi principle</i> • <i>Clause(s) – number, name and English translation</i>
3		Two subclauses	<i>Included at least two subclauses with numbers and text from the Code. If the clause you select has less than two subclauses, please select relevant subclause(s) from a related clause.</i>
4	Define ethical 'best practice' clause	[name of the clause]	<i>Provided a short definition or summary of what this clause means in general and/or what it means in the context of youth work in Aotearoa New Zealand.</i>
5	Provides example(s) of the clause in practice	[Name of the clause]	<i>Provided at least one example of organisations or individuals working with young people putting the clause(s) (overall) into practice.</i>
6–8	Provide example(s) of the subclauses in practice	[Name of the clause and subclause number x 3]	<i>Provided for each subclause in turn with at least one example of each in practice. You may continue to use the example from the previous slide but highlight or expand on the part that relates directly to the subclause.</i>
9–10	Explain why this clause is important for youth work in New Zealand	How [name of clause and subclause numbers] improves/benefits/ supports practice	<i>Explanation and/or examples given of why implementing one or more of these subclauses improves a youth worker or organisation's practice, makes them more effective, or provides better/safer situations, relationships or outcomes for young people.</i>
11	Personal reflection on own role and purpose of implementation	[name of clause]	<i>Provided a summary answer to the question: How does putting [name of clause] into practice make me more effective in my role working with young people?</i>

12	List of primary and secondary sources used in this presentation	Reference list	<i>Included a reference for the Code of Ethics and any other primary or secondary sources you used in this presentation.</i>
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The student answer may be in the format of a presentation, essay or narrative

- minimum of **one** clause and **two** subclauses are identified
- the content of the student's answer:
 - is relevant to the clause and subclauses identified
 - shows the link between identified clause and subclauses (as statements of ethical best practice) and impact on the youth worker role and/or the youth they are working with

Task 2 – Code of Ethics principles on enhancing mana through youth development

Question 1

From the *Code of Ethics for Youth Work in Aotearoa New Zealand* select **one** of these Mana Taiohi principles (enhancing mana through youth development):

- Whanaungatanga
- Manaakitanga
- Whai Wāhitanga
- Mātauranga

Answer the questions for the principle you selected.

- A. How does the *Code of Ethics for Youth Work in Aotearoa New Zealand* summarise the meaning of this principle? Give **one** example of what this principle means for you and/or the young people you work with day to day.

Student answer can be taken from the Code for the summary of the principle. Example given in the student answer needs to reflect this principle for youth workers and/or young people in Aotearoa New Zealand context.

- **Whanaungatanga**
Summary on page 34 of the *Code of Ethics for Youth Work in Aotearoa New Zealand*
Example: When we first meet a young person, we bring them into our space and sit down with them to have a general chat about our services – usually over a kai or cuppa tea. We take some time to get to know them, asking them "Nō hea koe? Where are you from?" This builds a level of trust and rapport enabling us to make connections between ourselves as youth workers and them as young people. We may find common threads of people or places that we both know. From here we talk about what they can expect from us as youth workers and our services. We talk about confidentiality and that means that we keep their information private and only share it when it becomes a safety issue, i.e. if the young person is at risk of hurting themselves or others. We talk about transparency and how this means being honest with each other, that it's a two-way street.
- **Manaakitanga**
Summary on page 38 of the *Code of Ethics for Youth Work in Aotearoa New Zealand*
Example: I had a young person that I was taking to the gym two times a week, as they had a goal to lose weight and get healthier. I had to remember that I was there for them and not my own personal gains. I had to be self-aware enough to go at the young person's pace and remember that I was there to *manaaki* her or take care of her. Each session I would ensure that they were safe: that she had

adequate hydration and were wearing cool clothing and correct footwear. The young person was often in distress and her mental health was up and down. In my role as her youth worker my purpose for engaging with her was to help her with her *hauora* (specifically physical), so when it came to her mental health I would always refer back to her mental health team and social workers when I had any concerns for her safety (risk to herself).

- **Whai Wāhitanga**

Summary on page 42 of the *Code of Ethics for Youth Work in Aotearoa New Zealand*

Example: We want to encourage the disabled young people who stay with us to participate with others and take care of themselves, but in a way that is safe. They make their own daily schedule from the options available at the beginning of each week. They discuss it with one of the workers, who can then follow up to make sure the resources or safety procedures are in place for them to fully but safely participate.

- **Mātauranga**

Summary on page 44 of the *Code of Ethics for Youth Work in Aotearoa New Zealand*

Example: I have a supervisor and a mentor that I speak with on a regular basis. My supervisor is outside my organisation and is not my personal therapist. I bring issues to her confidentially. We explore together the best approach and she provides an experienced outsider perspective which is invaluable. My mentor is a more experienced youth worker who is at the same organisation. I learn from her and aspire to be like her. She has supported me to navigate our organisation's requirements and my relationships with colleagues and clients.

B. How many of the 24 clauses make up this principle and which are they?

Student answer identifies which clauses sit with the principle they wrote about in A. Answers would be (for one of the following principles):

- Whanaungatanga
 - Clause 14 – Kia Awatea – Transparency
 - Clause 15 – Matatapu – Confidentiality
 - Clause 16 – Ngā Tauārai – Boundaries
 - Clause 17 – Kia Mataara Ki Ngā Ripa Tauārai – Knowing Your Limits
- Manaakitanga
 - Clause 18 – Kia Aroā – Self-awareness
 - Clause 19 – Āu Ake Whāinga – Personal Agendas
 - Clause 20 – Haumarū – Safety
- Whai Wāhitanga
 - Clause 21 – Whakamana – Empowerment
- Mātauranga
 - Clause 22 – Kaitiakitanga – Supervision
 - Clause 23 – Te Rangahau Me Te Arotake – Research And Evaluation
 - Clause 24 – Te Whakapakari Me Te Ako – Professional Development

C. Select **one clause from the Code that sits under the principle you selected. For this clause, write a summary of **1–2 sentences** explaining what it means**

See explanation below

D. Give an example of how you apply **one aspect of this clause in your youth work practice. Explain how this clause helps to support both you as a youth worker and the young people you work with.**

For C. and D., the student answer should relate to the principle they wrote about in A and B. They need to address **one** of the clauses that sit under this principle. Their answer should include a summary of 1–2

sentences of what the clause means and an example of how they apply it. For an example of a sample answer please refer to the sample answers given in Task 1, Question 1.

- E. Select a minimum of **two** related subclauses. Write a summary of **1–2 sentences** for each subclause, explaining what they mean.

As with Task 1, the student should select two relevant subclauses and provide clear summaries of each. The student may continue to discuss examples from their own practice, that they have already mentioned, but they need to highlight or expand on further details that relate directly to each subclause. The student does not have to use an example from their work experience (at this stage), a short explanation/definition in their own words is sufficient.

Question 2

Please refer to the presentation template provided for Task 1, Question 2, under the heading 'Task 1 & 2 – PPT presentation'

Journal Entry 1

At the end of Topic 1 in the online course, you were prompted to write about professional boundaries and your role as a youth worker.

Specifically, you should have written a personal reflection on this question: What do boundaries mean for me in my professional role working with young people?

These questions were provided to prompt your thinking:

- What are my own personal boundaries? And how do I go about establishing those boundaries with people in my life?
- What role do boundaries play in self-care?
- What are professional boundaries? What are some of my and/or my organisation's professional boundaries?
- How do I feel about my professional boundaries? How similar or different are they to my personal boundaries?
- What do boundaries mean to me in my day-to-day role at work as I establish and maintain relationships with youth? How does my organisation support me in this?
- Which issues with boundaries at work do I have the most difficulty with? Why?

You do not have to submit your actual journal writing (unless you want to). However, you are required to submit evidence of journaling along with this assessment. To meet this requirement, you must submit at least a half-page reflection on what you wrote, or an extract from your entry, for Journal Entry 1.

Important: You will not be assessed on the content of what you write, as it is personal to you and your own journey. But you must submit evidence of journaling with this assessment.

Student submits a personal reflection from or based on their journaling on what boundaries mean for them in their professional role working with young people. Submission should be approximately half a page or longer.

Note: At the end of the programme, students will need to collate, reflect on and submit an assessment based on their journaling throughout the programme. Each Course/Module will have a requirement to provide evidence that this journaling is occurring